

Policy Committee Meeting
Thursday, April 11, 2024 4:30 PM

Dr. Matthew Prophet Education Center
501 N. Dixon St.
Portland, OR 97227

Agenda

1. **Introductions**
2. **Policies in the Public Comment Period** - Additional Public Comment, Committee Discussion, and Potential Action
 - 2.(a) Junior Reserve Officers Training Corps and Military Recruitment Policy (Proposed new Title. Formerly Military Recruitment) Public Comment - 7 two minute spots
 - 2.(b) Districtwide Advocacy and Fundraising 7.10.020-P (Proposed New Title. Formerly Parent Groups And The Schools) Public Comment - 7 two minute spots
 - 2.(c) Diploma Requirements 4.20.042-P Public Comment - 2 two minute spots
3. **Adjourn**

Portland Public School District 1st Reading

DATE OF FIRST READING: April 02, 2024

PUBLIC COMMENT FOR
Revision of
Junior Reserve Officer Training Corps and
Military Careers 6.20.043-P
(Proposed New Title. Formerly Military Recruitment)

The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

Open for Comment until at least:
April 23, 2024

Summary: **Revision of the Junior Reserve Officer Training Corps and Military Careers Policy 6.20.043-P**
(Proposed New Title. Formerly Military Recruitment)

1st Reading by: **Director Julia Brim-Edwards**
Portland Public School Board, Policy Committee Chair

Recommended for a 1st Reading by:
Portland Public Schools Board of Education, Policy Committee

Draft Policy Web Site: <http://www.pps.net/draftpolicies>

Contact: **Rosanne Powell**, Senior Board Manager
Address: P.O. Box 3107, Portland, OR 97208-3107
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Draft Policy Comment Form: <https://forms.gle/VqYbmVA36cqADj6n6>

Included in Packet	Page
Staff Report	03
Redlined Policy with Proposed Changes	05



PORTLAND PUBLIC SCHOOLS

OFFICE OF General Counsel

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3274

Date: March 20, 2024

To: School Board

From: Mary Kane, Senior Legal Counsel
Christopher Brida, Director of Academic Programs CTE & AP/IB •
College and Career Readiness

cc: Dr. Sandy Husk, Interim
Superintendent Liz Large, Contracted
General Counsel

Subject: Staff Analysis Report to the Board

Policy # and Title: 6.20.043-P-P Military Recruitment (proposed new title Junior Reserve Officers Training Corps (JROTC) and Military Careers)

BACKGROUND

The Policy Committee introduced an amendment to the Military Recruitment Policy on February 12, 2024. The proposed language was again discussed at the committee's March 4 meeting and then approved on March 18 to go to the full Board for a First Reading.

RELATED POLICIES/BEST PRACTICES

The District has been focused on building a more robust CTE program for students and will include JROTC programming in its review of whether its inclusion in CTE curriculum is appropriate. CTE aims to provide access to career pathways that are conducive to student success. In creating the environment and conditions to do so, it is critical to consider the partners we engage with in this endeavor, recognizing that specific initiatives may require collaboration beyond the confines of traditional school structures.

ANALYSIS OF THE SITUATION

Any JROTC program must align seamlessly with established CTE standards and curriculum guidelines. This alignment encompasses integrating pertinent career pathways, fostering skills development, and adhering to industry standards within the JROTC curriculum. The JROTC program should be evaluated to determine the career avenues that are created for students and understand how the skills taught as part of

the JROTC program change student career trajectories across a diverse range of fields. Central to this analysis is the role of JROTC to complement academic learning and enrich students' overall educational experiences. This entails identifying opportunities for interdisciplinary integration and bridging JROTC activities with subjects like history, leadership, physical education, and technology. Further, ensuring accessibility and inclusivity of the JROTC program to all students, irrespective of background or career aspirations, is paramount. Strategies for recruiting and supporting diverse student populations, including historically underserved students and those with disabilities, must be a focal point of this work. Finally, establishing mechanisms for ongoing monitoring and evaluation of the JROTC program's effectiveness is indispensable. Data on student participation, academic performance, career outcomes, and engagement should inform continuous program enhancement and decision-making processes.

FISCAL IMPACT

The Fiscal impact of this proposed change is unknown at this time. The Career and Technical Education (CTE) Department is at the beginning of its exploration as to how a JROTC program could be realized in the District.

COMMUNITY ENGAGEMENT

There was no community engagement although some members of the community provided public comment at the Policy and Student Success Committees.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

Staff is at the preliminary stages of looking at whether and how the District would support a JROTC program.

STAFF RECOMMENDATION

Staff recommends that the Board accept the respective revisions as recommended by the Policy Committee.

ATTACHMENTS

- A. Redline version 6.20.043-P-P Military Recruitment Workplace Harassment Policy
- B. Clean version 6.20.043-P Junior Reserve Officers Training Corps (JROTC) and Military Careers

Board Policy

Junior Reserve Officer Training Corps and Military Careers Recruitment

6.20.043-P

The District does not prohibit a teacher, counselor or administrator in the district, at his or her professional discretion, from providing information to a student about career and educational opportunities in the military, or from referring a student to a recruitment office.

Schools will provide, at students' requests, transcripts, records and references to military offices and institutions to facilitate military scholarships and appointments or enlistment for military service.

In consultation with and approval of the Superintendent, a high school principal may establish a Junior Reserve Officer Training Corps program that aligns with PPS academic standards, policies and administrative directives,

History: Adopted 5/21/01, BA 1877, Amended 4/2023

Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Email *

[Redacted]

Name *

Sylvia McGauley

Email *

[Redacted]

Your School Community *

Buckman

Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Other (Please indicate which policy in the comments section below) ▼

Please provide your comments below *

I urge you to vote against the proposed policy change which would allow JROTC into PPS high schools. Although I am a Portland resident, I taught for many years in a school with a JROTC program (Reynolds HS in Troutdale, OR). I witnessed first-hand the on-campus weapons training and regular drill practice and countless other problems detailed below. In fact, one of our students honed his marksmanship skills in the JROTC classroom and then, with a guitar case full of guns and ammunition, proceeded to attempt a mass shooting in our school on June 10, 2014. Tragically, two students died that day, and a teacher was injured by a bullet. Guns and military training simply do not belong in our schools.

I urge to read the following information. It comes from years of ongoing research and personal experience. I look forward to your response.

The Junior Reserve Officer Trainings Corps (JROTC) was originally developed under the National Defense Act of 1916 as a tool to recruit and train young people to increase U.S. readiness in the face of World War I. In the 1990s, the program experienced rapid expansion, which continues to this day. The military courses are taught in high schools by retired military personnel and are a highly successful recruiting and public relations tool for the military. As William Cohen, then Secretary of Defense, said in 2000, "JROTC is one of the best recruiting devices that we could have."

Financially, JROTC is a net loss for school districts. PP is facing a \$30 million budget shortfall. Staff will be laid off and programs cut. JROTC is actually a costly program for districts. While schools may take on a JROTC unit hoping to gain resources, in fact, JROTC drains resources from other educational programs because of the unequal cost-sharing formula and a requirement that at least twice as many JROTC instructors be hired than are normally needed to support the number of students in the program. There are also costs to the school district for special equipment and facilities requirements of the program. (See addendum 1)

The JROTC instructor's salary is determined by a complicated formula based on what each JROTC teacher's active-duty military salary would be, minus his or her military retirement pay. Half of this difference is the maximum amount the DoD will pay the school district. The district then pays the rest even if the instructor's final pay outpaces the salaries of experienced educators in that district. Furthermore, the district must pay for all the normal benefits and employer-paid taxes that it provides for other teachers, with no DoD help. (See Addendum 1)

JROTC teachers are not certified in the same way as other school district teachers. In some states they are not required to have more than a GED. The military decides who is qualified to be a JROTC instructor and then presents them to the school district for hiring. In Oregon, according to TSPC, they are only required to have a Bachelors' Degree and pass a test about diversity in Oregon history. Additionally, they must meet the Pentagon's requirements, which includes a minimum of 15 years of military experience. There is no requirement to take classes in education or teaching methodology or have a basic or standard teachers' license.

JROTC personnel have been convicted of sexual harassment and abuse at a disproportionately higher rate than trained non-JROTC teachers according to both the Military Times and the New York Times. a New York Times investigation – which included an examination of thousands of court documents, investigative files and other records obtained through more than 150 public disclosure requests – has found that the program has repeatedly become a place where retired military officers prey on their teenage students.

In the past five years, The Times found, at least 33 J.R.O.T.C. instructors have been criminally charged with sexual misconduct involving students, far higher than the rate of civilian high school teachers in jurisdictions examined by The Times. Many others have been accused of misconduct but never charged. (Mike Baker, New York Times, July 7, 2022.)

In November 2022, "Defense Department officials confirmed the number of substantiated allegations of sexual abuse since 2017 was nearly double that, at 58. Several other allegations are still pending." (Leo Shane III and Davis Winkie, Military Times, Nov. 16, 2022) It is irresponsible to subject our students this potential danger.

There is no evidence that JROTC helps keep students in school, as some have claimed. The statistics cited by the JROTC program have been incomplete and offer no evidence that the program reduces the number of students leaving school before graduation. Rather, many of the other programs that schools are cutting—like music, arts, counseling, library staffing and specific programs designed to keep students in school—reach more students and are more effective in motivating them to stay in school. Even when districts permit JROTC students to receive CTE credit, they are no more likely to graduate than students who complete other CTE programs. (Statistically, there is about a 10% increase in graduation rates for students who complete any CTE program, including JROTC programs that have been classified as CTE programs.)

JROTC is not Career and Technical Education (CTE). According to the ODE website, "CTE programs use 21st century technology to support students in acquiring technical skills, professional practices, and academic knowledge critical for career success in high-wage, in-demand careers."

None of these high-wage, in-demand career areas include drill, shooting practice and shooting competitions, and military training. Nor should they. Beyond the military, JROTC instructors simply are not qualified to provide technical training for any civilian career, including careers in "Law, Public Safety, and Security Programs of Study" – part of the Human Resources Cluster. For students interested in this area, training by licensed and experienced attorneys, social workers, and law enforcement professionals would provide our students with broader and more equitable and relevant learning opportunities. Even if the school district says they want the JROTC program to include presentations by professionals in civilian security and public safety programs, the overall curriculum and allocation of time devoted to various elements of the curriculum, as well as curricular materials such as textbooks, are still under the control of JROTC.

The military is not an economically viable career. According to a recent Military Times article by Retired U.S. Army Maj. Gen. John G. Ferrari, a senior nonresident fellow at the American Enterprise Institute think tank, most fast-food workers in California make about 18% more than an Army E-3 or E-4 enlistee with less than 2 years' experience. Additionally, the Blue Star Families' Annual Military Family Lifestyle Survey revealed that the likelihood of military families to recommend the military has dropped significantly. In 2023 only 32% of active-duty family respondents were likely to recommend military enlistment.

Regardless of the public relations materials, JROTC is designed as a pipeline for enlistment in the U.S. military, not as a conduit for "career success in high-wage, in-demand careers."

Is this really the kind of career option we want to promote for our students? By installing JROTC programs in our schools, we give the military not only a cloak of legitimacy, but a signal of approval. We send our students and their families the message that military enlistment is a worthy choice for our students' growth and development and success in the world. The statistics show otherwise.

Most JROTC programs occur in schools in working class or impoverished schools and communities, which, due to structural racism in our society, have a higher percentage of students of color. Officially, JROTC is not considered a recruiting tool by the Department of Defense (DoD), but the DoD encourages the relationships between JROTC instructors and military recruiters. Despite the DoD's claim, more than 50% of JROTC cadets with two or more years of JROTC experience join the military as enlisted personnel. More often than not, those schools are also predominately populated by youth of color. Most affluent families do not

choose the risks of military enlistment as an option. Therefore, recruiters and JROTC programs rarely appear in more affluent schools. (JROTC requires a minimum number of enrolled students, and more affluent schools struggle to meet that minimum without forced enrollment in the program.) If such programs are not good enough or safe enough for the privileged in our society, is it equitable to promote them for the poor and disenfranchised? (See Addendum 2)

JROTC is not leadership training. While our schools focus on teaching students to develop critical thinking and democratic leadership skills, and how to resolve conflicts through democratic and nonviolent means such as restorative justice and peer mediation, the JROTC practices and teaches a top-down command structure in which students are taught to give and obey orders according to rank and without question. In my high school, I observed a JROTC instructor teaching students to close ranks and boldly lie when faced with unwanted questions and critique.

The JROTC leadership model requires students to lead and practice drills. Non JROTC teachers complain about JROTC students out on the field or in the hallways and common areas with no staff supervision.

JROTC is such an effective recruitment tool that one Dept. of Defense official told Congress that the proportion of JROTC graduates who enlist is "roughly five times greater than the proportion of non-JROTC students." This aspect of the program may not be apparent to administrators since many JROTC students who join the military do so after leaving high school. (See Addendum 3)

JROTC curricula, including the textbooks, are created by the Pentagon, which contracts with Pearson Publishers. The local school district has no control over their content. The local school district does not review materials for content appropriateness, accuracy, and conformity to academic standards. The texts contain numerous inaccuracies and distortions. JROTC teachers aren't required to have a college degree and rarely have credentials to teach many of the subjects the curriculum covers—e.g., history, civics, literacy skills such as reading and writing and speech, political science, etc. JROTC propagandizes students—A review of JROTC materials reveals that students are being presented with a one-sided, partisan view of political and historical events. Schools have an educational, moral and legal responsibility to refrain from giving support to only one side in such controversies.

JROTC includes weapons training and contradicts school-based initiatives that encourage students to settle disputes nonviolently. At a time when schools across the country are employing a variety of methods, such as restorative justice and peer mediation, to curb incidents of violence in the schools, create safe learning environments, and teach peaceful means of conflict resolution, JROTC's introduction of weapons training, its partnership with the NRA to sponsor marksmanship matches, and its modeling of top – down militaristic solutions to problems contradict the schools' stated opposition to violence.

Critics have been successful in getting JROTC to discontinue the use of live weapons in schools on a national level, but units continue to use air rifles, which use lead shot, for target practice on school grounds. At Reynolds High School in Troutdale, Oregon, the shooting range was inside one of the JROTC's classrooms. The school shooter at Reynolds HS in 2014 honed his marksmanship skills in RHS's JROTC program. Weapons have no place in school.

JROTC does not comply with trauma-informed policy. Too many Portland students and / or their families and friends have been victims of gun violence. Many of our refugee students have experienced the violence of war. Having guns and marksmanship training on campus could too easily trigger PTSD in students.

JROTC is not Wellness / Physical Education. JROTC instructors are not trained physical education / wellness teachers.

JROTC can limit students' chances of getting into college and vocational education programs. JROTC is not an "academic" subject and unlike subjects like math and foreign languages, JROTC credits are not counted towards entrance requirements for many state universities and colleges. Students in some states can hurt their chances for college acceptance if they waste their time in JROTC classes instead of taking academic electives. In states like California, JROTC grades are excluded when computing grade point average for student aid eligibility.

Although students never should be coerced or tracked into JROTC classes, in some districts, students are involuntarily enrolled in JROTC, or it is offered as an alternative to real Wellness / P.E. classes, taught by trained teachers, or required Career Technical Education (CTE) classes taught by trained practitioners in various fields. JROTC should always be voluntary.

The school district should never allow JROTC to fulfill core requirements like P.E. or CTE courses. JROTC is not college / vocational prep, and as school districts divert precious resources to JROTC's needs for FTE, space in the schedule, and classroom real estate, it robs students of equitable opportunities to access classes which truly prepare them for post-secondary education and training programs.

