

# 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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Email \*

[REDACTED]

Name \*

Jessica Lahti

Email \*

[REDACTED]

Your School Community \*

ACCESS Academy, Beaumont MS, and Grant HS

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- Yes, with name
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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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Email \*

Name \*

Emily Walsh

Email \*

Your School Community \*

Scott Elementary



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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.

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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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400 Signers from 73+ PPS School Communities

Email \*

Your School Community \*

Over 70 Schools Represented

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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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Email \*

[REDACTED]

Name \*

Cara Haskey

Email \*

[REDACTED]

Your School Community \*

Beaumont MS

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.

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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Google Forms

# Public Comment on Draft Policies

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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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# Public Comment on Draft Policies

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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.  
.....



# Google Forms

# Public Comment on Draft Policies

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Email \*

Name \*

Smyth Lai

Email \*

Your School Community \*

Roseway Heights MS, McDaniel 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 \*

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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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 &lt;publiccomment@pps.net&gt;

## Foundation Reform Policy

1 message

Beth Cavanaugh

Thu, Apr 11, 2024 at 8:26 AM

To: Public Comment &lt;PublicComment@pps.net&gt;

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

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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.

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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.

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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.

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Email \*

[REDACTED]

Name \*

Isabel Johnson

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 \*

I am a parent of a 5th Grader at Glencoe Elementary School, which has a foundation. I am in complete support of the the draft policy, Districtwide Advocacy and Fundraising 7.10.020-P, in its current state. I have seen first-hand how divisive fundraising is at our school, how much energy is expended for so little dollars. I have been shocked recently at the combative and half-truths coming from foundation supporters. I was the recipient of such an email today and it was so disheartening. Please support this policy change.

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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Email \*

[REDACTED]

Name \*

Michelle DuBarry

Email \*

[REDACTED]

Your School Community \*

Beach 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 \*

I am a the mom of two students at Beach Elementary 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/We 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 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.

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Email \*

[REDACTED]

Name \*

Maya Pueo von Geldern

Email \*

[REDACTED]

Your School Community \*

Vernon 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 \*

Good evening, my name is Maya Pueo von Geldern. I'm here again to reinforce the need for foundation reform, and express my gratitude to those of you who have worked toward this for years, and are determined to see it through.

We have an obligation to the children of PPS as a whole. This means expanding our values past our property lines, to reach every child in this district. Right now almost every school in the district is facing cuts. So this is a hard time for every school community, as things stand, only a select few are able to soften that blow. It's just not ok.

I know that it would be ideal to put forward a policy that has unanimous support. But taking big steps in order to remedy an inequitable policy, sometimes means making the hard decision to just move forward. Can you imagine a world in which we waited for unanimous consensus to desegregate schools, or address redlining?

We simply need to change the norm. Next year and in the years to come there will be new families entering PPS that are completely unaware of past fundraising norms. Imagine what it will be like another 7 years from now, when all people know is that we work together as a greater community, for the betterment of all students! When it's the norm to plan community events together. When a more balanced, collaborative and equitable system is the norm. Fantastic! That's what this district needs. A sense of unity.

Stalling the process fuels years and years of more debate, years of more inequity, and years of more division. 30 years of a policy that doesn't work is enough.

In an old book called The Book of Sands, it says "If you want your people to build a ship, you don't simply gather the people and assemble the wood, but you make them long for the edge of the sea."  
We need people to want to head to the sea, to do big things and create meaningful change, and I promise - we will have hundreds and hundreds of families who want to work together to build the ship. To collaboratively build a better experience for our children.

And we need this policy to change now to fuel the motivation to head to the sea.

Thank you for your time and for helping make this happen.

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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 \*

Holly Groom

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 \*

If enacted, this policy would represent a commitment to working toward equitable funding and allocation of resources for all PPS students, regardless of where they attend school. Rather than using parent resources to bolster academic and extracurricular opportunities at select schools, we can bring our voices together to advocate for more state-allocated funding that will serve all students equitably. I am strongly in favor of this policy and deeply appreciate the hard work that has gone into moving this idea forward.

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Email \*

[REDACTED]

Name \*

Anne Hoang

Email \*

[REDACTED]

Your School Community \*

Jackson Middle School

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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 am in support of amending the district policy in regards to fundraising. Despite best intentions, I believe the current policy is misguided. It is inequitable to staff schools with PTA fundraising. It also diverts attention from the need for foundational budget reform and divides schools against each other. Even if my daughter's school has to change the way it thinks about fundraising, I think the long term benefit will be great.

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This form was created inside of Portland Public Schools.

Google Forms

**Public Comment Received via the Draft Policy Survey:  
Revision: Districtwide Advocacy and Fundraising 7.10.020-P  
(Formerly Parent Groups and the Schools)**

Received between April 12-16, 2024

--Permission to Post--

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Glencoe Elementary School  
Isabel Johnson

I am a parent of a 5th Grader at Glencoe Elementary School, which has a foundation. I am in complete support of the the draft policy, Districtwide Advocacy and Fundraising 7.10.020-P, in its current state. I have seen first-hand how divisive fundraising is at our school, how much energy is expended for so little dollars. I have been shocked recently at the combative and half-truths coming from foundation supporters. I was the recipient of such an email today and it was so disheartening. Please support this policy change.

