

Work Session  
Wednesday, April 12, 2023 6:00 PM

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

## **Agenda**

1. Welcome and Introduction
2. Feedback Activities and Discussion on the following questions:

What is the problem we are trying to solve?

Outside of the previously proposed solutions, what other suggestions do you have to solve the problem?

What are you concerned about?

What are you hopeful for?

This is both a virtual and in-person activity. If you wish to participate virtually, you can join using Zoom by going to: <https://pps-net.zoom.us/j/88592864752>

3. Next steps
4. Adjourn



**FORWARD**  
**TOGETHER**

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**School Board and Community Discussion on Local School  
Foundations**

**To Participate Virtually please go to:  
<https://pps-net.zoom.us/j/88592864752>**

**School Board Work Session  
April 12, 2023**

# Tonight's Agenda

- Introductions and Review of Meeting Norms
- Feedback Activities and Discussion
- Next Steps

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# Meeting Norms

- Stay engaged
- Expect to experience discomfort
- Speak your truth responsibly
- Listen to understand
- Anticipate and accept a lack of closure

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## Group Activity

- What is the problem we are trying to solve?
- Outside of the previously proposed solutions, what other suggestions do you have to solve the problem?
- What are you concerned about?
- What are you hopeful for?

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# Questions and Comments

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**Thank you.**



**7.10.021-AD Parent Groups And The Schools – Implementation**

School personnel shall cooperate with parent support organizations to assure increased understanding between the school and home and to utilize the assistance to good educational programs that may be provided by interested parents.

**(1) Guidelines for Parent Organization Enrollment Drives.**

- (a) Membership enrollment envelopes and materials may go out from the principal's office.
- (b) No comparisons among rooms and students are permitted.
- (c) No rewards for parent enrollment offered except on a school wide basis.
- (d) Membership enrollment is to be conducted actively by the parent organization itself.

**(2) Fund-Raising Limits and Guidelines.**

- (a) Because the major efforts of parent organizations should not be directed toward fund raising, gifts to schools of money, equipment, or supplies should be limited. In keeping with the policies of the Board, gifts to schools from such organizations should not be directed to the basic instructional program. Gifts to the school by parent organizations, private individuals or private businesses in an amount greater than [\$5,000] should not be accepted without the approval of the office of the superintendent.
- (b) Whenever possible, purchases should be made through the district purchasing department or from an approved list of equipment to assure adequate safety factors, etc. (See also Board Series 8.00.000 on Specifications for Equipment and Installations.) In keeping with principles in the policy on shared-time programs, such funds shall not be used to underwrite costs of instructional programs.

**(3) General Criteria for Fund-Raising Projects.**

- (a) Children shall not be exploited in any way. (Activities imposing on classroom schedules, unnecessary involvement of children during school time, etc.)
- (b) Health and sanitation codes shall be observed. This rules out such activities as pony rides, beauty shops (danger involved in the use of cosmetics), etc.

- (c) Activities wherein the result is determined primarily by the laws of chance rather than through the skills of the individual are contrary to the laws of the State of Oregon.
  - (d) Activities that may endanger students, staff or others by their actions as participants or spectators are prohibited.
- (4) **Examples of Fund-Raising Projects:**
- (a) Projects approved by the district:
    - (A) Auctions;
    - (B) Auditorium shows;
    - (C) Book sales;
    - (D) Coin pitch;
    - (E) Dinners, luncheons, food sales and refreshment centers operated under appropriate health regulations;
    - (F) Gift wrap sales (with approved vendor through Purchasing Department);
    - (G) Hobby shows;
    - (H) Home tours;
    - (I) Movies;
    - (J) Plant sales;
    - (K) Play and movie sponsorships;
    - (L) Rummage sales (off school premises);
    - (M) School store;
    - (N) Sporting events;
    - (O) Staff talent shows;
    - (P) T-shirt, sweatshirt sale.
  - (b) Projects not approved on district sites.
    - (A) Bingo;
    - (B) Cake walks based on chance;
    - (C) Donkey basketball;
    - (D) Door prizes;
    - (E) Fish ponds based on chance;
    - (F) Guessing number of articles in a receptacle;