In 2010, San Diego Unified School District shut down the JROTC program at Mission Bay H.S. after students argued that the program interfered with students' opportunities to take academic coursework and therefore limited their ability to access 4-year colleges after high school.

The college benefits offered to cadets (i.e., ROTC scholarship money and possible military academy appointments) require them to join the military. Students are promised that if they join JROTC—which does not count for most college admissions—for at least three years, they can enlist in the ranks at a slightly advanced pay grade.

JROTC is military training and does not belong in our public educational system. The military is not in the business of being altruistic. The sole mission of the United States military is to prepare for and fight wars. All military programs – recruitment programs, JROTC, ROTC, ASVAB test, military partnerships with schools, research and development programs – are designed as tools for fulfilling this goal. In a free country, our students should have the option of becoming a part of this mission when they graduate, should they so choose. However, our schools must teach and encourage students to make fully informed choices. Unfortunately, due in part to the fact that their job security relies on meeting certain enlistment quotas, military recruiters and JROTC personnel are notorious for not disclosing the whole truth and for making promises – verbally and in writing – that can be broken at any time. As educators, it is our duty to insist on a system of full disclosure. It is our duty to not embrace a program that uses propaganda and coercion to push young and vulnerable youth to make life altering decisions before they have even reached adulthood. When our students enlist in the military, they lose their constitutional rights. Rather they are governed by the Uniform Code of Military Justice – UCMJ. When our students sign the military contract, they agree, usually unknowingly, to do what is ordered of them, regardless of promises, written or oral, that recruiters made.

FOR ALL ENLISTEES OR REENLISTEES:

b. Laws and regulations that govern military personnel may change without notice to me. Such changes may affect my status, pay, allowances, benefits, and responsibilities as a member of the Armed Forces REGARDLESS of the provisions of this enlistment/reenlistment document.

c. In the event of war, my enlistment in the Armed Forces continues until six (6) months after the war ends, unless my enlistment is ended sooner by the President of the United States. [Source: see U.S. Military Enlistment / Reenlistment Document, Part C, Section 9b, 9c]

When our students enter the military, they too often become cannon fodder subject to high-risk situations

which all too frequently cause lifelong trauma and mental and physical disability, if not death. As Michael Eschete, former marine, who testified at a Student Success Committee meeting in December, noted in an interview with the Oregonian, a significantly high percentage of unhoused persons are vets suffering from PTSD. Evidence shows that domestic violence and high suicide rates are especially prevalent in households with veterans. "Through Central City Concern and the Portland Rescue Mission, where he also works as a volunteer, he began to recognize that veterans make up a stubborn subset of the homeless or at-risk population. Now fifty, he's beginning to see veterans of the new wars show up on the streets. He says he's talked to young veterans who came home, changed by war and eventually wore out their welcomes with parents, spouses or friends. They've burned through their cash, have trouble holding a job and have dwindling options."

When our students of color enter the military, they face insidious racism which leads to a disproportionate majority of officers being white, while most people of color remain cannon fodder. See: Cohen, Zachary and Boschma, Jani. CNN. "Military data reveals dangerous reality for black service members and veterans" Sun June 14, 2020 Military data reveals dangerous reality for black service members and veterans | CNN Politics Do you really want to promote JROTC, with its goal of military enlistment, as a career pathway, for our students?

Sincerely,
Sylvia McGauley

Some questions to ask about JROTC units and JROTC military academies:

How much will the school district spend this next year on JROTC? How much will it spend in future years?

How much is the military funding the program? Will the military's share decrease over time?

Will other elective programs and student services experience budget cuts (e.g. social studies electives, music, sports, P.E., CTE, art, career guidance, counseling, school nurses, bus transportation)?

Will other programs be displaced?

Will JROTC textbooks be reviewed in the same way as other new curricula? Does the curriculum meet school district and state academic standards?

Will the JROTC curriculum, including the textbooks, be reviewed by the local school district for content appropriateness, accuracy, and conformity to educational standards? When? And what will be the process and timeline for doing so?

How do licensure requirements for military instructors compare to those for other teachers? Are military instructors "highly qualified" under NCLB?

If the program is touted as appropriate for "at-risk" youth, who can participate? Will the program be closed to students who do not meet minimum standards for grades and behavior? Does it really target those youth most at risk?

Do students with special educational requirements and students with physical disabilities and immigrant students without papers have full access to the program?

Can openly gay and lesbian students access the college benefits offered through the program?

Do the hiring practices of the U.S. military conform to nondiscrimination policies of the school district, since the school district cannot choose the instructor who they employ (especially hiring of women, gays and lesbians, immigrants)?

Are JROTC facilities comparable to those available to other classes? If there are special facilities, are they available to non-JROTC students?

How does the JROTC unit conform to the school district's military recruitment policy? Are options besides the military promoted equally?

Will there be lead abatement for the on campus shooting ranges?

Sources:

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Baker, Mike. "Military Acknowledges More Sexual Abuse in J.R.O.T.C. Programs" New York Times, November 16, 2022. <https://www.nytimes.com/2022/11/16/us/jrotc-sexual-abuse-house-oversight.html>

Baker, Mike and Nicholas Bogel-Burroughs. "J.R.O.T.C. Textbooks Offer an Alternative View of the World," New York Times, December 11, 2022. <https://www.nytimes.com/2022/12/11/us/jrotc-textbooks.html>

Baker, Mike and Nicholas Bogel-Burroughs and Ilana Marcus. "Thousands of Teens Are Being Pushed Into Military's Junior R.O.T.C." New York Times, Published Dec. 11, 2022; Updated June 20, 2023. <https://www.nytimes.com/2022/12/11/us/jrotc-schools-mandatory-automatic-enrollment.html>

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Cohen, Zachary and Boschma, Jani. CNN. "Military data reveals dangerous reality for black service members and veterans" Sun June 14, 2020 Military data reveals dangerous reality for black service members and veterans | CNN Politics

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Department of Defense. Title 10, US Code Section 2031; DODI 1203.15; AR 145-2; CCR 145-2; Contract

Department of Defense. JROTC Education Briefing. (December 2009)

Department of Defense. JROTC, "What's New?" Brochure (2009)

Department of Defense. Department of Defense Instruction 1205.13, JUNIOR RESERVE OFFICERS TRAINING CORPS (JROTC) PROGRAM (February 6, 2006) [Note: As of February 20, 2011, no changes have been issued to DoDI 1205.13.]

Ferrari, John G., U.S. Army Maj. Gen. (ret.). Military Times, March 19, 2023. "Fast food or the military? Recruiting solutions overlook the obvious" <https://www.militarytimes.com/opinion/2024/03/19/fast-food-or-the-military-recruiting-solutions-overlook-the-obvious/>

Shane III, Leo, and Davis Winkie. Military Times, November 16, 2022. "Sexual misconduct in JROTC programs higher than previously reported" <https://www.militarytimes.com/news/pentagon-congress/2022/11/16/sexual-misconduct-in-jrotc-programs-higher-than-previously-reported/>

United States Military Enlistment / Reenlistment Document

Jahnkow, Rick. "How JROTC Contributes to the School Funding Crisis." Project YANO. (January 2010)

McGauley, Sylvia. "The Military Invasion of My High School: The Role of JROTC" Rethinking Schools, Vol. 29, No. 1, Fall 2014. <https://rethinkingschools.org/articles/the-military-invasion-of-my-high-school/>

Stafford, et.al. Deep-rooted racism, discrimination permeate US military. AP News. May 27, 2021 <https://apnews.com/article/us-military-racism-discrimination-4e840e0acc7ef07fd635a312d9375413>

Project YANO (Project on Youth and Non-military Opportunities). 2020 JROTC Textbook Report.

Schwab, Janine. AFSC National Youth & Militarism Program. (July 2009)

Addenda:

1. How JROTC is a net drain on civilian school funds:

(For further documentation, see

https://www.usarmyjrotc.com/jrotc/dt/5_EstProg/ProgramInformation.html, JROTC Education Briefing and JROTC White Paper April 2010)

Under the standard JROTC contract, the Department of Defense provides students with books, uniforms and special equipment such as pellet rifles. The school district must provide insurance, building facilities and maintenance, and must assume responsibility for paying instructors' salaries and all the normal

employment taxes and benefits that cover regular teachers. JROTC instructors must be retired military officers approved by their military branches. They are not required to meet the same qualifications as other teachers.

The school district receives from the DoD only a partial contribution toward instructors' salaries and nothing toward the substantial cost of employment taxes and benefits. The subsidy amount for each instructor is calculated based on the military pay and housing allowance the officer would receive on active duty, minus his or her military retirement pay. This difference is then cut in half and the result is the maximum amount the DoD will pay the school district.

Public and private educational institutions apply for JROTC units and commit to share costs and meet standards.... Services reimburse schools for a percentage of instructor pay and provide uniforms, equipment, and an accredited and rigorous curriculum. (Source: JROTC White Paper April 2010 and Congressional Research Service. Defense Primer: JROTC, 2021.

- Instructor Pay - 05 retired w/ 20 yrs AFS
- BP + BAS + BAH (5000 + 170 + 1300) = 6470
- Minus Retired Pay (50% of BP at 20 yrs) = 2500
- Equals MIP (6470 - 2500 = 3970)
- MIP x 50% (3970 x 50% = 1985 (Army reimburses the school))

(Source: JROTC Education Briefing

https://www.usarmyjrotc.com/jrotc/dt/5_EstProg/ProgramInformation.html)

The JROTC contract requires the hiring of a minimum of two retired officers (one a non-commissioned officer) for the first 150 students enrolled as cadets at a school. After 150, another instructor must be hired for each additional increment of 100 cadets (e.g., three instructors for 151-250).

A minimum of 100 cadets in grades 9 – 12 organized into a chain of command make up a JROTC unit. Two instructors, normally consisting of one retired officer (the Senior Army Instructor, or SAI) and one noncommissioned officer (the Army Instructor or AI) teach a rigorous curriculum and supervise cadets in all their activities. Additional staffing may be authorized for enrollments above 150 cadets. Services reimburse schools for a percentage of instructor pay and provide uniforms, equipment, and an accredited and rigorous curriculum.

(Source: JROTC White Paper April 2010)

It's important to note that only one (or less) non-JROTC classroom teacher would normally be hired to teach 150+ students. Furthermore, JROTC cadets are generally allowed by schools to take the class in place of physical education, and a single PE teacher would normally support 250+ students. So if JROTC were eliminated in a school district, less than half as many teachers would need to be hired to replace them. In other words, to have JROTC, a school district must more than double the staff normally required for the number of students involved. Because the federal subsidy amount will likely cover less than half the total salaries and none of the employment taxes or benefits for two (or more) JROTC instructors at each school, schools wind up using extra money from their budgets to, in effect, subsidize a high school military training/recruiting program for the Pentagon.

For example, when Air Force JROTC was introduced at Vista High School in Vista, California, the projected net cost to the district for two JROTC instructors to teach 95 cadets was:

Salary, plus taxes and benefits \$79,386

Federal subsidy -28,305

Net JROTC expense 51,081

In comparison, one PE teacher was allocated for an average of 250 students at Vista HS, therefore .38 of one PE teaching position would have been required for those 95 cadets. The total cost for that portion of a PE teaching position, including taxes and benefits, was \$52,250 x .38 = \$19,855.

The projected net loss to the Vista school district was:

Net JROTC expense \$51,081
 Net cost for .38 PE allocation -19,855
 Net loss of funds 31,226

(Data source: Vista Unified School District)

While it is certain that the numbers for salaries and benefits have increased since 1995, the basic formula for calculating the true cost of JROTC is the same today: determine the total net cost for all JROTC staff and subtract the total net cost for alternative teaching staff needed to support the number of students in JROTC. The difference will reveal how much additional money would be freed up for other uses if JROTC were cut from the district's budget.

School board members are often given budget summaries from district staff that include the net cost for JROTC, but without the critical comparison to the cost for substituting JROTC with classes like PE or other electives that meet graduation requirements. This makes it difficult for them to make fully informed decisions about which programs to eliminate when they need to make budget cuts.

According to JROTC Education Briefing

[https://www.usarmyjrotc.com/jrotc/dt/5_EstProg/ProgramInformation.html],

the school must provide:

- Credit for coursework
- Classrooms (including desks/tables), office space (including desks, cabinets, etc.), storage, telecommunications, drill area
- Partial instructor salaries
- Like benefits for instructors and students (teacher / student parody).

The Army provides:

- Educational / audiovisual materials
- Classroom equipment
- Student textbooks, curriculum guides, instructor materials
- Unit support and maintenance funding
- Uniforms and organizational equipment (though sometimes students are required to contribute to the costs of uniforms)
- Special team equipment (Color Guard, Drill Teams, Marksmanship Teams)
- Partial instructor salary reimbursement

[Title 10, US Code Section 2031; DODI 1203.15; AR 145-2; CCR 145-2; Contract]

2. By law, participating host schools are required to maintain participation levels of 10% of the student body, or 100 students, whichever is less. The military departments establish criteria for unit placement. For example, the Army maintains an Order of Merit List, based on a point system that awards credit to institutions for categories such as Title I status under the Elementary and Secondary Education Act (P.L. 89-10, as amended), local indicators of need (e.g., high unemployment or illiteracy), student enrollment, school financial solvency, and fair and equitable distribution of JROTC programs among states.

3. Documenting the way JROTC has been used as a recruiting tool, Memorandum #50 (1999), from U.S. Army Cadet Command, ordered JROTC instructors to help the military recruit students into the Army. A more recent memorandum dated Oct. 6, 2008 rescinded Policy Memorandum #50. However, it is important to note that for years prior to the issuance of Memorandum #50, and during the nine years it was in effect, proponents of JROTC continuously claimed it was not a recruiting program. Memorandum #50 was not, in fact, the only proof of JROTC's recruiting function. For example, DoD officials have repeatedly boasted of its success as a recruiting tool in testimony given to Congress. The rescission of Memorandum #50 does not change this.

This form was created inside of Portland Public Schools.



Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Email *

[Redacted]

Name *

State Representative James Hieb

Email *

[Redacted]

Your School Community *

Canby & Estacada / Clackamas County

Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Junior Reserve Officer Training Corps and Military Careers 6.20.043-P (Formerly Military Recruitment) ▼

Please provide your comments below *

The Junior Reserve Officers' Training Corps offers numerous benefits for young individuals. It instills valuable leadership skills by providing practical training in teamwork, communication, and decision-making. Through its structured curriculum, JROTC promotes discipline and responsibility, essential qualities for success in any endeavor. Additionally, the program fosters a sense of patriotism and civic duty, encouraging participants to become active and engaged citizens in their communities. Moreover, JROTC provides opportunities for personal growth and self-improvement, helping students develop confidence and resilience. Overall, JROTC equips youth with the tools they need to excel academically, professionally, and personally, making it a valuable program for their development.

I urge a YES on JROTC. Thank you.

This form was created inside of Portland Public Schools.