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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McDaniel  
Holly Groom

If enacted, this policy would represent a commitment to working toward equitable funding and allocation of resources for all PPS students, regardless of where they attend school. Rather than using parent resources to bolster academic and extracurricular opportunities at select schools, we can bring our voices together to advocate for more state-allocated funding that will serve all students equitably. I am strongly in favor of this policy and deeply appreciate the hard work that has gone into moving this idea forward.

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Vernon K-8  
Maya Pueo von Geldern

Good evening, my name is Maya Pueo von Geldern. I'm here again to reinforce the need for foundation reform, and express my gratitude to those of you who have worked toward this for years, and are determined to see it through.

We have an obligation to the children of PPS as a whole. This means expanding our values past our property lines, to reach every child in this district. Right now almost every school in the district is facing cuts. So this is a hard time for every school community, as things stand, only a select few are able to soften that blow. It's just not ok.

I know that it would be ideal to put forward a policy that has unanimous support. But taking big steps in order to remedy an inequitable policy, sometimes means making the hard decision to just move forward. Can you imagine a world in which we waited for unanimous consensus to desegregate schools, or address redlining?



We simply need to change the norm. Next year and in the years to come there will be new families entering PPS that are completely unaware of past fundraising norms. Imagine what it will be like another 7 years from now, when all people know is that we work together as a greater community, for the betterment of all students! When it's the norm to plan community events together. When a more balanced, collaborative and equitable system is the norm. Fantastic! That's what this district needs. A sense of unity.

Stalling the process fuels years and years of more debate, years of more inequity, and years of more division. 30 years of a policy that doesn't work is enough.

In an old book called *The Book of Sands*, it says "If you want your people to build a ship, you don't simply gather the people and assemble the wood, but you make them long for the edge of the sea." We need people to want to head to the sea, to do big things and create meaningful change, and I promise - we will have hundreds and hundreds of families who want to work together to build the ship. To collaboratively build a better experience for our children.

And we need this policy to change now to fuel the motivation to head to the sea.

Thank you for your time and for helping make this happen.

---

Michelle DuBarry  
Beach ES

I am a the mom of two students at Beach Elementary 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/We 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 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.

---

Anne Hoang  
Jackson MS

I am in support of amending the district policy in regards to fundraising. Despite best intentions, I believe the current policy is misguided. It is inequitable to staff schools with PTA fundraising. It also diverts attention from the need for foundational budget reform and divides schools against each other. Even if my daughter's school has to change the way it thinks about fundraising, I think the long term benefit will be great.

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Rigler ES

By creating a district wide foundation, we will help communities like Rigler be able to overcome systemic disparity in fundraising and provide resources to fully staff/support our students. We need those in the highest income brackets in our city to help support ALL schools in the city, not just a

precious few, as this is public education after all and the ultimate goal is to provide the best possible education to ALL students.

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Alameda, Beaumont, Grant

The school foundation system is outdated, inequitable, and ineffective. Instead of uniting families to advocate for better funding from the state legislature, it pits schools against each other to scarp for local resources. It allows schools who "win" that scramble to ignore systemic failures that hurt all students in the district. When families across different schools unite for common purposes, their collective advocacy has more power and influence. It's bad enough that the district's school boundaries are the legacy of racist policies that exacerbate inequities by concentrating wealth and power in some schools and poverty and marginalization in other schools. When schools privately fundraise from their inequitably bound school communities, they deepen the advantages for the wealthy and disadvantages of the poor. It's time for PPS to end private foundations for individual schools and start making significant progress toward fundraising justice.

---

Jeffrey Sprague  
Roosevelt HS

To the members of the PPS School Board:

I am a parent of a student at Roosevelt High 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 of the reasons carefully outlined by the reform group after careful study of the issue over many years:

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.

Sincerely Jeffrey Sprague  
Roosevelt High School Parent

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Llewellyn

The proposal to limit school foundations' ability to fundraise is naive.

It is naive to think that parents and neighborhood businesses will continue to donate anywhere near the same level without assurance that it goes to their local schools. Families and neighborhood businesses are motivated to help their families, neighbors, and local community. People simply won't donate to some black box fund that will likely benefit someone else's school.

It's naive to think that the volunteers that are the backbone of the school foundations will continue to donate their time at the same level. Organizing auctions and other fundraises take a tremendous amount of work-- all of it uncompensated. It's a labor of love, and the volunteers do it out of a sense of duty to their neighbors, their own children, and their community. Very few volunteers will continue to donate their time at that level when the benefit is accrued to unknown communities.

The result will be that donations to the school foundation will crater. ALL schools will receive less money. You will take away staffing from some schools without adding staffing to others. Efforts to improve equity should focus on solutions that bring lesser-resourced schools UP to a better level, not bring more affluent schools DOWN. That is not a recipe for achieving any sort of good outcome for our students.

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#### Capital Hill

Thank you for considering this important change to PPS policy. Fundraising at the school level creates a separate and unequal environment on many levels. Schools should not be pitted against one another, trying to adequately staff and resource their schools, vying for private dollars. Nor should our students' families be bombarded with requests for funds. (In one PPS school where I worked, families were expected to give \$900, per child, to the foundation.)