- (G) Lotteries and raffles;
- (H) Pony rides (danger involved);
  - (I) Roulette-type games;
  - (J) Sales of home-baked goods;
  - (K) Used clothing sales;
  - (L) Balloon rides/Bungee jump;
  - (M) Wine/Alcohol tastings.
- (5) **Playground Equipment.** The desire for parent groups to have additional play equipment on school grounds to occupy and stimulate children's development during out-of-school hours is desirable and constructive. Guidelines established to help parent groups wishing to purchase such equipment accomplish their goals in ways that do not conflict with Board policies and regulations or create additional hazards for children will be maintained and made available through the Facilities and Asset Management Department. Such guidelines will include, but not be limited to the following:
  - (a) Parents shall coordinate all activities with the building principal to determine playground equipment needs;
  - (b) A sketch of their plan, as well as sketches of the individual play installations, should be prepared.
  - (c) All such projects shall meet requirements set forth by the Facilities and Asset Management Department, including the district's "Guide for the Development of Playgrounds," "Specifications for Playground Equipment" and "Specifications for Chain-Link Fencing," as applicable.
  - (d) Mobile or moving equipment, such as swings, should be avoided, as it contributes the highest incidence of serious accidents.
  - (e) Play equipment should be of such a nature that it is immovable. For example, loose tractor tires and items of that kind will be rolled by older youth, thereby endangering smaller children or occupants of automobiles if rolled into the path of oncoming cars. Concrete tunnels should be large enough and securely enough fastened so that a group of teenagers cannot roll it over and endanger other younger children. Climbing apparatus should be designed in a fashion that eliminates pointed or sharp parts below higher areas. Pilings and other posts used for climbing must be set deeply into the ground so they cannot be pulled loose.
  - (f) Work parties consisting of parents may, subject to district requirements, work on playground installations but only under the direct supervision of

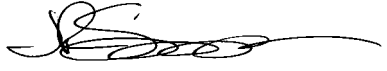
properly designated persons from the Facilities and Asset Management Department;

(g) All installations must be approved in advance by the Facilities and Asset Management Department;

(h) Contributions for equipment and other materials may not be solicited in the community or from business firms without approval of the office of the superintendent.

Policy Implemented: 7.10.020-P

History: Adpt. 6/71; Amd. 2/75; Amd. 7/80; Amd. 10/83 ed.; Amd. 2/88; Amd. 7/88; Amd. 5/30/96; Amd. 9/01/02

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<b>Approved:</b>	
	<u>9/01/02</u>
_____ Superintendent	_____ Date

## 7.10.020-P 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.

Legal Reference: ORS 332.107

History: Adpt 6/71; Amd 9/9/02; BA 2422



## 7.10.030-P District Foundation

The Board authorizes the establishment and incorporation of a foundation for the purposes of accepting, holding and administering funds and gifts to the district for special and general purposes. The purposes of funds administered by the foundation may include pay for instructional staff (FTE), educational enhancements such as equipment, supplies, extended day activities and contracts and other activities of benefit to the district and its students. It is the intent of the Board that the foundation be guided by priorities of equity, educational excellence, preservation of a strong public school system and support district wide implementation of the Oregon Educational Act for the 21st Century, district mission and goals. Both the Board and the foundation board of directors will receive annual evaluations for all funded projects.

The foundation will be incorporated under Oregon Revised Statutes and registered as a tax-exempt corporation under Section 501 of the Internal Revenue Service Code.

The foundation will be operated in conformance with established district wide foundation principles and governed by a board of directors whose selection, membership and functions will be set forth in the foundation's by-laws.