Google Forms

Portland Public School District 1st Reading

DATE OF FIRST READING: April 02, 2024

PUBLIC COMMENT FOR Revision of Districtwide Advocacy and Fundraising 7.10.020-P (Formerly: Parent Groups And The Schools)

The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

**Open for Comment until at least:
April 23, 2024**

Summary: Districtwide Advocacy and Fundraising 7.10.020-P
(Formerly: Parent Groups And The Schools)

1st Reading by: Director Julia Brim-Edwards
Portland Public School Board, Policy Committee Chair

Recommended for a 1st Reading by:
Portland Public Schools Board of Education, Policy Committee

Draft Policy Web Site: <http://www.pps.net/draftpolicies>

Contact: Rosanne Powell, Senior Board Manager
Address: P.O. Box 3107, Portland, OR 97208-3107
Telephone: 503-916-3741
E-mail: schoolboard@pps.net

Draft Policy Comment Form: <https://forms.gle/VqYbmVA36qqADj6n6>

Included in Packet	Page
Redlined Policy with Proposed Changes - CORRECTED	03
Redlined Policy with Proposed Changes	05

PROPOSED REVISION March 25, 2024 draft , Option #1

7.10.020-P Districtwide Advocacy and Fundraising ~~Parent Groups And The Schools~~

~~Parent groups functioning in various support and communications capacities have made important contributions to Portland schools. The Board recognizes that the assistance of parent organizations in cooperation with the schools is necessary and desirable to achieve the goals established for the schools. The school principals, supervising administrators and the office of the superintendent shall regard as an important aspect of their work cooperation with parent organizations in order to assure the most effective liaison between such organizations and the schools in behalf of good education for Portland children.~~

Parent and community-based organizations and individuals make important contributions to support PPS school communities and programs, as well as students and staff. Elements of that support include advocacy in support of PPS schools and fundraising to pay for a wide variety of activities and projects. This policy is designed to foster a spirit of community and shared purpose and facilitate collective impact on behalf of PPS students. Given our common mission and vision, the District encourages parents and community groups to advocate, fundraise and support improving the educational experience districtwide in alignment with our racial equity and social justice values.

Local School Foundations and school or program fundraising:

An inclusive districtwide foundation, designated by the Board of Education, shall serve as the districtwide advocacy and fundraising entity and serve as the fiscal agent for the Local School Foundations (LSFs).

Fundraising for Staff and Contracted Staff:

Effective July 1, 2024, donations for staff positions may be collected only by the designated districtwide foundation in a single, combined fund account. Donations shall be accepted from Local School Foundations, Independent School Foundations, nonprofits, corporations/businesses and individuals. A formula for the distribution of any funding to individual schools shall be developed in advance of the school year by a Parent Advisory Committee, shared with school administrators for feedback, and a recommendation made to the Board of Education for its approval.

(Donations for staff positions collected by Local School Foundations between July 1, 2023 and June 30, 2024, plus any carryover balances held in the associated grant accounts S0083, shall be expended in the 2024-2025 school year for staffing positions per donors' intent.¹)*

Registration and Reporting

All groups affiliated with PPS and individual schools or programs that fundraise \$20,000 or more in aggregated funds in a school year for PPS school-related activities are encouraged to register with the District by September 30 in the following school year, sharing their officer names and contact information,

The Board of Education shall receive annually a report at the end of the District's fiscal year sharing the districtwide foundation's donations, expenditures, and major projects.

¹ This language may be moved to the resolution.

Other Requirements

Entities that fundraise to support individual schools shall:

- Provide ways for all members from the benefitting school or program who wish to participate in a fundraising event or activity to have an avenue to participate.
- Shall not communicate, share, or maintain expected per-family or per-student fundraising targets.
- Include and inform the broader school community about fundraising decision-making processes, especially including families for whom the educational equity programs are meant to benefit.
- Adhere to District policies, administrative directives, and other requirements.

Other Provisions

For purposes of this policy, District and contracted staff includes all manner of contracted positions if the position compensation exceeds \$15,000 in a school year.

The designated district foundation shall have a Board of Directors of sufficient size given PPS's enrollment, and members should have diverse experience to support the activities of the foundation. The Board members will be approved by the PPS Board of Education.

Legal Reference: ORS 332 \07

History: Adpt 6/7\; Amd 9/9/02; BA 2422; Amd ____/20____Portland Public Schools

Page 1

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Other Provisions

For purposes of this policy, District and contracted staff includes all manner of contracted positions if the position compensation exceeds \$15,000 in a school year.

In extraordinary circumstances, the Superintendent, in consultation with the Board of Education, may accept community-based donations to fund staff positions.

The designated district foundation shall have a Board of Directors of sufficient size given PPS's enrollment, and members should have diverse experience to support the activities of the foundation. The Board members will be approved by the PPS Board of Education.

Legal Reference: ORS 332 \07

History: Adpt 6/7\; Amd 9/9/02; BA 2422; Amd ____/20____Portland Public Schools

Page 1



Districtwide Advocacy and Fundraising

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¹ This language may be moved to the resolution



Board Policy

7.20.010-P

Districtwide Advocacy and Fundraising

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The designated district foundation shall have a Board of Directors of sufficient size given PPS's enrollment, and members should have diverse experience to support the activities of the foundation. ~~The Board members will be approved by the PPS Board of Education.~~

Legal Reference: ORS 332.107

History: Adopted 6/71; Amended 9/9/02; BA 2422; Amd __2024

Date: June 17, 2022

To: PPS Board of Education

Subject: **School-Based Fundraising in Portland Public Schools
Report from Targeted Community Engagement & Administrator Survey**

Community members proposed changes to the district's fundraising policies and practices, and the Board of Education Policy Committee has undertaken a review of school-based fundraising. The Strategic Partnerships Department, with support from Community Engagement, and a Policy Committee representative, hosted targeted community engagement sessions to hear from communities who, up to this point, have had less of a voice on this issue.

- **Student Engagement, District Student Council, 5/31/2022**
- **Targeted Parent Leader Engagement: Roundtable Discussions of School-Based Fundraising with primarily Roosevelt (6/13/2022) and McDaniel (6/16/2022) Feeder Schools**
 - School administrators and a board member selected 1-2 parent leaders from their school communities. We invited approximately 20 people to each meeting and 10-12 planned to attend. Four parents attended the meeting at Roosevelt and 13 attended the meeting at McDaniel.
 - Staff developed the following website to help provide background information to participants: sites.google.com/pps.net/ppsschool-basedfundraisinginfo, along with the slide presentation shared with the Policy Committee.
- **Administrator Survey** School administrators were encouraged to complete a survey. Providing their name was optional (questions and response highlights on pages 3-4).

Introduction

Nonprofit organizations, parent groups, and individuals make important contributions to support PPS students and school communities. Parent groups include local school foundations, independent nonprofit organizations, PTAs, PTSAs and PTOs. One element of that support is fundraising to contribute to a school or program budget.

Direct Quotes

"This isn't working. It's inequitable. It's never going to feel good." (Parent)

"My kid is your kid and your kid is my kid. These are all our kids." (Parent)

"We are all PPS, do we need to think about it as our school, or as a district?" (Parent)

"It is so incredibly confusing. Transparency from district, this is a shared value." (Parent)

"Thankful for the 1/3 Parent Grant, but still not equitable"

Theme: Collective Impact Model

There is a strong interest in shifting to a district-wide fundraising effort through The Fund for PPS and decreasing school-based fundraising, particularly for staffing and other essential services that should be provided through publicly-funded education. As long as we continue to encourage or allow Parent Groups to fundraise large sums to solely benefit their own school we will continue to see the divisive nature of fundraising in PPS. Instead of school-based

fundraising the district should foster and facilitate a spirit of community and shared purpose through which the generosity of all involved in fundraising activities (e.g. citywide pizza night fundraisers, etc.) create a collective impact to better serve PPS students and schools regardless of any one community's ability to raise private resources. Most agreed that the District has a responsibility to advance equity and help maintain stable funding.

- The majority of parent participants expressed a desire to end the practice of allowing school foundations to pay for staff positions.
- A handful of participants expressed that if the district continues to allow school foundations to pay for staffing then the percentage shared with other schools should increase to 50%.
 - After the first \$10,000, a minimum of 50% of the Staffing Funds shall be deposited into a fund that is redistributed to schools that enroll a higher number of underserved students.
 - Consider changing the formula for the distribution of the shared funds to benefit more schools, such as an amount per student eligible for free or reduced meals.
- Concerns were expressed that even though PPS might provide additional staff to school communities with greater needs they couldn't fill the positions, perhaps because schools with fewer students with need had positions that were better supported and less challenging.
- There was more of a mixed perspective about requiring a district contribution from parent groups with less fundraising capacity for capital projects, such as replacing playground equipment, as these were long-term, benefit-the-whole-school projects.
- There was also discussion that it wasn't just the total amount of money raised that created inequities but having the people and the infrastructure to fundraise and hold events. Some parent groups have access to large dollar donors, grantwriters, event planners, etc. in their individual school communities. Also, the wealth within a school community means some parent groups can have parents write big checks and others are collecting cans for recycling, staffing concession stands, etc. to earn much smaller amounts.

Theme: Community Building

Many participants expressed gratitude for the opportunity to provide input and speak with their peers about these issues, and expressed a desire for additional opportunities for community building between schools. Parents hope there will be more opportunities to come together to learn from each other, build community, and collaborate either within their cohort, district-wide or both. The current system is perceived to create "silos" and "hoarding" at a school-level and a desire to be more "one district community". Many of the schools represented have a small number of parents actively involved with their parent group or school-based organization, which makes the work challenging. Oftentimes, they do not want to be fundraising because they do not want to ask their parents to give from their limited incomes, and often what they do fundraise goes to basic needs. The disconnect between fundraising to provide families with food, coats or other basic needs, versus other schools fundraising for staff and "fun things" such as field trips, travel and other extras creates animosity. Some wondered whether people truly were not aware of the differences, but they also did not feel comfortable with "poverty parades" or being viewed as or treated as a "charity case" to schools with more financial resources. There was a suggestion that schools with significant fundraising participate in a listening session with PTOs, PTAs that fundraise small, but important funds, for essential items so that they can better understand the difference in resources, parent time available (e.g. PTAs with two active members, \$10 annual PTA dues are too much in some communities) and how that impacts the student experience.

Some parents shared that the cost of their parent group events held to raise money were intentionally set so that they would be accessible to all in their community versus to maximize the amount of money raised.

Support for providing teachers with funds to purchase classroom supplies was fairly universal, although the differences in amounts available was of concern and questions about PPS guidance on this.

Theme: Increased transparency

Increase transparency regarding all parent groups that fundraise including how much money they raise and how they spend the dollars to benefit their schools. Information is difficult to find on pps.net. Collect and make information available to the public because public education should not have hidden dollars flowing to schools without transparency. The lack of an easily accessible, centralized source of information on all fundraising groups leads to confusion, misinformation, and rumors. Some parents suggested:

- Nonprofit and other groups that fundraise for PPS schools/programs should provide information about the amount of money they raise and how it is spent.
- PPS should track and make publicly available the amount of money invested by Parent Groups for:
 - Staff positions
 - Contracted services
 - Playground and facility improvements
 - Plus, to the extent possible: Field Trips, academic and co-curricular travel, Materials and Supplies, and Other Purchases

Parents had questions about the discretionary funds that school administrators had available to them from the school district and how those are utilized to support students and how it intersects with parent group fundraising.

Administrator Survey

1. What challenges and successes have you observed in the current structure of school-based fundraising (e.g., foundations, PTAs, other independent parent groups)?

Challenges

- I have seen many inequities in the amount of money raised by schools in different neighborhoods and the ways they are able to spend that money. Allowing foundations to raise money for staff is the greatest inequity.
- Very inconsistent and schools that are not Title/CSI/TSI have a bare bones crew of staff. It would be nice to have enough staff to run the building safely and we should not have to fundraise to get basic staffing.
- PPS needs to staff ALL buildings - not with necessarily the same level of support, but at appropriately proportional levels.
- It is a challenge that schools are relying on families to maintain current/adequate staff - it is a burden on the community.
- Fundraising capabilities are very school specific. The fundraising activities take up a significant amount of family volunteering time and effort, which limits family participation in other social activities or engagement in other sociopolitical change movements. Site specific fundraising activities promote a “me” (my school, my class, my student) vs. a “we” (our district, our city) mentality.
- Schools “in the middle” (socioeconomically mixed) don’t receive support from PPS through SUN programming, Parent Fund grants, and other key supplemental funding

and activities sources, but their parent communities are also not wealthy enough to provide significant funding for after-school activities and supplemental student supports. This is inequitable to students at these schools.

Successes

- Our PTA has been able to raise funds to help with our SUN programming and Equity work. The school program has been improved by this fundraising.
- Our PTA helps to fundraise for student activities such as field trips and school supplies for all students, yearbooks for all students, etc. We do not fundraise for staff positions.
- We partner very well with our PTA, Foundation, and Booster Club. Also, I feel that our clubs and athletic teams do a great job communicating with staff on their fundraising efforts.
- Foundation fundraising enables us to provide more support to our students than what we receive from PPS general funds. We do not receive any additional FTE beyond classroom teachers for instructional interventionists; however, we have students who need additional support in reading and math. Without Foundation fundraising, we would not have the opportunity to hire Educational Assistants in our K-1 classrooms, or academic interventionists.

2. How can PPS progress toward greater connection and innovative collective impact in school-based fundraising?

- Maybe fundraising should be regional, or more sharing for equity. Maybe there should be district-wide fundraising events that share funds on an equity-based formula.
- It could all be done as PPS community fundraising - speaking of Foundations, where it all goes into a Community Fund and distributed equally. I also think we should not allow schools to create their own "Foundation" where they don't need to give any to others. And, currently I am in a school with a Foundation and still strongly believe this.
- All children are "ours" and we must stop having schools act like charities in order to serve them equitably. When public schools become mini private schools because the families are paying for staff, computers, security systems, playground equipment, etc., it undermines the very idea of public schooling.
- Limit school-based fundraising, to smaller immediate use activities, under \$10,000 for equipment, school based activities, t-shirts etc. Have larger fundraising initiatives be district wide to support big ticket items - all schools get playground updates, all schools should have an intervention teacher, mental health provider, etc.
- Provide avenues for families and schools to have more insight into independent parent groups' use/spending of donated funds.

3. In an ideal state, what would responsible fundraising look like?

- Fundraising that is focused on all students.
- Either having a district foundation that is managed centrally or do not allow foundations to exist or fund staff.
- I understand the concern about foundations, but they should not be broken up as many schools benefit from the contributions that these foundations provide. Instead, increase the amount they contribute... maybe 50%?
- I believe increasing the percentage of Foundation funding allocated to the Parent Fund to 50% is more equitable. However, I do not believe we should be limited in the amount of FTE we can fundraise for. If we are limited in our Foundation FTE we will not raise as much for the Parent Fund, which will decrease the money for our students in need.

- In an ideal state, there would be no need for private fundraising and all schools would be funded for amazing student learning experiences, including overnight travel, robust arts experiences and properly equipped classrooms, labs, auditoriums, and other spaces.
- Well, we would have ideal funding from the federal and state governments for an abundance of certified educators, so fundraising would be totally supplementary and be distributed between all schools evenly.
- Working with the legislature to adequately fund schools, then fundraising could be for innovative endeavors that enhance student’s experience.

4. What policies or structures could be put in place to bring us closer to the ideal state?

- Funding and staffing schools so that parents do not feel the need to supplement school staffing allocations.
- Limits on what can and can’t be purchased with fundraising. Explicit connections between activities paid for with private funds and the graduate portrait or learning outcomes. Higher baseline of services and programming across all schools. Programs like Oregon Trail Overnight included in all school budgets and required like Outdoor School (or abandoned entirely).
- Streamlining/aligning purchasing of regular and more desirable school supplies.
- Work with PAT/OEA to advocate with the state legislature and make parents aware of funding structures so that they can become partners in advocacy.
- More action taken at the state level to require minimum funding levels that match student needs.
- Talk with principals and examine unintended consequences before moving on any fundraising decisions. White supremacy will always find a way to use the system to maintain power.