The only way to correctly fund public schools is through the use of tax dollars. Advocating for stable school funding at the state level is vital to ending the practice of asking people who are already paying state taxes to give money to schools.

The first step to fixing the problem of individual schools raising money for staffing and other needed resources is to pool all of our donations into one central fund. The next step will be eliminating the need for fundraising in public schools in Oregon, and in the US, all together. Thank you, again, for taking this incredibly important first step.

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#### Alameda ES

In the name of PPS' values and commitment to equity, it is the right (and the harder) choice, to centralize foundation dollars for a more equitable distribution of funds and investment in our future. That we may experience a dip in initial fundraising dollars is to be expected and should not sway the board from making the right and harder choice. We all know this - we can do it... if + when we all decide to work together. The current and recent local school foundation leaders ought to be recognized for their incredible impact and offered seats at the table to help reimagine how we'll transition to this new model. We must carry over any and all learnings, success stories, processes, etc. that can be repurposed in the new model.

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#### McDaniel

I am a parent of a student at McDaniel High School. My child previously attended Scott Elementary and Roseway Heights Middle School. I am writing in support of a district-wide foundation to support

all schools and to end the inequity of local school-based foundations. When my daughter entered PPS as a kindergartner, I was so worried about her well being, wanting to protect her, and make sure SHE had a really positive experience in school. As such I understand the drive to raise funds for your student in your specific school. However, during my almost eleven years in PPS, as a volunteer in and out of the classroom, I have been able to see firsthand that public schools are about ALL of our children not just my child, and the inequity of local foundations do not benefit all of our students. I have witnessed the unequal distribution of opportunities and services that have been perpetuated by foundations. Many students in child's school are also well aware of these discrepancies and have expressed being perceived as needy and less than their peers at these more "advantaged" schools. I believe now is the time to change the model. Clearly PPS needs more funding across the board, and I believe moving to a district wide foundation model would allow schools to unite and advocate at the State level for better funding. It would also eliminate the inherent inequity that has occurred as a result of the local school-based foundations. I will be advocating for all of our schools at the State level, and I do believe a change to a district wide advocacy and funding model will UNIFY our district around funding.

# Public Comment on Draft Policies

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Policy you are providing comment on \*

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

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

Name \*

Casey Wallace

Email \*

[Redacted]

## Your School Community \*

Ockley Green MS

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### Please provide your comments below \*

My family supports changes to PPS policy to ensure school fundraising efforts are distributed equitably. We see a lot of basic educational & cultural opportunities that aren't even remotely possible for Ockley Green MS kids because funds need to be prioritized to meet core needs. I understand that schools with foundations may say the same, but the data supports that the gap in resources is very different.

I choose public schools because I want my kid to go to school with kids from different backgrounds. Parents of means can supplement their kids' experiences at home and after school. There are plenty of other ways they can boost their own kids up the ladder of success. But while they are in school, all our kids should be equally supported. This is the social contract that public school promises.

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Google Forms

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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

Name \*

Harmony Quiroz

Email \*

[REDACTED]

## Your School Community \*

Atkinson Elementary

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## Please provide your comments below \*

Independent school foundations while providing minimal staffing, rarely in the form of a full FTE, create a structural barrier to equity. ISFs fund positions are primarily wealthy, primarily white schools. It assumes that schools that don't have foundations or the capacity to raise funds don't want to mitigate budget cuts. Moving to a districtwide foundation is an opportunity to tear down a fundamentally inequitable and frankly racist institutional structure. PPS must act in accordance with their values and change the foundation policy.

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This form was created inside of Portland Public Schools.

Google Forms



**Public Comment Received via the Draft Policy Survey:**

**Revision: Districtwide Advocacy and Fundraising 7.10.020-P**

**(Formerly Parent Groups and the Schools)**

Received between April 18-19, 2024

--Permission to Post--

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Abernethy Elementary School

I am the mother of a kindergartener at Abernethy Elementary, and I am writing to oppose Board Policy 7.20.010-P, Districtwide Advocacy and Fundraising, which would eliminate local school foundations.

Eliminating LSFs will cut millions in funding across the board for our already underfunded schools.

For years, PPS has been underfunded, and for years, local school foundations have helped make up the funding gap, both at their own schools and at other PPS schools through the one-third equity share. Funds from LSFs and their equity contributions to the district-wide fund provide significant financial support for supplementary staffing across all PPS schools. For instance, in the 2022-23 school year, LSFs raised \$2.5 million, funding 31.89 full-time equivalent positions at schools with LSFs and 9.57 FTE at schools receiving parent fund grants from the LSFs.

This proposed policy change at a time when PPS is already facing major budget cuts will result in even less funding for staff when our students need them most. For instance, in the next school year, PPS is poised to eliminate 2.10 FTE from Abernethy. Our LSF should be allowed to continue to raise funds that would help retain FTE positions at our school, meet our students' basic learning needs, and ensure our school is operating at the same baseline as other PPS schools.

Eliminating LSFs will disproportionately and unfairly impact schools that already receive less funding per student than other schools.