Legal References: ORS 294.305 - 294.565; ORS 332.107

History: Amd 9/9/02; BA 2422

**Foundations Community and Board Work Session  
April 12, 2023**

<b>What is the problem we are trying to solve?</b>
The current policy overwhelmingly benefits are white and wealthy community members.
Large class sizes, no EA or tier 2-3 supports.
The current policy gives power and privilege (to supplement PPS's Equity funding model for FTE ) to only some communities, exacerbating resource and equities that PPS is working hard to balance.
Ensuring that all funding sources align with PPS's RESJ lens.
Inequitable funding of FTE.
Foundations do not support all the kids, just kids in wealthy communities.
Inequitable FTE funding District wide.
How to increase state school funding and abandon the "every man for himself" culture of hoarding resources
We are fighting over crumbs
Need more \$ coming into PPS schools (to lower class sizes)
Systemic and chronic underfunding of bad policy that enables and encourages inequity
Schools with Title 1 funds are still losing FTE and dont have capacity or resources for foundation fundraising
Align board policy with district stated goals for equitable funding
Support for every one of our students at all our schools. Struggling student at all "successful" schools receive very little to no extra support.
We've got to stop thinking about educational excellence as something that gets rationed to those with the most clout and power. -Dr. Linda Darling-Hammond
"Fend for yourself" system that feeds a scarcity mindset instead of collective impact of valuing schools coming together,
The current system results in highly resourced communities being able to bypass the PPS staffing formula and exacerbate the gaps between schools. Parent energy is directed inward.
A system that passes the responsibility of filling the gaps in funding to parents/communities, and not the state.
A policy that does not align with PPS's stated equity goals.
A system that works to contradict a funding model that was created win the name of equity.
All students have access to equitable support.
Changing a system that undermines the district's effort to equitably fund and support schools.

Move away from funding silos that primarily benefit high SES communities.
There's not an understanding of how foundations work and how they benefit schools, unless a school has a foundation.
A few schools get \$100,000's from the foundation system, 50+ schools get peanuts
Maximum class sizes are too large, students need reading/academic support, not enough support staff.
The ability to continue supporting all PPS Students.
Is allowing school specific foundations to pay for FTE equitable?
Underfunding of schools, and an old system of foundations that was created to push the funding back into individual school communities. Parents feel that it is essential to the education of their children. Change is hard.
Keep as much money in our community schools as possible.
Classrooms with 30 kids with less funding from PPS.
Increased funding accountability plus transparency.
Centrally assigned fundraiser for each school, common funding across grades, funds are centralized.
Do away with foundations. Funds should be distributed equitably.
schools are underfunded, and parents with power to advocate for changes at the state are focused on raising \$ for their school. Other schools left behind.
Parents buying staff at a public school.
This is a created problem. There was no inequity for title I schools. Reducing individual school foundation fundraising further creates inequity. Title I schools already have close to 25 to 30% more funding per student than non-Title I schools.
Critics of Foundations may not know that the district uses a Racial
school funding. LARGE class sizes. lack of support for kids who need it. lack of support for teachers.

<b>What new solutions do you have to solve the problem?</b>
Instead of "Raise \$ for our school and give 30% to other schools" change to initially to "raise the \$ for all the schools and we get to keep 35%" as an initial step.
Policy decisions should come from the professional staff and presented to the board and public for input. The practice allows for the bias of the loudest.
I want PPS to think bigger than this. Put pressure on the state to properly fund schools.
Long-term: Create sales tax with .5% rate collected for PPS
Empower fund for PPS with staff funding + tools to do district wide fundraising

Develop a transition plan to support schools who currently rely on private fundraising for staff
Provide accessible information to building leaders and parent orgs to accurately and productively communicate with families
Schools above a certain equity threshold keep 1st 20k? 30k?
There needs to be more education on why there's a need for a differentiated funding model.
Long-term: lift the cap on the mult. col. property tax for PPS
Opportunities to collaborate across schools & clusters to collectively fundraise/advocate
Both foundations and PTAs give 30% to PPS for distribution with low funding
Come experience what schools are going through. Top 5 concerns.
District-wide fundraising split equally between all schools
Shift focus and mindset of District families to a united effort that includes a well-lead advocacy component.
Title funds follow the students not just the school.
Fundraising for staff occur at the district level, centrally. With clear rationale and transparent mechanisms for allocation.
No fundraising for FTE
A fdth-501c fiscal/fundraising "sponsor" model with LSFs as chapters not at or managed by PPS. A public private partnership.
Increased percent to equity fund- gradual until 100% in 10 years
There needs to be a facilitated way for families to work together for all schools.
Move to a district wide foundation with PPS oversight.
Use F4PPS to hire resource fiscal or fundraising help (not PPS Staff)
Engage the philanthropy or non-profit fundraising c9mmunity or consultant - tradeorges>WVDO AFP, CASE - Academic programs (MA PhD Mda in NPs) - Major PDX or Ed Founders - OCF Trusts Fdtns
Pool school (& local) community fundraising to distribute using the current format used for equity funding.
Minimum levels of support district-wide so parent don't need to donate for intervention or reading support.
Return to equity FTE at every school to serve HU student in each school.
PTS's Boosters and other funds analyzed too!
33% to fund for PPS to create Teacher & Staff hiring fund.
Review what works for other districts
PPS funds personnel-staff budgets plus withholds or re-assigns other budget that private support can fund additional, IE bldgs, env., arts
Build district wide fundraising powerhouse using the 33% funds from LSF's. Use it to hire professional fundraisers who can focus on bringing in \$ for schools without foundations and or in need.
Leave it alone. in some ways it is an ideal solutions- optional tax!