Addendum: Below is a list of schools represented at the Roundtable Discussions. Many of the parent leaders serve on their schools PTA, PTO, Booster, Site Council and other volunteer positions.

Cesar Chavez K-8
Dr. MLK Jr ES
James John ES
Jason Lee ES
Jefferson HS
McDaniel HS
Rigler ES
Roosevelt HS
Rose City Park ES
Scott K-8
Vernon K-8

Funding of school-based staff

Draft Policy Goal: As a public school district, the goal of policy changes is to ensure school-based staff are hired and retained in an equitable basis across our schools and advocacy for funding at the local or state level is a district-wide effort with a connection to all school communities.

Note: The primary funding for district staff is state funding, local option levy funds, and federal funds. The district currently has a transparent district staffing formula with an equity component; in addition, staff are also funded based on district, state and federal designations.

Current state of school and district-based fundraising*

1. **Limits on funding the amount of staff at an individual school:** None
2. **Proportion of funds retained/donated to central foundation if the contributions raised fund staff:** 66% kept by individual school, 33% goes to central foundation and the Parent Equity Fund, which is distributed to some schools based on a formula.
3. **Proportion of funds retained/donated to central foundation if contributions fund items other than staff:** 100% retained at the school level. (Note: PPS Board created the Equitable Field Trip and Travel Fund to provide funds to HS/MS across the district for the past two years.)
4. **Requirements on type and amount of staff that can be funded by individual school communities:** None/limited.
5. **Requirements of type of staff provided to school if funded by the district or Title funds:** District staffing formula in most cases dictates the type of staff provided, and Title funding must be spent to benefit Title students.
6. **District, school or central foundation support for state or local funding and advocacy:** Primarily through association advocacy (eg. COSA, OSBA, OEA) or at a staff level versus broad based parent and community advocacy.
7. **Control of central foundation receiving school foundation equity dollars:** Funds directed to 501c3, managed/supported and led by district staff. Foundation board appointments are made by the current Foundation board members.

*In the 2023-24 school year, one-time federal covid dollars provided all schools with additional funds to fund additional staff.

Options menu – can be a hybrid. In all scenarios, PTAs, PTOs, Foundations can continue to raise funds.

1. Maintain the current system
2. Create a central foundation or assess leveraging existing foundation that supports district-wide staffing, advocacy and enrichment with no school-based funding of staff members allowed
3. Maintain the current system and require district to provide equitable amount of funds on a per capita basis to all schools who do not fund staff with school-based funds
4. 2024-25 phase out of system of individual schools funding staff
5. Set limits on the amount of fundraised dollars that can be spent on staff on a per student basis with the current 66/33% split

6. Set limits on the amount of staff that can be funded and increase/decrease the split
7. In 2024-25, phase out of system of individual schools funding staff and direct the district in 2025-26 to provide all schools funding to transition to a centralized foundation
8. For any district affiliated foundation receiving district funds or district-directed funds have Board policy or charter set the membership criteria with a focus on district-wide representation.
9. In policy, direct the district to create a transparent pool of FTE that schools with class sizes over a certain size can tap for additional support.
10. Require the district to create a broader base equity funding formula, with a hold harmless provision for schools receiving existing equity funds, that recognizes most schools have students who have been underserved in PPS and they are not accounted for in the current equity funding formula.

DRAFT

PPS Districtwide Fundraising & Advocacy

Co-create an effective districtwide strategy where the foundation raises funds for schools across Portland Public Schools and serves as the convenor for advocacy on behalf of public schools and improvement in student outcomes.

1. **By August 1, 2024, enhance an existing Board of a districtwide foundation** so that there is a diverse mix of experience and expertise on the Board and a strong connection to Portland Public Schools. Experience and expertise areas could include: fundraising, marketing, legal, financial/auditing, donor cultivation, community and parent organizing, and advocacy.
2. **Develop Goals and Plans by September 1, 2024.** Build a two-prong strategy to both communicate about and advocate in the community for PPS's needs and also a strong fundraising plan.
3. **Engage with PPS Community about Districtwide Fundraising & Advocacy:** Engage with key stakeholders, including parents, community members, local businesses, and alumni, to communicate the benefits of donating to a district-wide foundation. Highlight how consolidating fundraising efforts and advocacy can lead to greater efficiency, equity, and impact across all schools within the district.
4. **Conduct a Needs Assessment:** Conduct a thorough needs assessment to determine the areas of greatest financial need in schools and a prioritized plan.
5. **Establish Clear Goals and Objectives:** Define clear goals and objectives for the districtwide foundation related to fundraising and community advocacy. These goals should align with the district's strategic priorities, educational objectives, foundation capacity, and long-term financial sustainability plans.
6. **Develop a Comprehensive Fundraising Strategy:** Build on the current districtwide fundraising plans. Co-create a comprehensive fundraising strategy to generate revenue to meet the identified needs. This strategy could include a mix of fundraising methods such as annual campaigns, major gifts, corporate partnerships, grants, and fundraising events. An effective fundraising plan involves thorough preparation, clearly defined goals, focused tactics, and continuous assessment. The strategy may include:
 - a. **Establish Fundraising Goals:** Begin by laying out PPS fundraising goals. It is important to carefully assess the amount of annual and long-term funding required, identify the specific programs or initiatives that will benefit from the funds, and establish a realistic timeframe for accomplishing these objectives.
 - b. **Identify Target Donors:** Determine and categorize desired donor groups. This may involve parents, alumni, local businesses, community members, foundations, granting agencies, and other potential supporters. Customize

fundraising strategies for each segment, taking into account their individual interests, capacity to contribute, and alignment with your cause.

- c. Optimize Fundraising Approaches: Employ a variety of fundraising methods to effectively achieve objectives, including:
 1. Annual Campaigns: Implement annual giving campaigns that focus on engaging parents, alumni, and community members. Emphasize particular funding requirements and share impactful stories to motivate contributions.
 2. Major Gifts: Continue or develop strong connections with influential donors who have the ability to make significant donations. Create customized cultivation plans and recognition strategies for major donors.
 3. Corporate Partnerships: Maintain existing and explore collaborations with local businesses and corporations to secure sponsorships, grants, employee matching programs, and cause-related marketing initiatives.
 4. Events: Plan and coordinate a variety of fundraising events, including events, Giving Tuesday, auctions, sports tournaments, and community fundraisers, to actively involve donors and generate financial support.
 5. Online Fundraising: Utilize online platforms and social media to initiate crowdfunding campaigns, peer-to-peer fundraising initiatives, and digital donation drives.
7. **Donor Engagement:** Develop a plan to engage donors and foster long-term relationships with them. This plan may involve: ongoing communication, donor recognition within PPS's Policies, and Stewardship activities.
8. **Provide Transparency and Accountability:** Ensure transparency and accountability in the use of funds raised through the district-wide foundation. Develop clear guidelines and reporting mechanisms to demonstrate how donations are allocated and the impact they have on enhancing educational opportunities for students district-wide.
9. **Continual Evaluation, Measurement of Performance, Adaption:** Set up key performance indicators (KPIs) to gauge the effectiveness of fundraising endeavors. Monitor key performance indicators like donation revenue, donor retention rates, average gift size, and return on investment (ROI). Utilize data analytics to assess performance, recognize patterns, and make informed decisions to enhance your fundraising approach. Continually evaluate the effectiveness of the district-wide foundation and fundraising strategies. Solicit feedback from stakeholders, track fundraising metrics, and make adjustments as needed to optimize fundraising efforts and donor engagement.
10. **Co-create a Districtwide Advocacy Strategy:** Engage school-related groups (e.g. PTAs, Booster Clubs, student clubs) and community organizations around a plan for enhanced advocacy at the local and state level on behalf of public education generally and Portland Public Schools specifically.

11. By following a plan with these attributes, the district, in partnership with the foundation, can work towards establishing sustainable and effective district-wide fundraising that supports all PPS schools and garnering support from parents and the broader community.

CONCEPTUAL DRAFT

Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Email *

Name *

Email *

Your School Community *

Buckman Elementary

Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

Dear Dear PPS Board of Directors,

I am writing today to express my opposition to the Policy Committee's draft School Foundation Policy that came before the full board for a first reading on April 2, 2024 and vote at a future meeting. We are asking you to reject this harmful proposal and send it back to the Policy Committee for further consideration.

There are several flawed assumptions with this proposal. One is that you are all making assumptions that parents that are hard-working and don't make a great deal of money will have the time, money, and energy to spend on a general foundation. This is false, and I even cut my donation to PPS Foundation this year due to this specific policy proposal. I focused all of our money and time on our local school foundation.

Second of all, I am a public employee and not a rich parent (as some of the Board members want to assume about focus schools). I have to make choices where I spend my time and money in order to pay our bills. One of the areas that we focus on is our daughter's school.

I have been placed on a waitlist and not able to make public comments at your board meetings. Apparently, now I have been waitlisted for 3 or more meetings. As a public employee, I was frankly surprised and disappointed in your board and policies for limiting public testimony, which appears to be a strategy to avoid dissent. Further disappointed and frustrated by Juila Brim-Edwards comments that the controversy must mean you are doing the right thing, which is a very short sighted approach to a publicly held office and contradictory to your Board's own expressed values on community engagement.

You are approving this policy in a horrible budget year without a strategy or analysis on how your board and the district will overcome the shortfall in the decrease in funding. Your values on equity are in the right place, but your approach is significantly lacking in foresight and an impact analysis. We should be focused on increasing funding for schools that need more support, but we should NOT be doing that by punishing other schools. I have yet to see ONE PPS Foundation event held at my daughter's school in the last 5 years (NOT ONE!). The Buckman School foundation has been an incredible way to build community within our district, and we have been able to meet new friends and families through our joint volunteer and fundraising efforts.

Also, the majority of my daughter's friends don't even live in our elementary school district and live out in the eastern Portland area. So, you will also be taking an arts focused program away from these transfer students that are receiving an incredible experience.

There are three key reasons for this request:

1) This is not how you create policy, or build trust.

Now more than ever the district, and PPS Board, needs to build trust. A scheme to pass this proposal - hatched while parents and community members were distracted by a strike, school closures, budget cuts and lost superintendent - is the absolute opposite of how a board leads its community.

2) This proposal does nothing to help a single PPS student and it is clear it will actively harm many.

This proposal advocates for the elimination of critical funding that thousands of PPS students rely on. Additionally, it offers no immediate replacement funding source or executable plan to shore up a

districtwide fund. We are already facing a painful budget crisis, and this is absolutely the wrong time to impose further cuts that will cause harm to our students.

3) Hope is not a plan. Creating an effective districtwide foundation that replaces the millions of dollars currently raised at the local school level will require significant time, staff and resources. This proposal contains zero details of how or when such a difficult task will be accomplished. Importantly, there is no consideration given to how the district will convince the thousands of parents who currently give at the school level to switch to a districtwide foundation. Most of those parents have never even been asked.

Policy changes on such a complex and sensitive topic - like school foundation fundraising - deserves a thoughtful, collaborative process that includes all impacted voices in the community. Pursuit of this policy will only alienate community members and cause more division in an already fragile district.

The policy should at least be delayed to implement community engagement efforts in focus schools with a detailed impact analysis before it's adopted. Another option would be to consider a phased approach by allowing school foundations to utilize their funds up to a cap of \$100,000, and then the remaining funds go to district-wide efforts. A phased approach would be like implementing a pilot of the program to determine potential unforeseen consequences before full implementation.

We expect the PPS board to prioritize what is best for all PPS students, and to responsibly implement policies that do not leave any student worse off. Our children do not have the luxury of affording any more cuts to their education.

Respectfully,



Proud Buckman Parent

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Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

I am a parent of a child at Lent ES and Kellogg ES. Lent ES is a mess. I have considered pulling my kids out of PPS but feel that public education is a right and we need to work together to make it better. Since 2017 I have watched as my child's school grapples with large classroom sizes, budget cuts that impact the arts, library, and staffing. Our schools are not adequately funded, and our kids are suffering. The model that has been in place for the last 25 years is not equitable and serves the whitest and richest children and neighborhoods. How can this continue? It can't and the time to change it is now.

PPS has been relying on inequitably distributed parent fundraising as a band aid since Measure 5 passed in the late 90s. The current model encourages school communities to "fend for themselves" and focus their resources of money, time, and relationships inward, on their own schools. There is power in schools coming together, understanding each other's strengths and needs, raising funds in community for ALL of our students, and aligning our efforts where it will REALLY make a difference for our kids--in Salem.

Data clearly shows that the requirement to contribute $\frac{1}{3}$ of funds raised to be distributed via "equity grants" has not been enough to offset the inequities that happen when you allow schools to fundraise for themselves. Just tweaking the formula is not enough to ensure that all schools benefit equitably, doesn't disrupt the current system that keeps schools separate from each other, and continues to distract passionate parent communities from advocating at the state level.

Raising funds district-wide is a tried-and-true model that is in use in many school districts, providing valuable examples of what works best and what could be avoided. PPS is an outlier in allowing private dollars to fund staff at all, let alone for individual schools, where the inequities in this practice are obvious.

Reforming the LSF fundraising policy is a first step and lays a foundation for more equitable fundraising practices that are aligned with racial equity and social justice values in all of PPS.

Please do what's right for our children. They all matter. Thank you.

This form was created inside of Portland Public Schools.

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Public Comment on Draft Policies

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Email *

[REDACTED]

Name *

[REDACTED]

Email *

[REDACTED]

Your School Community *

Hosford and Cleveland

Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

I support the draft policy, Districtwide Advocacy and Fundraising 7.10.020-P, in its current state. I appreciate the high-level nature of this policy, and hope that implementation steps and specifics around details such as the formation and role of the parent committee, potential distribution of fundraised dollars, and advocacy functions are clarified in administrative directive. This summer provides an excellent opportunity to work out those details in preparation for the next school year. It is such an important time for parents and school communities to come together to support students across the whole district, both by raising funds together and coming together to advocate for what all students need, rather than continuing to focus on bridging the gaps for the handful of schools who have the resources to do that. Please see this reform through NOW, before the end of the 23/24 school year, so we can start fresh with a united district in the next school year.

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Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

To the members of the PPS School Board:

I am a parent of students at Beach Elementary and Ockley Green Middle writing to support the draft policy to move PPS to a district-wide foundation that allows all schools to work together to raise funds for FTE and align advocacy for increased state funding.

I support this change because

It unites our district instead of leaving schools to fend for themselves.

It creates a pathway for aligned advocacy for state funding, which is at the heart of the issue.

It eliminates disparities in the extra funds that schools get for hiring staff.

It allows schools with LSFs to use the funds they are raising right now to pay for staff next year, helping ease the transition to fundraising alongside the majority of schools who do not have foundations starting in the 24/25 school year.

It isn't fair or equitable for a handful of schools to be able to protect themselves from cuts that all schools are facing, like losses to library and art FTE.

It respects all school communities with dignity, rather than dividing schools into inappropriate stereotypes like "wealthy" schools that fundraise and "needy" schools that receive charity.

After years of discussion, drafts, and community feedback, I am so glad that the time is finally coming for a district-wide foundation, so that fundraising practices better reflect PPS's stated values of social justice and racial equity. The timing couldn't be better, as we need all PPS community members to come together to send Salem a message about the increased education funding that we ALL need.