In the 2022-23 school year, Abernethy received \$9,036 per student in funding, while other K-5 schools received significantly more per-student dollars. For instance, Rosa Parks received \$16,265, Vestal received \$13,412, and Peninsula received \$12,791. The ability of Abernethy's foundation to fund positions outside of the PPS budget with private dollars allows PPS to continue to direct funding to these other schools while also helping Abernethy make up for its low per-student funding.

It should also be noted that eliminating LSFs hurts historically underserved students at schools like Abernethy – who receive zero added equity FTE – the most. PPS considers 30% of Abernethy students to be historically underserved, and our LSF helps these students, whom PPS overlooks in its continued efforts to direct additional funds elsewhere through its equity budgeting process.

Eliminating LSFs will reduce donations and parent engagement. Discontinuing a decades-long practice of community and family support to local schools will result in fewer donations and more families opting out of PPS. This will exacerbate the district's declining enrollment, state funding, and equity issues. Donors give where they feel their money makes the most impact, and parents who already feel that their students are receiving less than their fair share are not going to continue to give the same level of support and engagement to a districtwide foundation that will provide them even less in return.

PPS Board members in favor of this policy change seem to think that eliminating LSFs will cause so-called "rich" parents to fight harder to secure funds for all PPS students, both through fundraising and political advocacy. However, the likelier outcome is that these parents will choose to simply leave PPS for private schools who will welcome them with open arms.

---

Lincoln HS cluster

I oppose the Districtwide Advocacy and Fundraising 7.10.020-P (Proposed New Title. Formerly Parent Groups And The Schools) policy for its lack of true and fair public engagement and its fiscal impacts on teachers and other educational resources for students.

I am a public employee and not wealthy. My single mom was a part-time PPS teacher and I learned early to budget by my values. One of the areas that we hugely value and invest in is our daughter's education and school.

I read the PPS relevant policies and materials available, the Reform PPS Funding website, and watched the board and policy committee meetings. Based on that, I believe:

1. PPS has not conducted sufficient community engagement to determine a policy with this magnitude of fiscal and student impacts. PPS should pause this policy to hire an expert to "consult" and "involve" the entire district in this essential conversation.

Why: As a public employee, I recently engaged thousands in-person and online at community and culturally specific events and held a community vote of 1,665 people in Washington County for just \$2.3M of one-time capital funding; this policy has a much greater impact to thousands of students, families, and teachers. The estimated loss of \$3M annually and the elimination and/or significant reduction of hours of 106 student-facing jobs strictly funded by School Foundations in the 25-26 school year is a painful and unnecessary cut on top of \$30M district wide budget cuts.

How: Board member statements seem to indicate that they believe public testimony constitutes "community engagement"; this is patently false. Public testimony is a public reaction to "ignore", or at best, "inform" on the spectrum of family and community engagement for educational equity: <https://www.oregon.gov/ode/students-and-family/equity/AfricanAmericanBlackStudentEducation/Documents/Spectrum-of-Family-Community-Engagement-For-Educational-Equity.pdf>

Who: According to the timeline on the Reform PPS Funding, just two events could be considered “consulting” about this policy with a total of 30 people in a district of thousands of students and families. For the June 2022 report, PPS district staff only met with 17 people in Roosevelt and McDaniel HS clusters, many of which receive additional title 1 funding and therefore, do not have foundations. In April 2023, Dir. Hollands led community engagement meeting of 13 people. PPS also did not engage with the most impacted stakeholders, active local school foundations, and school leaders, teachers and students across the district and seems to be relying on one advocacy group, Reform PPS Funding.

2. It is unacceptable to eliminate Local School Foundation fundraising, with no replacement funds earmarked nor an executable plan in place to secure funding. As Dir. Michelle DePass mentioned in her March 28, 2022 OPB interview, some of the local school nonprofit foundations host highly successful fundraising events similar to most successful nonprofits. As a public servant, I have attended similar sparkly events for non-profits that provide education and social services like Centro Cultural, Adelante Mujeres, and Self Enhancement Inc. Multi-million dollar professional fundraising takes time, expertise and significant financial investment. To successfully fundraise the equal amount of funds currently brought in by School Foundations, the board will need to consider personnel for the financial, administrative and fundraising efforts necessary to attract dollars from corporate donors, grant-giving foundations in addition to the community.

3. During the teacher strike in November 2023, I emailed PPS board and leaders, state leaders, and national leaders to adjust statewide funding. I continue to urge PPS to strongly advocate for a change in statewide funding policy.

Thank you for your service, time and consideration!

---

Hattie McDonnell

Sellwood MS

If we decide to change the rules for foundations providing funds direct to their schools, we will lose a lot of our generous donors and see a MAJOR decrease in overall funding. This also makes the efforts of foundations worthless. Why fundraise when you only see a small, small portion of the effort? We will lose all volunteers and again see a huge decrease in funding.

---

Michael McDonald

Sellwood MS

Allowing my donated funds to be spread across all schools will not motivate me to donate more but less. Much, much less. I donate through events, drives and the blue bag program and I will halt all of those unless they benefit my local school.

Llewellyn

Due to funding cuts, my elementary school will lose a class section in half of the 6 grades. Depending on enrollment numbers, it's possible that next year, half of our classrooms will have over 30 children in them.