Stable state wide school funding
Have active foundations mentor schools without foundations.
Allow for growth of district-wide fundraising without compromising local donors' motivation to contribute.
Administer the fund for PPS effectively.
Fundraising at the district level. Advocate at the state level. Support for PTA.
Transparency in budgets and funding. Understanding of the need to fundraise for FTE.
Foundation should be required to (pay for) undergo education and training about why equity policies exist.
Education all stakeholders about fundraising across PPS
LSF fundraise in clusters vs. indiv. school feeders, neighborhood engaged w/o competitive or cannibalizing.
Repeal and replace measure 5.
Review what works for other districts.
Transition (stepped) to a 501c3 separate of PPS or LSFs that has demonstrated experience, performance in NonProfit fundraising & District.
Provide equity funds for every school based on % of HU Students
1 district, 1 foundation.
no private \$f for school staffing.
I don't know what suggestions have been made already.
Banning private fundraising for staff and teachers.
Concrete levels of support for all students at all schools. -district wide min class sizes - district wide intervention support
Shift to district wide fundraising over 3-5 years. Use extra 17% parent funds to create staff positions to develop this.
Music Fest PPS!!!
I'd love to see elementary schools funded to with educational assistants to support teachers.
New suggestions: Unless a district wide foundation policy is adopted, establish as sunset clause of 2 years any reform so that intended effects can be assessed against outcomes.
Enrollment balancing.
Schools propose their needs to PPS and get funded properly.
Increase funing at the state level.
Underserved schools should get more guidance/encouragement in their own fundraising.
Keep 100% of money in local foundations, PPS has to match average per student in unfunded schools
I don't think we can answer that until we answer the ' what is the problem to be solved?'
really poor and uneven special Ed services among schools
Central foundation system or eliminate entirely

Tearing something down instead of working to build it up.
Abolish SSF or outlaw the practice of paying for staff.
How do schools whose funding has been shifted away through the Racial Equity and Social Justice Lens (which transfers 40% more staff to schools with high historically-underserved populations) make up the losses to staff without Foundations?

<b>What are you concerned about?</b>
That 33% is not enough to show our commitment to all students in Portland.
Solutions without thinking of systematic issues perpetuate the same inequities.
Philanthropic donations fundraising is not mandated, a choice or motivation for time, expertise, \$
That we will lose teachers if class sizes don't come down.
I notice a Rep from NWEA is on the Board. Is that a conflict of Interest?
need to hear what problem the Board Members think we are trying to solve- that has not been publicly articulated.
that parents won't get out of the mind frame of "my" kid is most important.
How PTAs use their \$ is for much different things. Wants vs. needs. How that is defined is complex.
It doesn't seem responsible to under-fund or fundraise for people (staff, personnel) vs. stuff (programs, bldgs)
That we will lose even more \$ from our chronically underfunded schools.
Lack of communication, transparency, and accountability from the district
Board deferring to loudest voices.
A sudden shutdown of the foundation system leaves school communities in the lurch- losing staff.
Throwing spaghetti at the wall - i.e. suggesting what sounds good without evaluating impacts or how it achieves goals.
People aren't genuinely willing to see past their own family/school/community.
Lack of understanding of current system: fdn\$, equity formula, impact on non-fdn schools
I'm concerned about parents wanting the same outcomes for kids feel like they're at odds.
All the families that don't have resources to participate.
The district is failing to communicate to parents and is not doing a thorough outreach. I'm concerned for the students without financial/community resources, as they continue to fall further behind those with \$.
The Board isn't listening to a diverse set of voices.
Is there a conflict of interest?
Misalignment of PPS stated equity goals & role of fundraising for staff.