Beach Elementary and Ockley Green Middle

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Portland Public Schools School Board

Portland, Oregon

April 10, 2024

RE: Fundraising Policy

Chair Hollands, Policy Committee Chair Brim-Edwards, and PPS School Board,

As you contemplate the proposed changes to the fundraising policy, we wish to convey our confidence in the future of philanthropic partnerships that will benefit PPS students. As the sole organization dedicated to channeling philanthropic dollars towards the [PPS vision](#), The Fund for PPS was established as a unifying force for philanthropy, bringing together all donated dollars to ensure every PPS student has an inclusive, joyful, rigorous, and high-quality learning experience every day.

Since our inception in 2019, we have taken pride in the support we have offered to PPS students, families, and schools:

- We launched a Crisis Relief Fund, raising more than \$1.3 million from over 850 donors, to assist families facing financial hardships and enable students to concentrate on their academic success.
- We have supported arts education and environmental sustainability initiatives, empowering students to express themselves and become informed global stewards.
- We have championed the Master Arts Education Plan, helping ensure every student has equitable access to high-quality arts education, fostering a sense of self and belonging.

Although we are proud of our achievements, our work to create more philanthropic partnerships that benefit students and schools is more critical now than ever. [Our students are falling further behind academically, missing more school days, and their mental health needs continue to grow.](#) We have the [third-highest rate of homelessness](#) in the country, and the rising costs of food and housing are making [food insecurity in our community worse.](#)



We appreciate the proposed updates to the policy that aim to unite the fundraising efforts of local school foundations to address the increasing challenges our students face. As we work with you, the School Board, to implement any new policy requirements, we may experience a temporary decrease in donations. Without such funding, it will be crucial for us to collaborate and allocate additional resources to increase fundraising efforts now more than ever before. These unintended consequences are not a reason to slow down but an opportunity to prepare for the effective implementation of a revised policy.

We plan to expand our Board of Directors and collaborate with the PPS Parent Advisory Committee to steward philanthropic funds raised through this new model. As elected representatives of our community, you possess the insight necessary to help us identify new board members who can join us in guiding The Fund for PPS as an independent 501(c)(3) nonprofit organization.

Our commitment to the PPS community is steadfast, and we are eager to collaborate with you to implement any proposed changes to fundraising at PPS. We look forward to working with you to assess and address unintended consequences of these policy changes. We will confidently navigate these changes through a constructive partnership and ensure our efforts continue to benefit Portland's students.

We anticipate further discussions and exploring ways to strengthen our partnership within the new policy framework, achieving our shared vision for Portland's students.

Sincerely,

The Fund for PPS Board of Directors

Jonathan García

Victoria Lara

Kelly Huotari

Chris Minnich

Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Email *

[Redacted]

Name *

[Redacted]

Email *

[Redacted]

Your School Community *

McDaniel High School/Roseway Heights Middle School

Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

I support the draft policy, Districtwide Advocacy and Fundraising 7.10.020-P, in its current proposed state. I am the parent of two students, one currently in middle school and one in high school, and I see the current allocation of funds raised as unjust and broken. I believe that the current system perpetuates inequities, and a new system to benefit all students within the PPS system is long overdue. Any new, equitable policy can lead Portland toward achieving the vision where the needs of all students within a publicly funded education system are met. I hope that adoption of policy reform is done expediently, preferably prior to resumption of class time in the fall, to allow for appropriate administration of the new policy goals. I see a fund for all students as creating a more equitable, just community in Portland, one that aligns with the stated goals of the Board. I appreciate this proposal's creation of a new "normal," that of inclusion and collaboration, one that is independent of a family's affluence or access to resources. I hope that the Board agrees and moves quickly to enact this policy change.

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Public Comment on Draft Policies

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Email *

Name *

Email *

Your School Community *

Peninsula

Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

I am a mother of students in PPS, and am writing to support the draft policy to move PPS to a district-wide foundation that allows all schools to work together to raise funds for FTE and align advocacy for increased state funding.

I support this change because it unites our district instead of leaving schools to fend for themselves, it eliminates disparities in different schools. A district wide solution would respect all school communities with dignity, rather than dividing schools into inappropriate stereotypes like "wealthy" schools that fundraise and "needy" schools that receive charity.

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Email *

Name *

Email *

Your School Community *

Rose City Park

Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

I am a father of a future student at Rose City Park Elementary writing to support the draft policy to move PPS to a district-wide foundation that allows all schools to work together to raise funds for FTE and align advocacy for increased state funding.

I support this change because:

It unites our district instead of leaving schools to fend for themselves.

It creates a pathway for aligned advocacy for state funding, which is at the heart of the issue.

It eliminates disparities in the extra funds that schools get for hiring staff.

It allows schools with LSFs to use the funds they are raising right now to pay for staff next year, helping ease the transition to fundraising alongside the majority of schools who do not have foundations starting in the 24/25 school year.

It isn't fair or equitable for a handful of schools to be able to protect themselves from cuts that all schools are facing, like losses to library and art FTE.

It respects all school communities with dignity, rather than dividing schools into inappropriate stereotypes like "wealthy" schools that fundraise and "needy" schools that receive charity.

After years of discussion, drafts, and community feedback, I am so glad that the time is finally coming for a district-wide foundation, so that fundraising practices better reflect PPS's stated values of social justice and racial equity. The timing couldn't be better, as we need all PPS community members to come together to send Salem a message about the increased education funding that we ALL need.

Thank you for your consideration,
[REDACTED], Rose City Park Elementary

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Public Comment on Draft Policies

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Email *

[REDACTED]

Name *

Jessica Lahti

Email *

[REDACTED]

Your School Community *

ACCESS Academy, Beaumont MS, and Grant HS

Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

Hello,

My name is Jessica Lahti and I am a parent to three PPS students in the Grant cluster. For the last several years, I have worked with other PPS parents to learn about PPS's funding model, the role of foundations, and help educate others on inequitable school-based foundation funding.

A few weeks ago, I had the opportunity to travel down to Salem with other PPS parents to talk to our state legislators and advocate for more state funding for our schools. It was an incredible experience and I appreciated learning about the challenges being faced by others in the district. For example, many of the parents I lobbied with in Salem have children who are the recipients of SPED services. I learned that these parents are often asked by their schools to keep their children at home because their school doesn't always have the staff and services available to meet their needs. I learned that half of the schools facing teacher cuts next year are Title I schools. Most importantly, I learned that our legislators are incredibly accessible and they are open to hearing what we have to say.

But, given all of our state's current challenges, PPS parents need to show up in large numbers to educate our legislators on the problems our students face and demand additional funding. This requires everyone, and I mean everyone (parents from ALL of our schools, the Board, and PPS administration to work together to help our legislators come up with revenue solutions that fully fund ALL of our schools. I am looking forward to going back to Salem with more parents.

A district-wide foundation model would be a great step toward bringing our voices together to advocate on behalf of ALL of the district's students and to uphold PPS's Mission:

Mission Statement

We provide rigorous, high-quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.

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Public Comment on Draft Policies

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Email *

[REDACTED]

Name *

Emily Walsh

Email *

[REDACTED]

Your School Community *

Scott Elementary

Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

I support the adoption of this draft policy - reform of PPS district fundraising policy is long overdue. The approval and adoption of this policy would be an important step forward towards bringing our disparate school communities together in efforts to achieve the funding and staffing that all of our students deserve. I am hopeful that the board will move forward with approving this policy so that inequitable fundraising efforts are limited and so that we as a community can focus on working together to achieve our shared goals.

This form was created inside of Portland Public Schools.

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Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

Please do the right thing and approve district wide foundation fundraising. The current system is not the standard nationwide. It is clearly inequitable and not benefiting the school populations most in need of extra funds.

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Email *

Name *

400 Signers from 73+ PPS School Communities

Email *

Your School Community *

Over 70 Schools Represented

Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

To the Directors of the PPS School Board:

We know you are receiving a flood of emails related to foundation reform policy, so we are sending one joint letter instead of [x] individual ones.

We support a district-wide foundation as an alternative to the inequitable local school foundation (LSF) system that has been in place for the last 25 years, resulting in huge disparities in the number of additional staff that schools have been able to pay for using fundraising dollars.

This policy has been in active school board discussion for more than four years (see highlights on this timeline). In that time, hundreds of parents from every school in the district have communicated with board members in support of a district-wide foundation (links to letter 1 and letter 2). At least 30 community members from over 30 schools, including parents, teachers, and students, have provided public comment in policy committee meetings sharing their thoughts. Many more have participated in PPS sponsored round tables and a community feedback session. There is no scheme, only the persistent desire to see this much-needed change finally come to pass.

PPS is an outlier in allowing individual school communities to raise funds for staff in their own schools. Districts across our region and across the country have taken a stand against this inequitable practice. In our school district, like so many others, where schools remain segregated both racially and socioeconomically, schools do not have equal opportunity to supplement their district-provided funding for staff. Now is the time to align action with PPS's stated beliefs.

On the other hand, district-wide foundation models are common. There are many examples of how to raise and distribute funds together as one united community. This model will create opportunities for fundraising that don't currently exist, as the majority of PPS schools do not have active LSFs but could participate in joint fundraising opportunities. But perhaps more importantly, this policy change provides an avenue for parents to align efforts to improve education funding where it really counts-- to our legislators in Salem and to our local community in support of levy and bond passages. This is advocacy that improves conditions for ALL students, not just the few in schools fortunate enough to raise significant fundraising dollars.

After more than four years, it is up to you, the board, to make the decision that this is our path forward. Because parents in LSFs are raising money right now to pay for staff for the 24/25 school year, there is a built-in transition year that does not cut off expected resources.

This is the role of policy and elected leaders--to provide guidance for our system, when individual decisions are not serving all kids. Please vote YES for a district-wide foundation policy starting in the 24/25 school year.

Signed,

- 1 Susan Carson, McDaniel High School
- 2 Beth Cavanaugh, Hosford and Cleveland parent, member of Cleveland Parent Equity Group
- 3 Jessica Lahti, Grant, Beaumont, ACCESS Academy
- 4 Martha Almendarez Langland. Parent at Atkinson Elementary member of PTA and Amigos Latine parent group.

- 5 Harmony Quiroz (Atkinson parent, former chair of CBRC)
- 6 Rashelle Chase-Miller, Kairos PDX
- 7 Kim Jarema, Mt Tabor Parent & Former Atkinson PTA President
- 8 Tara Rath, Atkinson Elementary
- 9 Abby Wood
- 10 Bethany Austin, Lewis Elementary
- 11 Amanda Pretti, Atkinson DLI parent
- 12 Renee Becerra, parent of students at Kellogg and Vestal
- 13 Isabel Johnson, Glencoe Elementary School
- 14 Cara Haskey, parent of Beaumont MS students
- 15 Laura Bartroff - Creston
- 16 Marisa Bryman, Harrison Park parent, former Southeast Guiding Coalition Member
- 17 Anonymous, Clark Elementary School
- 18 Jessica Farrell, Vestal Elementary
- 19 Bettina McEntyre, Clark Elementary
- 20 Ann Fitzgerald Clark Elementary
- 21 Janine Shockley, Atkinson
- 22 Jamie Ackerman-Harvie (parent in Atkinson Elementary)
- 23 Ellie Russell, Marysville and Kellogg parent
- 24 Molly Jones, Beverly Cleary School
- 25 Danielle Garcia, Atkinson Elementary parent
- 26 Sarah Whitney, Atkinson Elementary
- 27 Magalí Rabasa. Parent at Rigler Elementary, President of Padres Unidos de Rigler/PTA
- 28 Nate Freiburger, Parent at Rigler Elementary
- 29 Marty Stockton, Grant High School
- 30 Tina Wheatley (Atkinson parent)
- 31 Lindsay Wills, Atkinson
- 32 Anonymous, Lincoln hs
- 33 Padres Unidos de Rigler (Rigler Elementary PTA)
- 34 Sarah Cochran - Franklin High School
- 35 Melissa Blount, MLC parent and PPS staff
- 36 Kristin Pollock, parent of incoming Rigler student
- 37 Anne Jin, ACCESS Academy
- 38 Maarit Pulli, Laurelhurst K-8, Grant HS
- 39 Rachel Niedner-Boman, Dr. MLK Jr and Grant parent
- 40 Anne Cherry, Arleta Elementary
- 41 Elyse Cherry, Arleta Elementary
- 42 Teresa Barsotti, Harrison Park parent
- 43 Megan K. Kirsch-McMaster (Kellogg, Franklin)
- 44 Maruska Lynch, RCP parent
- 45 Jennifer Lee, Franklin Parent
- 46 Vena Rainwater parent at Rigler. ¡unidos podemos!
- 47 Laura Campbell, parent at Jason Lee Elementary
- 48 Susannah Reese, parent at Glencoe Elementary
- 49 Aurelia Galimberti, Rigler elementary parent
- 50 Caroline Schwiebert, Hosford parent
- 51 Korin Rasmussen Franklin and MTMS
- 52 Katherine Paxton-Williams, Teacher at Kelly Elementary, Lincoln HS alumna
- 53 Anonymous, Rigler elementary

- 54 Kit Murray, Lent Elementary
- 55 Emilie Lamson-Siu
- 56 Marcy Berkowitz, Clarendon
- 57 Devon Roulette, Atkinson Elementary parent
- 58 John McGowan
- 59 Jeff Gerwing, Rigler Elementary, parent and PTA member
- 60 Maren Kohl, Atkinson Parent
- 61 Mary Beth Snell, Harrison Park MS parent and Grant HS College Coordinator
- 62 Brian Landreth, MLK Jr and Jefferson parent
- 63 Ashley Beach, Atkinson Elementary School
- 64 Chad Dermann Rigler Elementary
- 65 Emily Crick- rose city park
- 66 Sam Fisher, Kelly Elementary
- 67 Anna Cox- parent Lane Middle School
- 68 Joanna Beatty
- 69 Caely Barrett, Rigler School parent
- 70 Emily Walsh, Scott Elementary School
- 71 Joanne Havran, Arleta and McDaniel
- 72 Laura Fisher, Roosevelt High School teacher
- 73 Sarah Kincaid, Arleta Elementary
- 74 Ryan Phillips, Grout Elementary and Hosford MS
- 75 Megan Mermis, Laurelhurst
- 76 Barry Wooffitt, Laurelhurst
- 77 Smyth Lai, Roseway Heights MS, McDaniel HS
- 78 Cozette Tran-Caffee, Rose City Park ES parent
- 79 Eriko Ono Beverly Cleary k-8 and Grant High School
- 80 Kathryn Juergens/parent of 7th grader at Robert Gray Middle School
- 81 Dr. Zena, McDaniel High School
- 82 Beth Robidoux - Atkinson parent
- 83 Mindy Stone parent of Roosevelt High School Student
- 84 Mike Westling, Faubion School
- 85 Trina Marmarelli, Grout ES, Hosford MS
- 86 Chelsea Powers, Woodmere Elementary Parent
- 87 Kerri Babin, Kellogg and Creston
- 88 Anonymous, Lent Elementary and Kellogg MS
- 89 Addie Humbert, parent Beach Elementary
- 90 Seth Otto, Creston, Kellogg, Franklin
- 91 Franklin Parent, former PTSA/Site Council member
- 92 Amy Dancoes, Lent Elementary Parent
- 93 Danielle Galat, parent at Atkinson Elementary
- 94 Naomi Cole, Beach
- 95 Andrew Lightman, Creston School parent
- 96 Kathleen Parker Winterhaven School
- 97 Christy Splitt, Hayhurst School
- 98 Jennifer Kerns McDaniel High School
- 99 Holly Groom, McDaniel HS
- 100 Lydia Kiesling, Glencoe Elementary
- 101 Anonymous, Peninsula Elementary
- 102 Marya Van Metre, Peninsula Elementary