Our Foundation does not raise enough money to hire teachers, but we are able to hire some educational assistants, which are vital support to teachers when classes are that large.

The proposed policy would eliminate our ability to provide teachers and students with this vital support. Meanwhile, the proposed policy will do nothing to help other schools. It is a net loss, not a net gain.

Rather than spending efforts on changing the Foundation policies and attempting to fundraise district-wide, Board members should focus on legislative action that will achieve the funding we need to properly staff our schools in the first place.

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Irvington ES

The suggested revisions to this policy essentially remove all incentive for school communities with financial resources to make contributions to the fund. Without guaranteeing a return of some (significant) portion of funds donated to the specific community that made the donation there really isn't any compelling reason for communities to direct limited resources that can otherwise be deployed in more immediate and impactful ways. This policy revision will effectively wipe out most financial support of this fund.

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Lincoln HS cluster

I oppose the Districtwide Advocacy and Fundraising 7.10.020-P (Proposed New Title. Formerly Parent Groups And The Schools) policy for its **lack of true and fair public engagement and its fiscal impacts on teachers and other educational resources for students.**

I am a public employee and not wealthy, as some board members assume of high-performing schools. My single mom was a part-time PPS teacher and I learned early to budget by my values. One of the areas that we hugely value and invest in is our daughter's education and school.

I read the PPS relevant policies and materials available, the Reform PPS Funding website, and watched the board and policy committee meetings. Based on that, I believe:

1. PPS has **not conducted sufficient community engagement** to determine a policy with this magnitude of fiscal and student impacts. **PPS should pause this policy to hire an expert to "consult" and "involve" the entire district in this essential conversation.**

**Why:** As a public employee, I recently engaged thousands in-person and online at community and culturally specific events and held a community vote of 1,665 people in Washington County for just \$2.3M of one-time capital funding; this policy has a much greater impact to thousands of students, families, and teachers. The estimated **loss of \$3M annually** and the elimination and/or significant **reduction of hours of 106 student-facing jobs** strictly funded by School Foundations in the 25-26 school year is a painful and unnecessary cut on top of \$30M district wide budget cuts.

**How:** Board member statements seem to indicate that they believe public testimony constitutes "community engagement"; this is patently false. Public testimony is a public reaction to "ignore" or at best, "inform" on the [spectrum of](#) family and community engagement for educational

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3. During the teacher strike in November 2023, I emailed PPS board and leaders, state leaders, and national leaders to adjust statewide funding. **I continue to urge PPS to strongly advocate for a change in statewide funding policy.**

**Public Comment Received via the Draft Policy Survey:**

**Revision: Districtwide Advocacy and Fundraising 7.10.020-P**

**(Formerly Parent Groups and the Schools)**

Received between April 19-22, 2024

--Permission to Post--

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Ainsworth

I believe the proposed policy to eliminate the ability of parents to direct 2/3rds of donations to their children's school is misguided for several crucial reasons and should not be implemented. Such a substantial and abrupt change to this policy would be a mistake, and requires further thought and input from the different PPS school communities.

The proposed model fundamentally misunderstands the role of, and motivation for, donations in the K-12 school environment. Donations by parents to schools are made with specific goals, often parents looking to change or improve some aspect of schooling received by their children. To remove the targeted nature of this donation would have a straightforward outcome on overall donations - to drastically reduce or eliminate donations made by parents.

Eliminating the ability of parents to impact their children's education via donating for specific purposes will not only reduce direct donations, but is likely to have unintended consequences that the district must consider. If parents with the means to donate to their school cannot, this will simply drive well-resourced parents to other options, including private schools, charter schools, or moving to other districts. This will further exacerbate budget issues at PPS.

There is no question that schools should be funded equitably and offer opportunities for enrichment and individual instruction to all students - regardless of their place of residence within Portland. That PPS is facing a funding shortage is a problem that must be addressed via the primary funding mechanism - namely funding schools via income and property taxes paid by our community. PPS should redirect its efforts towards improving equity by focusing attention where it matters and has impact - the funding model for schools supported by income and property taxes. Further, there exist myriad programs that attempt to address historically underserved students that are operated through the district and at the federal level. How would those programs be adjusted in a model where parent fundraising is not allowed?

I challenge PPS to demonstrate and share their projections for district-wide funds received via donations under the proposed model vs. the current model. A new model for redistributing a decimated donation

base does not improve inequities, and to project that this funding mechanism can address such inequities is disingenuous. Instead, the outcome of such a change is more likely to further exacerbate funding issues by 1) eliminating programs supported directly by donations, and 2) driving away student enrollment, and associated dollars, from PPS. It also deprives parents of a mechanism for direct involvement in their children's education - it is likely that parents donating money are also donating their time and other intangibles.

In short, I urge you to hold off any changes to this system, and expand listening sessions and feedback opportunities. In recent years, we have seen repeatedly in Portland and more generally in Oregon, the impact of hastily made measures with serious harm to the community. I urge you to not follow those footsteps and consider the impacts of this proposed program holistically and with due consideration of the history of this donation structure at PPS.

