

Policy Committee Meeting
Monday, March 4, 2024 4:30 PM

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

Agenda

1. Introductions
2. Public Comment - *5 Two-Minute slots *To sign-up for public comment email PublicComment@pps.net or call 503-916-3741*
3. Policies for Revision - Discussion and Potential Action
 - 3.(a) 6.20.043-P Military Recruitment
 - 3.(b) 4.20.042-P Diploma Requirements
4. Policies for Revision - Discussion Only
 - 4.(a) Individual School or Program Fundraising
5. Policies in the Public Comment Period
 - 5.(a) Class Size Guidelines and School Staff Allocations Policy 3.10.031-P
6. Adjourn

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



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

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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.



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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.



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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.~~



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- 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.



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Diploma Requirements

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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.



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Diploma Requirements

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- 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



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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 ~~d~~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

Portland Public Schools- PROPOSED REVISION March 1, 2024 draft , Option #1 is the nonhighlighted text; Option #2 is the nonhighlighted and the highlighted text

7.10.020-P Individual School or Program Fundraising

~~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. One element of that support is fundraising to pay for a wide variety of activities and projects. Because the ability of a school community or program to fundraise for significant expenditures relating to staff and capital projects has historically varied across the District, this policy is designed to enhance equity and inclusion across the District and within school communities or programs. Given our common mission and vision, the District encourages parents and community groups to fundraise and support district-wide initiatives as there are inherent economic disparities between school communities' ability to fundraise.

Local School Foundations and school or program fundraising:

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

Fundraising for individual schools and programs also happens through other parent and community organizations, including independent non-profit organizations.

Equitable Fundraising for Staff and Contracted Staff:

Given the District has an equity staffing formula, external fundraising for additional staff undermines the equity staffing formula. In addition, school communities' ability to fund extra staff is closely related to the income levels of school community members.

Effective July 30, 2024, staff positions at an individual school may only be funded through a designated districtwide foundation through funds raised on a districtwide basis with a distribution formula established by the Board of Education.

Registration and Reporting

All groups or individuals affiliated with individual schools or programs that include fundraising as one of their activities and that raise more than \$20,000 in aggregated funds to be donated to a specific school in a calendar year must register with the District by September 30 each year and provide organization officer names and contact information and 990 statements as they are filed.

The Board of Education shall receive annually a report at the end of the District's fiscal year detailing individual school reports when the aggregate amount of cash or inkind donations to the school or a school program are over \$20,000 and detailing any cash or inkind donation over \$1,000 as well as the aggregate amount donated to the school or school program.

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 and compensated positions if the position compensation exceeds \$10,000 in a school year.

The designated District Foundation shall have a Board of Directors representative of the broader school community with members serving on July 1, 2024 approved by the PPS Board of education.

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

Legal Reference: ORS 332 \07

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

Page 1

March 1, 2024 draft, Option #2 (same as Option 1 with additional highlighted text)

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

Fundraising for individual schools and programs also happens through other parent and community organizations, including independent non-profit organizations.

Equitable Fundraising for Staff and Contracted Staff:

Given the District has an equity staffing formula, external fundraising for additional staff undermines the equity staffing formula. In addition, school communities' ability to fund extra staff is closely related to the income levels of school community members.

Effective July 30, 2024, staff positions at an individual school may only be funded through a designated districtwide foundation through funds raised on a districtwide basis with a distribution formula established by the Board of Education.

The prohibition above is in place, except when the following conditions are met:

1. The District has a local option levy which benefits the entire district.
2. The Superintendent's budget provides a base allocation of (\$70,000) for each school that does not fund staff positions with school-based parent or community fundraising. The Superintendent will indicate by (date) whether that is anticipated in the next year's proposed budget.