103 Anonymous, McDaniel
104 Nora Bauman, Dr. MLK Jr. Elementary
105 Jonna Lynn Bransford, Astor School parent
106 Courtney Szper, Rose City Park Elementary
107 Becca VandeWalle, Rose City Park Elem
108 James Haskell, No school affiliation at this time
109 Amanda Graham, Alameda ES, Beaumont MS, Roosevelt HS
110 Susan Beal, Hosford & Cleveland parent & PTA volunteer
111 Ryan Mosier (parent of Grout Elementary 2nd Grade student)
112 Anne Hoang, Jackson Middle School and Ida B Wells High School
113 Ian Krist - Parent Rose City Park ES
114 Anonymous, Ockley Green, Jefferson, and Peninsula
115 Caroline Pope, Rigler
116 Erin Lopez (Atkinson Elementary parent)
117 Ron Werner, Scott Elementary and Roseway Heights Middle School
118 Suzanne Clarke, Roosevelt HS
119 Amy Iannone - Cleveland
120 Anonymous, McDaniel HS
121 Richard Belson, McDaniel HS, Portland, OR
122 Jay Klusky, PhD Social Service Provider for DHS
123 Elissa Dingus, former PPS teacher and current community member
124 Maya Pueo von Geldern, Vernon Parent & Vernon PTA VP of Communications
125 Anonymous, Scott School
126 Amanda Bird, Glencoe Elementary, Franklin High School
127 Clint Johnson, Glencoe Elementary, Franklin High School
128 Scott Eck. Hayhurst, Robert Gray and IBWells
129 Jennifer Dunmire Howe (Atkinson & Harrison Park)
130 Julia Schoonenberg, Beach ES
131 Katherine Hart
132 Sara Schultz, Sabin
133 Kate Koehler Lefco, Beach Elementary (parent) and Peninsula Elementary (staff)
134 Liz Erickson. Alliance at Meek H.S. & Beaumont M.S.
135 Dawn Miller, Grant High School
136 Tara Horn, Vernon Elementary
137 Melissa Sabga, RGMS and George MS
138 Hannah Love, Vernon K-8 parent
139 Ashley Schofield, Bridlemile Elementary
140 Pamela Johnson, Sellwood Middle School Parent
141 Darcy Wilde- Atkinson ES and Franklin HS
142 Danielle Meyer, Atkinson
143 Kate O'Donnell, Scott Elementary parent
144 Tiffany Koyama Lane, Sunnyside Environmental School
145 Alice West parent at Glencoe and Franklin
146 Sean Ahern - PPS special education teacher
147 Melissa Sircy, Arleta & Franklin school parent/PTA member
148 Robin Feidelson, Franklin High School, Mount Tabor middle school and Atkinson Elementary
149 Sarah Meme. Parent at Peninsula ES and Ockley Green MS
150 Dominic P. Lane (Beaumont)
151 Mitch Sally, Roseway Heights and McDaniel

152 Wesley Grout, Beach Elementary
153 Alison Ellsworth, Mt Tabor Middle School and Llewellyn Elementary School
154 Theresa Jahangir, parent of a Vestal 1st grader
155 Rhett Lawrence, Roosevelt HS
156 Angela Keeney- Bridger CSS
157 Matt Smith, Lee Elementary
158 Parent of Pennisula Elementary student
159 Eunice Kim, Creston parent
160 Kristin Pepper, Beaumont MS and Grant HS parent
161 Yasmin Correa, K-2 CB Para at Boise-Eliot/Humboldt
162 Amanda Haworth, Scott Elementary
163 Ana Araujo, Parent of Creston and Sunnyside Environmental School Students
164 Kelly Skellenger - parent of Vestal Elementary School student
165 Nadia Coronado, mother of former Head Start & Sitton students, current Benson & MLC students
166 Brenna Sheridan, Ockley Green MS
167 Jeff Walker, McDaniel
168 Laura Johnson Ockley Green and Peninsula
169 Anonymous, Bridger Creative Science School
170 Emma Koehler, Vestal
171 Elena Miranda, parent and employee
172 Sarah C Nelson, Glencoe Elementary
173 Molly Earle, current Atkinson parent & PPS parent since 2006
174 Louis, Lewis Elementary
175 Emily Schwartz-Dale Clark elementary
176 Brian Harper, Clark elementary
177 Rosy Boyer, Dr MLK Jr Elementary
178 Marla Doughty – Roosevelt High School
179 Peter Noordijk, Beach Elementary, ockley Green Middle School, roosevelt high school
180 Chiung-Chen Yu, mentor supporting 14 schools and live in the neighborhood of Sunnyside K8 school
181 Alisa Scudamore, Beverly Cleary School parent
182 Windsor Meyer, 5th grade parent, Rigler Elementary
183 Jed Roberts, Rose City Park Community Member
184 Shannn Kittrick glencoe
185 Robin Krill, parent Cleveland HS, parent Lane MS, former PPS teacher
186 Anonymous, Vernon
187 Ashley Sider, Rigler Elementary parent
188 Anonymous, Richmond
189 Rachel Allen, Glencoe Elem, Mt Tabor Middle School, Franklin HS
190 Joelle Murray, Grant High School parent
191 Molly Franks, Harriet Tubman Middle School
192 Erin Ocon, Chief Joseph Elementary Parent
193 Craig LeMay, Sunnyside Environmental School
194 Philberta Leung. Dr MLK Jr Elementary School
195 Anonymous, Marysville Elementary
196 Niki K. Atkinson Elementary School
197 Kimberly Brodtkin, Roosevelt HS and Ockley Green MS
198 Lee Ann Moldovanyi; Beverly Cleary
199 Cody Williams - father of two Vernon students
200 Laura Dorneman. Roosevelt high school

201 Casey Wallace, parent of Ockley Green MS kid
202 Mackenzie Weintraub, Glencoe Elementary
203 Becky Hillary, Woodlawn Elementary School
204 Ida Lombardozi, Marysville Elementary
205 Devon Healey, West Sylvan Middle School Parent
206 Muriah W Gerrard Roosevelt High School
207 Amy Hojnowski, Portland Village School
208 Carrie Cohen, Peninsula K-5 and Ockley Green
209 Kimberly Peterson, current parent at Roosevelt High School, former parent at Beach Elementary and Ockley Green Middle, employee at Sabin School and Rosa Parks School
210 Ali Briggs-Ungerer, Atkinson Elementary
211 Jennifer Winslow, Ockley Green
212 Tonilyn Cole, parent at Glencoe Elementary
213 Steve Faust, Roseway Heights
214 Jennifer McGowan, Grant High School
215 Jennifer Stewart, Ockley Green Middle School & Roosevelt Highschool
216 Zapoura Newton, MLC
217 Victoria Rodgers, Woodlawn parent, Roosevelt teacher
218 Jessica Fletcher, James John Elementary parent and volunteer
219 Gwen Martin, Rigler Elementary School
220 Craig Patterson - Ockley Green Middle School
221 Elizabeth Doerr, Faubion School
222 Laura Spidell, Roseway Heights MS and McDaniel HS
223 Lena Royale, Beaumont
224 Karen Fletcher
225 Andrew Bransford Astor Elementary
226 Heather Lenon (Vestal Kindergarten Parent)
227 Erika Collins, Retired Teacher, Bridlemile School
228 Sarah Gilmer, Rigler Elementary Parent
229 Heather Torain, Astor K-8 teacher and MLC and Sunnyside parent
230 Sloane Sally, student McDaniel High School
231 Anonymous, Atkinson Elementary
232 Paola Estrada - Atkinson Elementary parent.
233 Vanessa Morgan, Hosford Middle School parent
234 Zil Jaeger, Rigler
235 Dara Wasserman - godchildren at Ainsworth Elementary
236 Emily Goldberg, Alameda Elementary
237 Sarah Ross (Beverly Cleary School)
238 Aviva Schultz; Parent of Kellogg Middle School 7th grader
239 Stephani Hayden, Atkinson Elementary
240 Callie Barish - Atkinson Elementary and Harrison Park Middle School parent
241 Brenna McGee
242 Neon Brooks, Beverly Cleary School parent (MLC and Cleveland alum)
243 Jolene Dunlap (Scott School)
244 Kindly Castillo PTA member
245 Anastasia Zurcher, James John ES
246 Tina Lamanna, Markham ES
247 Megan Vaughn, Rose City Park Elementary Parent
248 Ben Weintraub, Glencoe elementary parent

249 Vigdis Bronder Haas, Atkinson Elementary School parent
250 Caylin Barter, James John Elementary
251 Robin Ruiz Sellwood Middle School
252 Laura Hall, Chief Joseph Elementary
253 Carolyn Charing, Ockley green middle school
254 Anna Garwood, Atkinson
255 Kristin Kuzda, da Vinci Middle School
256 Zachary Kuzda, da Vinci Middle School
257 Lynnae Burns, Roosevelt and Ockley Green
258 Juliana Slightam Chief Joseph Elementary
259 Anonymous, Grout Elementary
260 Anna Gordon Rigler School Parent
261 Amanda Lehinger, Chief Joseph Elem
262 Jan S Molinaro, Sunnyside Environmental School
263 Jamye Gleaves Ockley Green Middle School/Jefferson High School
264 Kara Johnson Chief Joseph
265 Lydia Ledgerwood-Eberlein, Harriet Tubman Middle School and Jefferson High School
266 Joyce Chow (Cleveland and Grout parent)
267 Kate Wilson, Astor
268 Patrice L. Helzer Chief Joseph Elementary
269 Joe Rowe Roosevelt High School
270 Natalie Tracy, Parent of Franklin HS Student
271 Sally Stauffer Grant/Roseway Heights
272 Denae Smith, Kelly Elementary
273 Alison Larsen, Atkinson Elementary and Kellogg MS
274 Anonymous, Atkinson School
275 James Lopez Ericksen Parent
276 Jamie Norwood, Atkinson Elementary
277 Theresa Liao, Cleveland HS
278 Tracy Larson, Kellogg Middle School PTSA president, Arleta
279 Joanne Edwards, Chief Joseph
280 Stacy Humphrey, OGMS/RHS
281 Grant Humphrey, OGMS
282 Joseph Eichenauer, Bridger Creative Science
283 Alison Tarka, Scott Elementary School
284 Mark Fox, Rigler
285 Jill Muhm, Hayhurst
286 Anona Gund, Dr. MLK Jr. Elementary
287 Brookfield Graham, Vernon Elementary
288 Leah Jacobson, Vestal Elementary
289 Tyla Dahlman, Dr. MLK jr. Elementary
290 Derek Fenwick, Scott Elementary
291 Jackson Mowe, All of PPS
292 Brian Busiek, Rose City Park and Roseway Heights
293 Carmen Shah, Dr. Martin Luther King, Jr. Elementary
294 Erica Vaughn, Ockley Green Middle School
295 Sarann Bielavitz, Boise-Eliot/Humboldt, and Harriet Tubman
296 Emily Henkle, Laurelhurst k-8
297 Melody Larsen, Vernon K-8

298 Marya DeVoto, Alliance Meek/Community Transition Program
299 Katie Freathy, Parent – Glencoe Elementary
300 Linda Nelson, Robert Gray Middle School & Ida B. Wells High School
301 Sondra Blair, Parent - Sellwood MS & Llewellyn
302 Katie Obriot, Rigler
303 Karen Liao, Grout ES, Hosford MS, Cleveland HS
304 Sara Brown, Abernethy Elementary Parent
305 Beth Burns, Abernethy
306 Jessica Nabavizadeh, Abernethy elementary
307 Kaia Austin, Atkinson
308 Stephanie Michel
309 Maria Wheeler, Vernon Elementary, K-8
310 Katie Haraguchi, Alameda/Beaumont/Grant
311 Sissily Sevenroot, Scott School
312 Rachel de Haan, Vernon
313 Adrienne So, Parent
314 Kari Lindstrom, Grout ES
315 Traci Friedl, CJES
316 Doug Elliott, Beaumont MS
317 Trena Klohe, Parent of recent Jefferson graduates
318 Jackie Haddon, Jackson MS, Ida B Wells HS
319 Jonathan Lee, Cleveland HS
320 Rosie Lingo, Woodstock Teacher & Parent
321 Elisabeth Fesler, Faubion School
322 Wendie Leaper, Vernon
323 Amy Fauver, Woodlawn
324 Karlyn Clark, Beverly Cleary School
325 Erin Ferree, Harriet Tubman Middle School
326 Laurel Swift, McDaniel High School
327 Adrienne Friend, Teacher and parent
328 Michael Solitaria, Grout Elementary
329 Steven Rosenbaum, BCS
330 Elsa Loftis, Vernon parent
331 Jessica Colby, Lincoln HS
332 Tom Kohl, Atkinson parent
333 Tonya Ray, Atkinson Elementary and Mt. Tabor MS parent
334 Dani Oates, da Vinci Arts Middle School
335 Jessica Garay, Atkinson Elementary
336 Mari Hosti, Vestal
337 Felipe Rodriguez, Atkinson Elementary School
338 Caitlin Quinn, Faubion neighborhood; have worked at RCP, SES, and several other schools in the district
339 McKenzie Miller, Atkinson Elementary Parent
340 Sarah Ash Evens Foltz, Alameda Elementary
341 Maria Holden Raboin, Beverly Cleary School
342 Mulya Melco, Parent at DaVinci Arts Middle School
343 Siri Michel-Midelfort, Multiple Pathways to Graduation
344 Heather Kalowsky, Grout Elementary parent and PTA secretary
345 Kat Bonham, Lent PTA
346 Christy Hudson, Beach Elementary

347 Ian Gustafson, George Middle School
348 Rosalie McDougall, Cleveland HS
349 Cherrie Abraham, Cleveland HS
350 Ambar Olivas, George Middle School
351 Kai Steimle, Sunnyside Environmental School
352 Megan Archer, Kelly elementary
353 Paula Nett, Scott School
354 Betsy Bridge, Cesar Chavez K-8
355 Michael Hogan, Rose City Park Elementary
356 Whitney Stark, Glencoe Elementary
357 Celeste Grover, Scott Elementary
358 Ian, Roosevelt
359 Diane Lynch, Glencoe Elementary
360 Eloise Koehler, Irvington
361 Erin Kaad, Dr MLK Jr Elementary
362 Aili Deibert, Roosevelt High School
363 Roberto Moo-Julian, Roosevelt
364 Elowyn Gottsacker, Roosevelt
365 Ezra Caspary, Roosevelt
366 Nora Grod, Harrison Park Middle School
367 Julia Soto, Chief Joseph Elementary/Ockley Green Middle School
368 Gadi Golan, Martin Luther King Jr. Elementary
369 Katrina Miller, Parent of a current PPS student
370 Aviv Ross, Franklin High School
371 Sharon Stern, McDaniel High parent
372 Dacotah Nelson, Scott Elementary
373 Andrea Deeken, Scott Elementary, incoming at Roseway Heights
374 Juliann Squires, Cleveland
375 Dena Whipple, Ockley Green Middle School
376 Jody Anderson, Mcdaniel High School
377 Clint Johnson, Glencoe Elementary, Franklin High School
378 Kelly Carnevale, IBW
379 Paul Carnevale, Gray MS, Wells HS
380 Christine Spix, Roseway Heights MS & McDaniel HS
381 Ariane Hopman, Rose City Park Elementary and Roseway Height Middle School
382 Tracy Bowles, Former Rose City Park Elementary PTO president, Roseway Heights Middle School PTA
co-secretary
383 Bryce Clambey, Scott School parent
384 Bridget Schum, Beverly Cleary School
385 Dan Slightam, Chief Joseph Elementary
386 Jamie P. O'Brien, Scott School
387 Samantha O'Brien, Scott School
388 Rose Gunn, Irvington Elementary and Harriet Tubman Middle School
389 Kristy McFarland, Vestal & Harrison Park
390 Luke McCann, Pioneer Special School and Bridger Creative Science
391 Tamara Taylor, Glencoe Elementary
392 Karlaina Brooke, Winterhaven, Cleveland High School
393 Rosa Yadira Ortiz, Atkinson
394 Theresa Scott Merrion, Atkinson ES

395 Jessica Gillard, Marysville Elementary, Da Vinci Middle School

396 Gwen Wilson, Marysville Elementary

397 Maralea Lutino, Kellogg Middle School

398 Sara Penner, Kellogg MS, Bridger Creative Science

399 Devon Roulette, Atkinson Elementary

400 Donald Fontenot, MLK Elem

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Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Email *

[REDACTED]

Name *

Suzanne

Email *

Clarke

Your School Community *

Roosevelt HS, Ockley Green MS, Beach ES

Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

I would like to thank the five board members and the student board representative for opposing the effort to delay foundation policy reform. It is time to make systemic change in the way the PPS communicates with parents, students, business and broader community members about funding our public schools. I support reforming the foundation policy to end PPS's over 25 year practice of allowing a small number of schools to pay for teachers through private fundraising because that practice has been an extension of other racist systems that create opportunity gaps and opportunity hoarding with PPS. I support the June 2024 sunset of local school foundation fundraising for FTE at their individual schools as of June 2024 and the immediate creation of districtwide foundation (The Fund for PPS or a new 501c3) that will hold fundraisers for the entire district. It is hugely important that the districtwide foundation maintain a parent/community committee for determining the distribution formula and that the committee is balanced and representative of all 5 regions of our district: N, NE, SE, SW and NW. Looking forward to beginning a more consistently unified approach to fully funding our schools.