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Mike Farrell

Vestal ES

I am writing in support of the draft policy to form a district wide foundation as soon as the 24/25 school year. Education is a collect effort. We all benefit when education is provided equitably across the district. Too much our school funding is neighborhood based. This results in schools and communities with the most resources getting more resources. Schools and communities that need the most support then have access to the least resources. This structure leads to a community that is concerned about itself only. This does not improve the community. A district wide foundation will ensure that all schools have access to funds in an equitable way. It will help to reduce the education gaps between schools. This will lift up those communities and schools that need the most support. Overall this improves the education experience for everyone.

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Ainsworth

Closing local school foundations, expecting parents to put their fund raising efforts only behind the PPS Foundation is a very poor idea. It is sure to greatly diminish fund raising energy and will be a failure on every level. Why make this change which would be only detrimental? Years ago, local foundations were expected to make a % contribution to the larger PPS Foundation. Perhaps increasing this % would be a far better solution.

Please post detailed reports on how Portland Arts Tax is implemented by PPS: specific listings of schools' arts teachers & programs funded by the Portland Arts Tax. Full transparency is essential.

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Abernathy ES

I am the parent of a student at Abernethy Elementary. At the board meeting on April 2nd, Andrew Scott mentioned his concern with unintended consequences in regards to his hesitation to support a policy change at this time. Abernethy Elementary exists as an example of the unintended consequences of the current fundraising model for a school with a successful "LSF".

Abernethy doesn't actually have an LSF because sometime around 2016, the Abernethy PTA decided to take over the fundraising for the Fund for PPS. In the PTA budget, there is the line item "Fund for PPS (FTE)", which makes up 51% of the current school year budget. On average, this line item is 60% of the total PTA budget each year. The rest of the budget, the other 40%, consists of traditional PTA programming such as community events, various supplies funding, capital improvements, etc.

Prior to this school year, the money the PTA raised was all put into one bucket. Unlike other schools, the PTA had a single donation link and did not direct donors to the Fund for PPS. Whatever funds they raised were then allocated at the board's discretion to the Fund for PPS or to traditional PTA programming. What began to happen is the Fund for PPS line item was funded above all else, while traditional PTA programming was neglected. I joined the board for the 2022/2023 school year and found that the focus of the PTA board and the Abernethy community members who attended board meetings, was mostly on fundraising for an extra teacher. Furthermore, the board would not agree to funding line items in the budget (the very budget that members voted to follow and then donated towards) out of concern for how much money they would have at the end of the school year to pay for FTE.

Fundraising for the Fund for PPS effectively cannibalized the Abernethy PTA. The percentage of funds donated to the Fund for PPS by the Abernethy PTA actualized as 86%, 81% and 71% of the annual expenditures for the past three years respectively. Meanwhile, the budget line items for traditional PTA programming were underfunded by 74%, 88% and 65% over the same three year period. Additionally, at the end of the 22/23 school year the PTA board got the membership to vote for an amendment to the standing rules that allowed the PTA to save up to 150% of the budget (outside of the amount earmarked for the Fund for PPS) for a "reserve". There is no requirement that the PTA board attempt to actually spend money on approved budget items before diverting funds to this "reserve"; the only requirement is that the funds be "unspent". The Abernethy PTA then ended the 22/23 fiscal year with a net cash gain of \$56,000 despite only funding 35% of PTA programming. Programming that was in the budget and that donors voted for and donated towards.

Foundation fundraising has utterly corrupted the Abernethy PTA.



Consequently, Abernethy's enrollment declined over these years at a greater rate than the district average. There are a few reasons for this, but it is my opinion that the lack of focus on community building through PTA programming absolutely plays a part. During my time as an Abernethy parent, events throughout the year have been focused on fundraising, save for maybe one or two meetups. It is my understanding that Abernethy once had a thriving and inclusive community focused on the garden program. During this time, Abernethy Elementary was a highly desirable neighborhood school. What I've been told is that at some point a principal convinced the community to abandon the garden program by diverting its funding to the Fund for PPS. This is how the Abernethy PTA and the Abernethy LSF became one entity and how the sense of community at Abernethy deteriorated.

There is a second unintended consequence of the fundraising for the Fund for PPS and FTE at Abernethy that is even more disheartening than the erosion of robust community; a consequence that should be concerning to the school board: the complete lack of advocacy around state funding for education. I can credit one Abernethy PTA board member who holds an annual postcard campaign to advocate for statewide school funding, however this is the only mention of government funding in public schools from Abernethy. Period. This year, the Abernethy PTA and the principal have sent out emails fearfully detailing the funding cuts expected for the 24/25 school year. There is no mention about how important it is for parents to become engaged and organize to push state lawmakers to commit to fully funding our public schools. The only fix is to donate to the Fund for PPS so Abernethy can pay for an extra teacher next year.

The Abernethy PTA board's focus on fundraising for FTE is in direct conflict with the mission of the National PTA, which is to advocate for government funding in schools over private funding. It is sad to me that my school community is distracted by money that amounts to crumbs exclusively for Abernethy students, rather than organize and rally efforts around lobbying for state funding of all schools.

For all that I've witnessed at my son's elementary school around fundraising for FTE, I am a big supporter of reform to the Fund for PPS. There is far too much room for the unintended consequences of corruption and lack of interest in lobbying for state funding when parents are able to raise money to pay for an additional teacher at their children's school.