In addition, school-based parent and community fundraising for staff is permitted only if a school community meets the following requirements:

3. After the first \$10,000 raised annually for any purpose, a minimum of (30%) of the amount expended on staffing (Staffing Funds) shall be deposited into a fund held at the designated District Foundation. Schools designated as Title schools are not required to make this

contribution. These Staffing Funds will be re-granted to schools based on a demographic formula, which is annually reviewed at the beginning of the fiscal year by the School Board.

4. LSFs and other parent or community organizations are limited to raising funds for a staff or contracted position each school year, beginning July 2024, not to exceed (\$100,000) per school.
5. Transmit Staffing Funds to the District prior to staffing commitments being made and the Staffing Funds must fund the actual position – salary and benefits – of the position being funded.

Registration and Reporting

All groups or individuals affiliated with individual schools or programs that include fundraising as one of their activities and that raise Staffing Funds in a calendar year must register with the District by September 30 each year and provide organization officer names and contact information and 990 statements as they are filed.

The Board of Education shall receive annually a report at the end of the District's fiscal year detailing:

- The previous year's staffing or contracted staff purchased in each school, as well as information related to equity grants distributed to individual schools or programs.
- Individual school reports when the aggregate amount of cash or inkind donations to the school or a school program are over \$20,000 and detailing any cash or inkind donation over \$1,000 as well as the aggregate amount donated to the school or school program.

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 and compensated positions if the position compensation exceeds \$10,000 in a school year.

The designated District Foundation shall have a Board of Directors representative of the broader school community with members serving on July 1, 2024 approved by the PPS Board of education.

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

Legal Reference: ORS 332 \07

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

Examples of Oregon District Fundraising Models

- ✓ PPS is an outlier in allowing individual school community to fund staff positions at a specific school.
- ✓ Portland’s fundraising model was created post-Measure 5 and was created before these revenue sources were available to fund PPS school operations: the Portland Local Option Levies, the Portland Arts Tax, Ballot Measure 98, Portland School Bonds, and the Student Success Act.
- ✓ PPS has the highest local option tax rate/\$1,000 AV

School District	Total Raised in 2021	Total Enrollment in 2021	Per-Student (total raised divided by district enrollment)	Other funds for operations	Median Household Income	Foundation Model
Portland Public Schools	<u>\$2,761,900</u>	<u>44,393</u>	\$62	Local Option Funds, School Bonds (curriculum & technology), Arts Tax	<u>\$87,299</u>	Individual school-affiliated organizations can raise funds to pay for staff at their school. Funds raised for FTE are through LSFs with ⅓ of money raised by individual schools (after the first \$10,000) being contributed to the PPS Parent Fund, and the remaining ⅔ going to fund FTE at the individual school.
<u>Beaverton</u>	<u>\$670,780</u>	<u>38,076</u>	\$17.62	Local Option Levy; School Bond	<u>\$98,701</u>	No individual school-affiliated organization can raise funds to pay for staff at a specific school. Foundation only funds hands-on academic programs and classroom projects with a model requiring educators to apply for grants. Goal of funding projects at all 54 BPS schools.
Salem-Keizer	Salem Keizer Education Foundation was dissolved in 2020	40,000+	\$0	No Local option, School Bond	(median household income)	<u>Salem-Keizer Education Foundation</u> dissolved. Before dissolved, no individual school-affiliated organization funded school-based staff at a specific school.

Tigard-Tualatin	\$2,728,428	11,731	\$232	Local option levy	\$83,972	No individual school-affiliated organization can raise funds to pay for staff at a specific school. Foundation specifically raises money districtwide for FTE. Every school in the district gets the same amount of FTE based on how much is raised. Individual schools do not raise money for FTE.
Lake Oswego	\$1,177,360	6,858	\$171	Local Option Levy; School Bond	\$123,607	Only the Foundation raises money for districtwide for FTE, and every school benefits. School board policy does not allow individual schools to raise funds for FTE and foundation donations may not be earmarked for a specific school.
West Linn Wilsonville	\$49,117 (last reported in 2019). Most raised was \$137,000 in 2015/16	9,000	\$5-\$15	Local Option Levy; School Bond	\$111,495	Foundation raises funds districtwide to hire new teachers, maintain effective class sizes and foster excellence". The "Foundation differs from school-specific organizations in that funds it raises can be used to pay for teaching positions. The Foundation is currently the only nonprofit fundraising entity with the ability to fund additional teaching positions for the WLWW School District."
Hillsboro	\$633,300	18,716	\$33.84	No Local option; Bond passed 5 years ago.	\$108,376	Districtwide fundraising for the Foundation provides Innovative Grants and funding for afterschool clubs and STEM materials; Foundation does not fund school-based staff.