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- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

I support the draft policy, Districtwide Advocacy and Fundraising 7.10.020-P, in its current proposed state.

The system we have now, upheld for decades by the current policy, is broken and unjust. While I participated in LSF fundraising early on in my family's time in PPS, I have refrained from doing so for many years and have advocated for change. I stopped supporting our LSF because of the inequities it perpetuates and the message fundraising in silos, for the benefit of a few, sends to my kids and all our students that some are more deserving than others. This does not align with my family's values nor is it what we expect of a great public school system.

I want my students, and all students, to experience the power when we unite for the common good.

I believe this policy change can fuel our progress toward a new era of courageous and innovative collective action to create a better Portland for all. One where every student has what they need to evolve into a compassionate critical thinker, so they are fully prepared to lead a more socially just world, just as our community envisions and documented in the PPS visioning project.

Please see this reform through NOW, before the end of this school year. This will allow time over the summer to prepare an appropriate administrative directive covering the details of a districtwide model including the formation and role of the parent committee, potential distribution of fundraised dollars, and advocacy functions, so that we can start fresh next school year as One District working together for the well-being of all students and families.

Please know that I stand ready, willing, and able to support a districtwide fundraising model.

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Email *

[REDACTED]

Name *

Jennifer

Email *

Stewart

Your School Community *

Ockley Green MS & Roosevelt HS

Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

I am writing to express that I am in favor of reforming the PPS foundation policy.

The fact that the Oregon legislature continually chooses not to fully-fund the state's public schools--and by extension, PPS specifically, is a shared problem in our district. Merely tinkering with the percentage of foundation-raised dollars that go to the PPS Parent Fund does not go far enough towards eliminating the stark disparities within our district. Without true reform, the inequitable foundation system would only become slightly less inequitable.

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Email *

Name *

Peter Noordijk

Email *

Your School Community *

Beach, Ockley Green Middle & Roosevelt

Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

Dear Directors:

I am a parent and long-time parent volunteer of PPS students at three schools. I have worked on site-council at our elementary for almost a decade-> through 5 principals and 5 biennia.

One constant when trying to work with staff and community is the fact that there is never enough resources, PPS schools that do not have a wealthy parent base operate in a constant environment of scarcity. The central part of the issue is that the legislature does not adequately fund education, nor do they allow communities to raise local taxes to raise money equitably within the district.

PPS's policy of allowing private fundraising to supplement tax-derived revenue for teaching positions has exacerbated this problem. Effectively, creating a separate peace for the folks who can afford million-dollar fund raising campaigns annually.

I support PPS moving to a single pool fundraising model for staff positions and then a community-wide committee for allocating those resources. This side-steps the measure 5 constraints on local taxes while also providing capacity for PPS to direct resources to the students who most need them.

Thank-you.

Peter Noordijk.
.....

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Email *

Name *

Email *

Your School Community *

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- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

Thank you for your willingness to move forward this school year with creating a districtwide foundation. I fully support the draft policy, Districtwide Advocacy and Fundraising 7.10.020-P, in its current proposed state.

I first learned about school foundations 9 years ago when my older child was in kindergarten at Scott School. I was shocked to learn about school auctions that raised many tens of thousands of private dollars to supplement public teaching positions at individual schools. I am incredibly grateful that community building above fundraising was prioritized at Scott, and that parents and caretakers worked tirelessly to create an atmosphere of inclusion such that school participation did not hinge on the ability to contribute financially. At the same time, it was frustrating knowing that some schools were allowed to fundraise for extra EAs in crowded, chaotic classrooms while most schools, including Scott, lack the ability to quickly find solutions to budget shortfalls and staffing gaps.

Nearly 2 years ago when I participated in a roundtable discussion at McDaniel about school-based fundraising, a persistent theme was gratitude for the opportunity to talk with other community members in our cluster about potential collaboration between schools. There was a clear desire to abandon siloed fundraising and opportunity hoarding and instead move towards unifying as one district working in tandem to serve all students.

There is an eagerness among so many parents and caretakers to think beyond our own students' schools, and an appetite to share resources and collectively participate in advocacy efforts to improve the state of public education in Oregon!

This policy change is such an important opportunity to shift the culture within our district so that the norm becomes inclusion and collaboration, independent of a family's neighborhood, affluence, or access to resources.

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Email *

[REDACTED]

Name *

Susan Carson

Email *

[REDACTED]

Your School Community *

McDaniel

Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

As a member of the Reform PPS Funding group and the proud parent of a McDaniel HS student, I am writing in support of a districtwide foundation. Specifically, I want to share my viewpoint using the lens of a parent who has navigated the PPS special education system for over 10 years.

Advocacy from Pro-Foundation supporters has often included the narrative that Foundation funds are used to support students with the highest needs, including those with disabilities, and that foundation reform efforts will disproportionately harm these students. As the parent of a student with an IEP, I find this argument both disturbing and disingenuous. The right of students with disabilities to access a free and appropriate public education is federal law. It is not a special favor granted only when funds are available, or when private donors underwrite extra staff.

Some advocates also express concern that families will leave the district if they cannot continue to contribute directly to pay for staff at their children's schools. Over the years, I have witnessed many families pull their students with disabilities out of PPS because their needs weren't being met and they felt they had no other choice. These decisions are never made lightly and are almost always preceded by years of trauma. Therefore, when I hear "If we don't let parents raise funds for their children's schools, they will leave PPS" and that raises such alarm bells, it really stings. Where is the concern and advocacy when students with disabilities leave the district? Do they matter less than the children of Foundation donors?

It has always been my hope that PPS would truly see all students as "Our Students", regardless of whether they are placed in general education, receive learning center support, or spend time in a focus classroom or intensive skills class. Moving to a districtwide foundation and advocating together for funding and support at the state level could be a powerful step towards that goal. Applying a band aid in individual schools or classrooms in response to the most privileged or loudest voices does nothing to address the systemic issues facing the district's special education department. We in the special education community are used to being fierce advocates. But we need allies, and if everyone is in their own silo, we can't find each other. I urge you to move forward with the draft proposal on the table, so we can get started on a plan that will include all voices.

Respectfully,
Susan Carson

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Email *

[REDACTED]

Name *

Megan Mermis

Email *

[REDACTED]

Your School Community *

Laurelhurst K-8

Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

I support moving immediately forward with the revised fundraising policy, the creation of a district-wide foundation, and a collective advocacy model to push the state to fully fund our schools. LSFs are not in line with the district's equitable funding model or its RESJ lens. It is past time to act as a single district and align the policy with our shared values. The district, our schools, and our students will be stronger when we unite to advocate for the resources all our students need and deserve. The board needs to pass the new policy to uphold their promise to this district, its staff, and its students. Thank you.

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Public Comment on Draft Policies

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Email *

[Redacted]

Name *

Callie Barish

Email *

[Redacted]

Your School Community *

Atkinson Elementary and Harrison Park Middle

Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

To the members of the PPS School Board:

I am a parent of students at Atkinson Elementary School and Harrison Park Middle School writing to support the draft policy to move PPS to a district-wide foundation that allows all schools to work together to raise funds for FTE and align advocacy for increased state funding.

I support this change because it creates a pathway for aligned advocacy for state funding, which is at the heart of the issue and eliminates disparities in the extra funds that schools get for hiring staff. The current system simply isn't equitable and a district-wide foundation respects the needs and dignity of all school communities.

After years of discussion, drafts, and community feedback, I am so glad that the time is finally coming for a district-wide foundation, so that fundraising practices better reflect PPS's stated values of social justice and racial equity. The timing couldn't be better, as we need all PPS community members to come together to send Salem a message about the increased education funding that we ALL need.

Thank you,
Callie Barish
Parent of Atkinson Elementary School and Harrison Park Middle School Parents
Co-President of the Atkinson Elementary PTA



Public Comment <publiccomment@pps.net>

Foundation Reform Policy

1 message

Beth Cavanaugh

Thu, Apr 11, 2024 at 8:26 AM

To: Public Comment <PublicComment@pps.net>

Hello,

I would like this submitted as public comment for the 21-day comment period on the draft Foundation policy, but it includes an image so I wasn't able to submit using the form. I am fine with my name being shared.

Beth Cavanaugh
Hosford Middle School and Cleveland High School

Yesterday, I saw the attached message that was shared with a school community using Konstella, a school communication tool. I don't know how many schools shared this message. I am a member of the organizing group Reform PPS Funding, and since we don't have access to schoolwide communications such as Konstella, I wanted to address some of the claims in this message publicly.

Claim 1: Passing this policy change will result in the loss of 100 positions in the 25-26 school year.

This year, foundation dollars and Parent Fund grants combined funded a total of **7.17** certified FTE (teachers and specialists), **19.46** classified FTE (EAs, study hall monitors, executive assistants for example), and **.6** non-represented FTE, for a grand total of **27.23** FTE. One FTE = Full Time Employee, and when foundations pay for a portion of a position, that is counted as a part of an FTE. In PPS, Foundations have never funded anywhere near 100 FTE per year. It is misleading to say "100 positions" when the reality is, these dollars pay for small portions (some as small as .01 or .02) of many positions adding up to a total of **27.23 FTE**.

Assuming that any position paid for in any part by Foundation or Parent Fund dollars would be eliminated is misleading. Reducing a position from .8 to .7 FTE is not the same as eliminating it. This also assumes that the district-wide foundation would raise **zero dollars** to replace LSF funds—another misleading statement.

Claim 2: "The policy committee has intentionally advanced this proposal under the radar."

For the last 6 years, the policy committee has held publicly noticed meetings to discuss this potential reform. There have been community meetings, round tables, and administrator surveys. There has been newspaper, magazine, and radio coverage. There have been dozens of public commenters on both sides of the issue and hundreds of emails sent. Nothing about this proposal has ever been "under the radar."

Reasonable people can disagree on this issue. Please encourage board members and school communities to fairly discuss the draft policy regarding foundation fundraising on its merits, considering how the board might mitigate concerns, rather than allowing intentionally misleading information to go unchecked, stirring up fear and dissent.



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269K

Urgent help needed for Foundation

Translate Email



We urgently need your help. The PPS School Board is close to passing a [proposal](#) that will eliminate School Foundation Fundraising by June of 2024 with no replacement funds in place, resulting in the elimination of over 100 student-facing positions in the 25-26 school year on top of the \$30mm in budget cuts. The Policy Committee has intentionally advanced this proposal under the radar of most principals, teachers, and community members, and continues to dismiss the alarms that have been raised by many, including if this policy is even legal.

Please add your name and school(s) to the using attached [petition link](#) demanding that the board not take away more funding *voluntarily* from our students without replacement funds in place.

We support change, but this is not the way to do it. We demand that the board uphold the integrity of their elected office, and create policies that are based on facts, are transparent, and have real, sustainable plans to ensure that no students are left worse-off.

If passed,  will lose even more front facing staff in the '25-26 school year.

Thank you for your help, our students deserve better.

Sincerely,
Your Volunteer Foundation Team

Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Email *

[Redacted]

Name *

Edward Garrett

Email *

[Redacted]

Your School Community *

Duniway Elementary School

Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

My son is a new student at Duniway Elementary School, in S.E. Portland's Eastmoreland neighborhood. My family arrived in Eastmoreland recently, but I grew up here and attended Duniway myself in the late 1970s and early 1980s.

Eastmoreland is a lovely neighborhood, but it is also well-off and not particularly diverse, even by Portland's standards. My impression is that the Duniway Foundation is effective at raising funds for the school - and to a lesser extent, for the district. Parents have the resources to give, and are motivated to do so for the benefit of the school.

Still, I find that the Districtwide Advocacy and Fundraising policy proposal has much to recommend it. Allowing schools with greater access to parental funding to disproportionately benefit from that funding is unfair. Schools with the greatest identified needs may well be the least able to raise funds within their local donor communities.

I like some of the specific requirements of the proposal. For example, it says that fundraisers should: "Provide ways for all members from the benefitting school or program who wish to participate in a fundraising event or activity to have an avenue to participate." The Duniway Foundation is organizing an upcoming event called the Duniway Auction on April 26. Tickets to the auction are \$125 per head, so \$250 for a couple - not to mention potential babysitting costs as well as potential winning bids and other expenses on the night. This makes the event seem rather exclusive, whereas I would prefer to think of school fundraising as a rather more grassroots activity - involving bake sales, book sales, summer fares and the like.

The proposal is not, however, without risk. It could alienate potential parental donors, who may be less willing to donate to PPS if they suspect that little of their donation will go to their own children's schools. The trick, one suspects, will be to provide enough payback to entice people to give, but enough equity to maximize the overall impact of the gift for the district as a whole. The proposal's statement that "A formula for the distribution of any funding to individual schools shall be developed in advance of the school year by a Parent Advisory Committee, shared with school administrators for feedback, and a recommendation made to the Board of Education for its approval" does not inspire total confidence that this issue has been thought through clearly. Much more could be said here about the composition of the committee, the distribution formula, and whether and how Local School Foundations will be rewarded for successful campaigns.

This form was created inside of Portland Public Schools.

Google Forms

Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Email *

[Redacted]

Name *

Mackenzie Weintraub

Email *

[Redacted]

Your School Community *

Glencoe Elementary School

Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

Please vote to reform the Foundation fundraising system to be more equitable and better serve children throughout PPS. I'm a parent of two children at Glencoe Elementary and I currently choose not to support our school's Foundation. It's a decision that was hard to make and I still struggle with. At our school the Foundation pays for a reading specialist and has in some years, depending on how much is saved from previous years or raised, funded additional grade level teachers. Loosing these positions will have a negative impact on many students, one of my own children included, but I can't support a system that brings in disproportionately large amounts of money to wealthy, predominately white schools while schools with children of color receive less funds. Allowing this system to continue goes directly against the PPS Equity Funding Model and isn't what is best for our community. I believe there are more people like myself who would contribute to the Foundation if it was reformed to a more equitable funding model. Thank you for your consideration.