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Magalí Rabasa

Rigler ES

Dear Directors of the PPS School Board,

I'm writing to you as the President of Padres Unidos de Rigler (the Rigler Elementary PTA) in support of 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. Members of our PTA have been part of the conversation about foundation policy reform for nearly four years, participating in the roundtable listening sessions, providing public commentary on numerous occasions, and attending our zone representative Gary Holland's forum last year.

We support this change for many reasons, including the fact that it unites our district instead of leaving schools to fend for themselves. The current system exacerbates the existing inequities in PPS, by undermining the district's equity funding model. The proposed draft policy is also essential because it creates a pathway for aligned advocacy for state funding, which is at the heart of the issue.

One of the biggest reasons we at Rigler, a Title I DLI school in Cully, so strongly support the proposal for a district-wide foundation is that 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. When the most highly resourced families and schools are allowed to privately fundraise to add staff to their school through their foundations, the district’s program for equity is directly undermined. And furthermore, it contributes to a deeply troubling mindset that creates silos rather than solidarity, breaches rather than bridges, pitting “good schools,” like our neighbors at Alameda, against “bad schools,” like Rigler. As you all know, Alameda and Rigler students come together briefly for middle school, and the complexity of funding at Beaumont, which has both a Foundation and parent fund grant awards, is evidence of this tremendous divide.

We need a district-wide model for fundraising that complements and elevates our district’s commitments to and policies for equity. And a crucial first step for that is eliminating the ability to use foundation fundraising to staff schools. If the board is concerned that foundation reform will hurt the neediest students in our district, we, Padres Unidos de Rigler/PTA, want to make clear that this is not true. The grants from the parent fund are not enough, and increasing the contribution from wealthier schools will not solve the problem. We need a district-wide approach to fundraising in combination with a district-wide commitment to fighting for our schools to be fully funded, to ensure success for every student.

Thank you for your work on this incredibly important issue that has the potential to create meaningful transformation and greater equity in PPS.

Sincerely,

Magalí Rabasa

President of Padres Unidos de Rigler/PTA

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Simon

Laurelhurst

This is such a horrible and flawed idea that really makes no sense. You will be taking away the power of localized fundraising (which people are passionate about and can see work before their very eyes, while still sharing a large portion with the district) and you will be attempting to replace it with a district wide model — that will certainly dilute the current effort made by parents and is not even close to being the same as local fundraising (no matter how you spin it). This new model would essentially equate the money we raise in the future to being just another of the many taxes Portlanders pay (including the 5th highest property tax in the country) to subsidize the district's shortcomings. Your goal is equity but the burden in this model will not be shared equally. And the results of such a flawed move will directly hurt our children.

And while you've been working on passing this "reform" for seven years, the majority of of newer parents (4th grade and under) in our community were unaware of this proposed policy change (until recently) and the negative impact it will have on our community. So while the idea of this policy change has been around for a while, it has not been so front and center for a lot of us. However, every parent I know is incensed about this change when they hear about it. I would suggest that you give those of us who are new to this discussion more time to express our concerns before voting on such a drastic change. Or to look for a better solution to the district's funding shortfall instead of destroying something that is already generously generating money for schools in a time of budget cuts.

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Glencoe ES and Franklin HS

I support the revisions to the local school foundations policy. It is time for this change, and you're courageous to take this on. Please consider strengthening language to prevent affluent schools from skirting the policy by setting up non-profit accounts to support extra staffing and bypass this new policy.

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Richmond ES

At this moment of severe budget cuts, I urge the board to table this proposal until further planning has been done to ensure that the same level of funds will be raised for this new district-wide foundation as are needed to replace the funds that will be lost when school communities are no longer involved in raising funds for their schools. How will funds be fairly apportioned to each school - and will it honestly change year-to-year? Will the board be leading district-wide fundraiser activities? If so, it would be best to describe the specific plan for those fundraising activities, with dates, descriptions of activities, and volunteers who will be leading these fundraisers. The district and board will need to take on a lot of effort to replace the fundraisers individual PTAs would do. I fear that if this action is taken by the board, then its consequences will be blamed on the board and the district. At a time of steep budget cuts, it seems hasty to shut off a reliable stream of support for our schools. Please pause this proposal until it can be fully thought through and a clear plan is in place.

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Ainsworth

There is already a large discrepancy in per-student funding seen between Title 1 schools and schools situated in wealthier districts. Additionally, initiatives focused on racial equity have already provided significant per-student funding differences between schools. Foundation money that is raised allows for schools to offer similar levels of programming as Title 1 schools and schools that receive further racial equity support, but is still a very small fraction of the total school budget, especially when considering that 1/3 of moneys raised go to a districtwide fund. In effect, foundations are closing the budget gaps to allow for a similar level of educational opportunities within wealthier schools. Not allowing parents to close those gaps in educational experience is counterproductive to PPS's mission and also a disservice to the students that attend these schools that may not have the means to obtain extracurricular enrichment activities. This proposal seems to be advocated for by a small portion of the community without input from schools that will be impacted the most.

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--Permission to Post--

Isabel Johnson  
Glencoe

I provided comments previously but I would like this comment to replace my earlier comment.

I am writing today to express my strong support for the policy change that will replace the local school foundation model with a district wide foundation model. A model in which our communities can work together to fundraise and share in dollars raised.