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

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

Portland Public School District 1st Reading

DATE OF FIRST READING: September 05, 2023

PUBLIC COMMENT FOR

Policy Revision 3.10.031-P Class Size Guidelines and School Staff Allocations

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:
September 26, 2023**

Summary: **Revision of Policy 3.10.031-P Class Size Guidelines and School Staff Allocations**

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/VqYbmVA36cqADj6n6>

Included in Packet	Page
Staff Report	03
Redlined Draft Policy	06
Original Policy	07



STAFF REPORT

Date: August 31, 2023
To: School Board
From: Mary Kane, Senior Legal Counsel
Subject: Revisions to Class Size Policy 3.10.031-P

BACKGROUND

At the August 28, 2023 Board Policy Committee meeting, committee members reviewed amendments to this policy with the Superintendent and staff. The language was approved by the committee who then recommended it move to the full Board for a First Reading.

ANALYSIS OF SITUATION

In the past, class sizes at focus option schools were not consistently aligned with neighborhood school guidelines. This new language represents the changes instituted by the District to have focus-option schools follow District-wide procedures with respect to class size targets.

FISCAL IMPACT

This is unlikely to have an economic impact.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

There was no community engagement.

TIMELINE FOR IMPLEMENTATION / EVALUATION

This would be implemented prior to the 2024-25 school year.

CONNECTION TO BOARD GOALS

These changes align with the Board's goal of creating more equitable learning environments for students.

STAFF RECOMMENDATION

Staff recommends the adoption of these revisions to the policy.

ATTACHMENTS

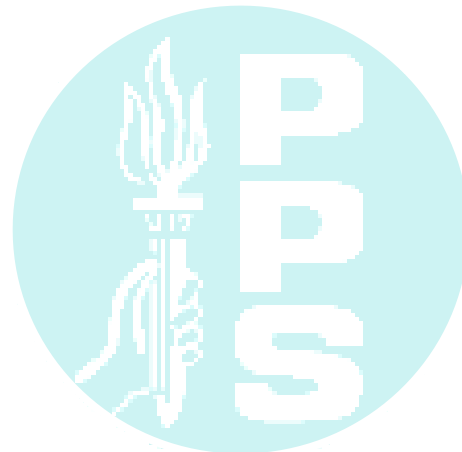
- A. Redline copy of Class Size Policy
- B. Clean copy of Class Size Policy

3.10.031-P Class Size Guidelines and School staff allocations

The Board directs the superintendent to determine school staff allocation and class size guidelines for the district and to communicate that information to all district administrators. **Class size guidelines and school staff allocations for focus programs, focus schools and dual immersion schools shall align with school staff allocations and class size guidelines for neighborhood schools.**

Legal References: Legal References: ORS 243.650; OAR 581-022-1630; Tualatin Valley Bargaining Council v. Tigard School District 23J, Case No. UP-42-89, 11 PECBR 11/590 (1989); motion to stay denied, 11 PECBR 11/777 (1989); aff'd, 106 Or. App. 381 (1991); rev'd and remanded, 314 Or. 274 (1992); order on remand _ PECBR _ (1993).

History: Adpt 9/71; Amd 5/84; Amd 9/9/02; BA 2419



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3.10.031-P Class Size

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