This form was created inside of Portland Public Schools.

Google Forms

Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Email *

[Redacted]

Name *

[Redacted] Student

Email *

[Redacted]

Your School Community *

Roosevelt High School

Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Policy you are providing comment on *

Revision: Districtwide Advocacy and Fundraising 7.10.020-P (Formerly Parent Groups and the Schools) ▼

Please provide your comments below *

I am a student at Roosevelt High School. I strongly support the draft policy 'Districtwide Advocacy and Fundraising 7.10.020-P'. I think that a districtwide foundation is a much better idea compared to the current policy because it strives to remove, or at the very least decrease inequity and wealth disparities between schools. To me, it does not seem very fair that certain schools within the same district should have better access to staff just because of their connections with wealthy individuals/organizations. If we want to create a more equitable future, we must strive to create an equitable education system, and this is an excellent step in the right direction. I think that it is also crucial to have student representatives involved on the committees that would be created by this policy, to let the people actually affected by these disparities share their input.

This form was created inside of Portland Public Schools.

Google Forms

Portland Public School District 1st Reading

DATE OF FIRST READING: April 02, 2024

PUBLIC COMMENT FOR **Revision of** **Diploma Requirements Policy 4.20.042-P:**

The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

Open for Comment until at least:
April 23, 2024

Summary: **Revision of Diploma Requirements Policy 4.20.042-P**

1st Reading by: **Director Julia Brim-Edwards**
Portland Public School Board, Policy Committee Chair

Recommended for a 1st Reading by:
Portland Public Schools Board of Education, Policy Committee

Draft Policy Web Site: <http://www.pps.net/draftpolicies>

Contact: **Rosanne Powell**, Senior Board Manager
Address: P.O. Box 3107, Portland, OR 97208-3107
Telephone: 503-916-3741
E-mail: schoolboard@pps.net

Draft Policy Comment Form: <https://forms.gle/VqYbmVA36qqADj6n6>

Included in Packet	Page
Staff Report	03
Redlined Policy with Proposed Changes	05



PORTLAND PUBLIC SCHOOLS

OFFICE OF General Counsel

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3274

STAFF REPORT

Date: March 20, 2024
To: School Board
From: Mary Kane, Senior Legal Counsel
cc: Dr. Sandy Husk, Interim Superintendent
Liz Large, Contracted General Counsel
Subject: 4.20.042-P Diploma Requirements

BACKGROUND

The 2023 Oregon legislature enacted a number of changes to graduation requirements, including extending the pause on the essential skills requirement until 2027. Additionally, it now requires students, beginning with the class of 2027, complete .5 credits in Personal Financial Education and Higher Education and Career Path Skills to satisfy diploma requirements. Staff brought forward a proposed amended Diploma policy to the Policy Committee and then to the Student Success Committee with information on implementation plans. Upon its return to the Policy Committee on March 18, it was recommended that it go out to the full Board.

RELATED POLICIES/BEST PRACTICES

It is best practice to review policies regularly to determine whether they reflect current laws and practices. It is also a best practice to write policies that are readily understandable.

ANALYSIS OF SITUATION

The amendments to the policy should be adopted in order to align with state law and to be more accurate and comprehensible for our community. PPS staff consulted with ODE on certain changes, as well.

FISCAL IMPACT

These changes are not expected to have a material financial impact.

COMMUNITY ENGAGEMENT

Because these changes were driven by legislative directives, there was no stakeholder engagement.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

Staff has already communicated to school administrators of the changes to diploma requirements. They are also developing guidance to be shared with staff and students.

STAFF RECOMMENDATION

Staff recommends that the Board accept the respective revisions as recommended by the Policy Committee.

ATTACHMENTS

- A. Redline draft of Policy 4.20.042-P Diploma Requirements



BOARD POLICY

Diploma Requirements

4.20.042-P

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Diploma requirements ~~are a significant indicator of~~ **reflect** the high expectations Portland Public Schools holds for every student. A student graduating from a Portland Public School District high school shall have completed all state requirements, as well as all ~~D~~-district requirements specified here. The Board will establish graduation requirements for the awarding of a high school diploma, modified diploma, extended diploma, and alternative certificate ~~which~~ **that** meet or exceed state requirements.

I. High School Diploma Requirements

- A.** To earn a high school diploma from Portland Public Schools, the following credits and proficiencies are required.

Subject	Credits
Language Arts	4
Math (Algebra 1 and Above)	3
Science (Must include Scientific Inquiry and Lab Experiences as outlined in the standards)	3
Social Studies (including ½ credit of Civics beginning with the class graduating in 2026 and inclusive instruction in Tribal History/Shared History, Holocaust/Genocide, and Ethnic Studies)	3
Physical Education	1
Health Education	1
World Language (2 credits in same language)	2



BOARD POLICY

4.20.042-P

Diploma Requirements

Career and Technical Education, the Arts, or a third credit of World Language	3
Personal Financial Education (beginning with the class of 2027)	0.5
Higher Education and Career Path Skills (beginning with the class of 2027)	0.5
Electives	4
Total Credits	24



BOARD POLICY

Diploma Requirements

4.20.042-P

1. In addition to the above credit requirements, students must:
 - a. Develop a Personal Education Plan and build an education profile,
 - b. ~~Demonstrate Career Related Learning Standards,~~
 - c. ~~Complete~~ Participate in ~~two~~ Career Related Learning Experiences,
 - d. ~~Complete a Resume, and~~
 - e. Complete an Extended Application/~~My Plan Project.~~
2. World language credit may be awarded for a language course that teaches a language other than the student's primary language. The World Language definition is based both on the individual student's linguistic background and the standards/content coverage of the course.

~~**B. Credit Requirements:** Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.~~

C. Proficiency credit: Proficiency credit will be awarded in accordance with State law and District guidelines.

D. If the District requires diploma requirements beyond the state requirements, the District shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the District shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school.



BOARD POLICY

4.20.042-P

Diploma Requirements

E. Essential Skills:

Essential skills credit will be awarded in accordance with State law¹ and District guidelines.

1. The District allows English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's primary language.
2. The District will provide and administer Essential Skills assessments in the ELL student's primary language, and they will be scored by a qualified rater.
3. Students may appeal the denial of a diploma based on the Essential Skills graduation requirement through the Formal Public Complaint process found in 4.50.032-P. The District will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

II. Modified Diploma Requirements

- A. A modified diploma will be awarded to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education and the ~~Portland Public Schools~~ District's Board of Education for a diploma while receiving reasonable modifications and accommodations.
- B. To be eligible for a modified diploma a student must:
 1. Have a documented history of an inability to maintain grade--level achievements due to significant learning and instruction barriers; or
 2. Have a documented history of a medical condition that creates a barrier to achievement.
 3. Earn 24 credits between grade nine through the completion of high school, which shall include the following credits:

¹ The State of Oregon has suspended the Essential Skills requirement through the 2027-2028 school year.



BOARD POLICY

Diploma Requirements

4.20.042-P

Subject	Credits
Language Arts	3
Mathematics	2
Science (Must include Scientific Inquiry and Lab Experiences as outlined in the standards)	2
Social Studies (including ½ credit of Civics beginning with the class graduating in 2026)	2
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12
Credits	24

4. In addition to the above credit requirements, students must:
- Develop a Personal Education Plan and build an education profile,
 - ~~Demonstrate Career Related Learning Standards,~~
 - ~~Complete~~ Participate in ~~two~~ Career Related Learning Experiences,
 - Complete a ~~resume and n-Extended Application,~~
 - ~~Complete an Extended Application/My Plan Project. Demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.~~

~~Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.~~



BOARD POLICY

Diploma Requirements

4.20.042-P

- C. Proficiency credit may be awarded in accordance with State law and ~~D-~~district guidelines.
- D. Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.

III. Extended Diploma Requirements

- A. An extended diploma will be awarded to students who have met specific requirements established by the State Board of Education and have demonstrated the inability to meet the full set of academic standards even with reasonable accommodations and modifications.
- B. To be eligible for an extended diploma a student must:
 - 1. Have participated in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or
 - 2. Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade-- level activities and that results in the student participating in alternate assessments; ~~or~~
 - 3. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
 - 4. Have a documented medical condition that creates a barrier to achievement.



BOARD POLICY

Diploma Requirements

4.20.042-P

5. Earn the following 12 credits between grade nine through the completion of high school:

Subject	Credits
Language Arts	2
Mathematics	2
Science	2
Social Studies	3
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Credits	12

- ~~C. Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.~~

IV. Alternative Certificate Requirements

- A. Alternative certificates shall be awarded to students who meet the minimum requirements established by the District, but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.
- B. An alternative certificate will be awarded based on a student's needs and achievement.



BOARD POLICY

Diploma Requirements

4.20.042-P

- C. Requirements and procedures for awarding the certificate will be specified in an accompanying Administrative Directive approved by the Superintendent.
- D. Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the District shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

V. Additional Information

A. Exceptions to PPS-specific Graduation Requirements

The Superintendent ~~shall~~ may grant exceptions to PPS diploma requirements in excess of State diploma requirements. The Superintendent will establish a Diploma Exceptions Committee to meet quarterly to consider these requests. The Superintendent will report annually to the Board on the number and nature of waivers granted for the school year.

B. Graduating in Less Than Four Years:

1. The District will award a diploma to a student fulfilling graduation requirements in less than four years upon the request of the student and, if required, the consent of the student's parent or guardian.

2. A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the Superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

- C. **Participation in Graduation:** All students who receive a high school diploma, modified diploma, extended diploma, or alternative certificate have the option of participating in a high



BOARD POLICY

4.20.042-P

Diploma Requirements

school graduation ceremony with the student's class unless the student is deemed ineligible due to discipline violations.

- D. Issuance of Diplomas to Veterans:** As specified in Oregon statute, the ~~school~~District will issue a high school diploma, upon request, to a person who served in the Armed Forces if:
1. The person was discharged or released under honorable conditions, and
 2. Has received either a General Education Development, a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery, ~~and~~
 3. Resides within the boundaries of the ~~school~~District or is a resident of this state and attended a ~~District~~ high school of ~~the school district~~, and

4. Served in the Armed Forces during wartime or was physically present in areas designated as combat zones by the President of the United States, and
5. Did not graduate from a high school because the person was serving in the Armed Forces of the United States.

Legal Reference(s): ORS 329.095, ORS 329.451, ORS 332.107, ORS 332.114, ORS 339.115, ORS 343.295, OAR 581-021-0071, OAR 581-022-0615, OAR 581-022-1130, OAR 581-022-1210, OAR 581-022-1350, HB 2061 (2009), HB 2507 (2009)

History; Adpt. 6/71; Amd. 10/72; Amd. 6/72; Amd. 5/76; Amd. 10/76; Amd. 2/84; Amd. 9/9/02, BA 2420; Amd and combined with 4.20.040-P Graduation 5-23-2005 (BA3313); Amd. 2/10; Amd 1/18; Amd 1/20; Amd __/22; Amd __/24



BOARD POLICY

Diploma Requirements

4.20.042-P

Diploma requirements are a significant indicator of the high expectations Portland Public Schools holds for every student. A student graduating from a Portland Public School District high school shall have completed all state requirements as well as all district requirements specified here. The Board will establish graduation requirements for the awarding of a high school diploma, modified diploma, extended diploma, and alternative certificate which meet or exceed state requirements.

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Physical Education	1
Health Education	1
World Language (2 credits in same language)	2
Career and Technical Education, the Arts, or a third credit of World Language	3
Electives	4
Total Credits	24



BOARD POLICY

Diploma Requirements

4.20.042-P

1. In addition to the above credit requirements, students must:
 - a. Develop a Personal Education Plan and build an education profile,
 - b. Demonstrate Career Related Learning Standards,
 - c. Participate in Career Related Learning Experiences,
 - d. Complete an Extended Application.

2. World language credit may be awarded for a language course that teaches a language other than the student's primary language. The World Language definition is based both on the individual student's linguistic background and the standards/content coverage of the course.

B. Credit Requirements: Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.

C. Proficiency credit: Proficiency credit will be awarded in accordance with State law and district guidelines.

D. If the District requires diploma requirements beyond the state requirements, the District shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
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BOARD POLICY

Diploma Requirements

4.20.042-P

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- B.** To be eligible for a modified diploma a student must:
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 - 2.** Have a documented history of a medical condition that creates a barrier to achievement.
 - 3.** Earn 24 credits between grade nine through the completion of high school, which shall include the following credits:

¹ The State of Oregon has suspended the Essential Skills requirement for the classes graduating in 2022, 2023, and 2024.



BOARD POLICY

Diploma Requirements

4.20.042-P

Subject	Credits
Language Arts	3
Mathematics	2
Science	2
Social Studies (including ½ credit of Civics beginning with the class graduating in 2026)	2
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12
Credits	24

4. In addition to the above credit requirements, students must:
 - a. Develop a Personal Education Plan and build an education profile,
 - b. Demonstrate Career Related Learning Standards,
 - c. Participate in Career Related Learning Experiences,
 - d. Complete an Extended Application,
 - e. Demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.
- C.** Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.



BOARD POLICY

Diploma Requirements

4.20.042-P

- D. Proficiency credit may be awarded in accordance with State law and district guidelines.
- E. Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.

III. Extended Diploma Requirements

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 - 3. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
 - 4. Have a documented medical condition that creates a barrier to achievement.



BOARD POLICY

Diploma Requirements

4.20.042-P

5. Earn the following 12 credits between grade nine through the completion of high school:

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Language Arts	2
Mathematics	2
Science	2
Social Studies	3
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Credits	12

- C.** Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.

IV. Alternative Certificate Requirements

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- B.** An alternative certificate will be awarded based on a student's needs and achievement.



BOARD POLICY

Diploma Requirements

4.20.042-P

- C. Requirements and procedures for awarding the certificate will be specified in an accompanying Administrative Directive approved by the Superintendent.
- D. Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the District shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

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B. Graduating in Less Than Four Years: The district will award a diploma to a student fulfilling graduation requirements in less than four years upon the request of the student and, if required, the consent of the student's parent or guardian.

C. A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the Superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

D. Participation in Graduation: All students who receive a high school diploma, modified diploma, extended diploma, or alternative certificate have the option of participating in a high school graduation ceremony with the student's class unless the



BOARD POLICY

Diploma Requirements

4.20.042-P

student is deemed ineligible due to discipline violations.

E. Issuance of Diplomas to Veterans: As specified in Oregon statute, the district will issue a high school diploma, upon request, to a person who served in the Armed Forces if:

1. The person was discharged or released under honorable conditions, and
2. Has received either a General Education Development, a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery.
3. Resides within the boundaries of the school district or is a resident of this state and attended a high school of the school district, and
4. Served in the Armed Forces during wartime or was physically present in areas designated as combat zones by the President of the United States and
5. Did not graduate from a high school because the person was serving in the Armed Forces of the United States.

Legal Reference(s): ORS 329.095, ORS 329.451, ORS 332.107, ORS 332.114, ORS 339.115, ORS 343.295, OAR 581-021-0071, OAR 581-022-0615, OAR 581-022-1130, OAR 581-022-1210, OAR 581-022-1350, HB 2061 (2009), HB 2507 (2009)

History; Adpt. 6/71; Amd. 10/72; Amd. 6/72; Amd. 5/76; Amd. 10/76; Amd. 2/84; Amd. 9/9/02, BA 2420; Amd and combined with 4.20.040-P Graduation 5-23-2005 (BA3313); Amd. 2/10; Amd 1/18; Amd 1/20; Amd 6/22