As the parent of a 5th grader at Glencoe Elementary, a school with a foundation, a PTA leader, a member of Reform Funding PPS, a frequent volunteer in the Glencoe building, and an accountant, I am well versed in the ins and outs of local school fundraising, school funding in Oregon in general, and how it plays out in our individual schools.

Unifying our private dollar fundraising under one entity will allow for greater collaboration and support across the district. I recall hearing Chair Hollands talk at last year's April foundation meeting about ideas for city wide fundraising events such as a PPS night at a Blazers game. I see city wide events in support of PPS as a great way to remind our city that we value our public schools. I would love to see a 'Dine Out for PPS Night', similar to the restaurant partnerships many PTAs do during the year. For example, see the Dine Out for Education (<https://iccsdfoundation.org/dine-out-for-education/>) that Iowa City hosts in the spring and fall. Once this policy change passes, there's so many collaborative fundraising ideas we can implement. I am excited by the idea of working collectively with other schools to lift up all our students.

Librarians and library assistants come up often in the justification for local school foundations. I have seen many versions of the 'our school receives less funding per student (but we support the PPS equity model) and our foundation pays (in part) for valuable student facing positions such as our librarian / library assistant'.

As a parent that has volunteered in the Glencoe library for the past 6 years, I see first-hand how important our librarians and library assistants are for our students and our school communities. It breaks my heart that we are losing our beloved longtime library assistant at Glencoe. Does that make me want to contribute to the Glencoe foundation to 'save' her position? Unequivocally, NO. Almost universally across the district, there are cuts to librarian and library assistant hours for the 2024-2025 school year. Only a select few schools can afford to fundraise to pay for those much-needed library hours. I cannot, on any level, see the justification for local school foundations based on this flawed logic.

For example (all numbers from 2024-2025 Proposed Budget Volume #2), LSF school ACCESS is going from 1.05 overall Library FTE to 0.40 and staff directly told students that unless they fundraise, the librarian would lose her job. Vestal, a Title 1 school, is experiencing a very similar cut going from 1.0 Library FTE to 0.40 without the ability to fundraise from their school community. And the argument that Vestal will receive a parent fund grant so that's why we need to keep LSF's? It makes no sense. Whatever Vestal would receive as a parent fund grant would not come close to the amount ACCESS retains under the current LSF model. Whitman and Rosa Parks are two other examples of Title 1, non LSF schools going from 1.0 Library FTE to 0.40.

In the face of what I imagine is an overwhelming amount of 'save our foundation' emails, I want to remind you that the current local school foundation policy is inequitable and does not serve all our students and all our communities.

Please vote yes on May 7th in support of the policy change that will bring about a district wide foundation. A change that will allow all our PPS schools to contribute and share in fundraising dollars.

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Anna Marquez  
Ockley Green

My name is Anna Marquez, I am the parent of a student at Ockley Green MS and a member of the RESJ Community Advisory Committee and I'm 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 our district needs to work on unity and collaboration to support equitable outcomes for all our students. Reforming school foundations will be the first step in helping the whole community see every single PPS student as OUR students, and investing in each and every ones' future. One of the infuriating aspects of the system as it currently exists is the school stereotypes that exist around the "wealthy" schools and the "poor" schools" and this kind of thinking doesn't respect schools, families or educators in the way they all deserve. I want to see the disparities eliminated and some schools being able to insulate themselves from cuts is unfair and unacceptable. Let's move forward and support one another as a larger community to commit to equity and sustainable funding options for each and every student in this district.

I couldn't be happier 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.

Sincerely,

Anna Marquez  
RESJ CAC  
Ockley Green MS

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Jen Miller  
Ainsworth

As a teacher, I find this proposed policy revision to be a sad and misguided attempt at equity. Equity is not about reducing everyone's resources to the lowest common denominator. Instead of taking away our individual communities' ability to fundraise for important teaching positions we

should be focused on finding ways to make sure that these positions get funding at other schools, too.

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#### Laurelhurst

It is a mistake to dissolve local school foundations without first resolving the funding shortfall for K12 education at the state level.

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#### Sunnyside

I am the co-chair of the Sunnyside Environmental School Foundation and have been involved in fundraising for the last three years. This is the first time I am seeing written notice of a policy change that would completely disrupt the fundraising momentum we've been building at our school. I am a huge advocate for well-funded, equitable public education. This policy change in itself seems like a move in the right direction, HOWEVER, at no point were we contacted to provide input. I think this is quite disheartening. We raise a very modest amount of money among a modest income school community. We have very real challenges in our school community that PPS funding does not cover and quite frankly our hard earned fundraising barely scratches the surface. Before change occurs, I would like to see a real opportunity for input from all current Foundation chairs and to really understand and prepare for how these changes may impact our unique school. I have put in hundreds of hours of volunteer time over the last three years to raise just enough money to support our school's unique added choice curriculum and the fact that we are a K-8 school that does not receive full funding for its middle school. On top of that, many of our families are struggling. These changes could quite possibly be beneficial to our school, but there seems to be no guarantee and quite frankly, the loss of our meager additional \$50,000 that we raise through our small but mighty Foundation volunteer would be devastating.

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