outside voices from communities with means = \$ time and influence
Equitable funding.
Erasure of need that HU students have at each school plus the ability to support
Loss of \$\$ in already broke school system
Knee jerk reactions- not having foresight into possible harm.
Short sighted decision about fundraising that has been tremendous for PPS for 25+ years.
Parents with power will advocate for their kids.
I'm concerned that it's clear that the current policy is inequitable and yet nothing is being done to fix it.
Haven't seen how feedback, data and information that have already been provided are being used in discussion .
That people don't understand schools with foundations are funded and inaccurately assume they have so much more than other schools (when it's the opposite).
Lack of trust for PPS will increase. Trust of schools leaders will decrease.
PPS already losing so many dollars- reducing fund raising doesn't help.
Next year is a new group of parents, PLEASE give context to the conversation.
Status quo bias in policy reform.
The schools with foundations aren't actually interested in the needs and what it's like at Title / Lower SES schools.
Support for our students... Foundation funds have bridged staffing gaps and provided support.
Greater flight from PPS Students.
Dis-engagement of community in or beyond current school school families.
Are F4PPS awards (after % of donations) being equitably DISTRIBUTED? How do we measure?
Private funding undermines equity policies and initiatives.
Losing LSF supports \$ when my school does not receive any Title or Equity funds for 27% HU.
I'm concerned that even if we come up with a reform solution, there are folks who still just want to disband LSF's and will continue to push negative or inaccurate narratives. I'm scared that those folks aren't actually willing to listen and understand why LSF's are so critical to our students.
The schools with the power(money) get what they want and things stay the way they have always been.
Worried that the Board will prioritize higher resourced communities out of fear of losing \$ and/or will delay so long they won't have to act.
Friends are leaving PPS to get services for their SPED kids.
Los \$ support for schools plus decreased enrollment.
I'm concerned about losing \$2.76million in voluntary donations to PPS.
Lack of talent coming into PPS due to the low funding and burn out.

No funding for dyslexic students = leaving PPS.
Public employees paid for with public dollars, and what that teaches my kids about democracy.
That we won't find a solution and the status quo will remain.
That special needs students will not get the supports they need in large classes.
The widening opportunity gaps post pandemic.
No educational assistants at Rieke Elementary.
That relying on parents for a consensus solution means that no solution will be found. The board might need to make unpopular decisions to ensure that the right action is taken.
The Board will focus on and be responsive to fears of foundation schools rather than the hopes of all community members.
Middle class flight. Becoming Seattle and San Fran.
Time and energy spent in PPS Staff resources in private 501c work vs PPS Mission?
like many of my kids classes (not sure which other comment this was pointing to)
That my daughter will get lost in a class of over 30 students next year.
I am a lifelong supporter of public schools. I am afraid I will have to pull my children out if class sizes keep going up.
PTAs and LSFs will raise and keep dollars at their schools. No equity mechanism.
That we continue to have the same discussions year after year.
Large class sizes are not enough staffing, not enough support, low funding, low enrollment.
That many families will leave PPS if class sizes continue to grow.
Growing privatization of public education.
Inequitable distribution of funds, risks (and reality) of corruption with foundation fundraising.
The connect staffing model sends \$\$\$ and FTE to schools. It does not follow the students (HU).
Is fund for PPS accountable to a 501c3 charter or taxpayers, donors who give the funds that are allocated?
Scarcity mindset "zero sum" approach to solutions and fund allocation.
Continued inadequate/unstable funding.
That the loudest voices to eliminate foundations are not from communities of color.
Kids leaving PPS for private school. Losing the importance of public schools being part of our children's life, with their neighbors/community.
The injustice of low income children with limited access to good teachers who can help them bring their light into our world.
Collaborative response from everyone and move forward.... Long term 'wish list' repeal measure 5
Alternatives to the foundation model that will permit single-school financial support
Parents of Means removing their children from PPS furthering enrollment decline
That communities most impacted by this debate will never be heard in it
If the equity share is raised, the entire pot of money is at great risk at a time when funding is

already reduced.
some schools have the ability to fill in staffing gaps by parent fundraising. Others do not and the PPS school fund is not offering the same opportunity.
The loudest voices who want to preserve the system for "their kids".
Parents won't stop fundraising without policy change.
Strengthening of foundation model. Reduction or freezing of money distributed to schools outside of where the funds are raised.
I am concerned about schools that will always find a way to fundraise more, no matter the policy, and perpetuate inequities.
I am concerned that increasing equity percentages does little to alleviate inequity
Schools that raise most, get the least from PPS already. Eliminating foundations would make this imbalance even worse.
I am concerned about the FTE of beloved staff being cut
extremely small number of vocal parents that want to eliminate foundations having outsized say
The State is not prioritizing public education.
I'm concerned about class sizes and teacher burnout.

<b>What are you hopeful for?</b>
A mentoring system where we can help raise local Foundation dollars for more schools. 25 years ago I helped Laurelhurst have their first auction ever. I'd like to do the same for Beverly Cleary, Jefferson, Roosevelt! Collaborate!
A better staffing situation for all schools.
An end to namecalling
I'm hopeful that someday, teachers will be adequately paid.
Working TOGETHER to find more ways to fund public schools, rather than eliminating supplemental funds.
The conversation leading to all the satisfied parents banding together to find non-parent-led funding streams.
Glad this discussion is happening.
To move away from equal = equitable and using equity as a divider instead of uniter,
A formed collective of all PPS parents.
All schools have class sizes in the 20s.
PPS, PTAs and Foundations prioritize educating students, parents and community on matters on how we got here, Underfunding, not enough advocacy, etc.
A clear case for private support for PPS

That people are interested in continued collaboration. Meet regularly.
Board's power to align foundation policy with district equity goals.
An equitable mechanism for parents to help PPS students and their schools be successful.
I'm hopeful that communities can come together to support each other (work together)
Honest answers and proposals w/out being labeled unfairly.
Shifting a siloed approach to school fundraising into a collective effort among all schools
Hopeful to see how parents can support school needs and staffing challenges
Acknowledgement that we need fundraising in PPS and that local schools do that best.
Opportunities for collaborative connections between schools.
Development of distinct side channels for advocacy.
Laying groundwork for equitable practices in other fundraising.
Excellent parents will redirect their advocacy to help our school
I'm hopeful that PPS can be a leader in creating something new and equitable
A solution that is not performative in Portland
I am hopeful for a solution that increases voluntary donations to PPS system
MAEP! Keep strategic plans like that coming and focus family advocacy and fundraising on that-in one united effort!
More advocacy guidance from the PPS Legislative Liaison!
My child's future!
Our kids will be better than us at seeing the big picture. Using their privilege for good.
Greater engagement in Public Ed/PPS quality from constituents-community BEYOND current staff or families
I hope that everyone can understand that we all want better funding for our students, and that embracing an "abundance" or positive mindset can get us all there.
Consistent funding and staffing to meet student's needs.
Clear and stable funding for ALL schools that can withstand economic downturns
Fund for PPS that can raise millions to help all PPS kids.
More money for tutoring, arts, music, PE, enrichment
Our state and local government fulling funding schools
That change can happen and all kids win
Fully funded schools!

We can leverage local relationships AND district-wide to raise for money for ALL schools
The board will meaningfully reform policies to prioritize the highest-needs communities
More broad community support and esteem for all of PPS through robust district fundraising
The Foundation Policy would be evaluated by its effects and aligned with PPS's core values
Conversations about our individual kids struggles, needs and solutions. WHY foundations are needed not just wanted.
Some assured level of support for every school...minimum class sizes and intervention for all PPS students
More money for programs to lift student scores and experiences
An end to this-a final solution
PPS will embrace a new policy that advances community building to set their inclusion agenda as a priority over competing resources
Increased understanding of how PPS funds schools. Not like any other Oregon district.
Reform the policy to create a district wide foundation to unite on advocacy 1st for public funding.
An outcome that creatively solves as many of our identified problems as possible (optimal solutions)
More support for building something up instead of burning something down.
I'm hopeful that reasonable class caps will be put into place at PPS.
Hoping we can learn to see ALL children as our own and make decisions that aren't benefiting just our own students
I'm hopeful that we can have more communitybuilding events and not just fundraising events that not all families feel welcome at.
parents coming together for students in their own communities and at all schools across the district
The questionable legal basis for PPS to eliminate the ability of parents to financially support their school
maintain family, parent, community engagement in their *neighborhood* school
A better understanding of situations in schools other than our own