

Policy Committee Meeting  
Monday, March 18, 2024 4:30 PM

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

## **Agenda**

1. Introductions
2. Public Comment - *5 Two-Minute slots \*To sign-up for public comment email PublicComment@pps.net or call 503-916-3741*
3. Policies for Revision - Discussion and Potential Action
  - 3.(a) Fundraising and Advocacy Policy
  - 3.(b) Junior Reserve Officers Training Corps (JROTC)
  - 3.(c) Class Size Guidelines and School Staff Allocations Policy 3.10.031-P
4. Policies Referred for a First Reading, Scheduled for a First Reading April 02, 2024
  - Diploma Requirements 4.20.042-P
5. Adjourn

## Funding of school-based staff

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

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

### Current state of school and district-based fundraising\*

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

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

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

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

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

DRAFT

**Date:** June 17, 2022

**To:** PPS Board of Education

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

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

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

### **Introduction**

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

### **Direct Quotes**

*“This isn’t working. It’s inequitable. It’s never going to feel good.” (Parent)*

*“My kid is your kid and your kid is my kid. These are all our kids.” (Parent)*

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

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

*“Thankful for the 1/3 Parent Grant, but still not equitable”*

### **Theme: Collective Impact Model**

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

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

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

### **Theme: Community Building**

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

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

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

### **Theme: Increased transparency**

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

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

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

### **Administrator Survey**

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

##### Challenges

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

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

#### Successes

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

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

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

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

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

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

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

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

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

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

## **7.10.020-P Districtwide Advocacy and Fundraising Individual School or Program Fundraising**

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

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

### **Local School Foundations and school or program fundraising:**

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

### **Fundraising for Staff and Contracted Staff:**

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

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

### **Registration and Reporting**

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

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

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<sup>1</sup> This language may be moved to the resolution.

## **Other Requirements**

Entities that fundraise to support individual schools shall:

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

## **Other Provisions**

For purposes of this policy, District and contracted staff includes all manner of contracted positions if the position compensation exceeds \$10,000 in a school year.

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

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

Legal Reference: ORS 332 \07

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

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## **7.10.020-P Districtwide Advocacy and Fundraising Individual School or Program Fundraising**

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

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

### **Local School Foundations and school or program fundraising:**

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

### **Fundraising for Staff and Contracted Staff:**

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

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

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

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

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

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

<sup>1</sup> This language may be moved to the resolution.

schools based on a demographic formula, which is annually reviewed at the beginning of the fiscal year by the School Board.

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

### **Registration and Reporting**

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

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

- The previous year's staffing or contracted staff purchased in each school, as well as information related to equity grants distributed to individual schools or programs.

### **Other Requirements**

Entities that fundraise to support individual schools shall:

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

### **Other Provisions**

For purposes of this policy, District and contracted staff includes all manner of contracted positions if the position compensation exceeds \$10,000 in a school year.

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

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

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### Examples of Oregon District Fundraising Models

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

School District	Total Raised by School District Foundation in FY22	Total Enrollment In 2021	Other funds For operations	Median Household Incomel	Foundation Model												
Portland Public Schools	<p><b><u>\$1,950,960</u></b> for <b><u>foundation schools</u></b> for FTE</p> <p><b>\$1,310,815</b> for equity grants and districtwide initiatives -Fiscal Year ending June 2022</p> <p><u>990 Link</u></p>	<p><b><u>44,393</u></b></p> <p><u>21-22 District Profile</u></p>	Local Option Funds, School Bonds (curriculum & technology), Arts Tax	<b><u>\$87,299</u></b>	<p>Individual school-affiliated organizations can raise funds to pay for staff at their school. Funds raised for FTE are through LSFs with 1/3 of money raised by individual schools (after the first \$10,000) being contributed to the PPS Parent Fund, and the remaining 2/3 going to fund FTE at the individual school.</p> <p><u>Annual Report (FY22 and FY23)</u></p> <p><u>LSF Financials</u></p> <table style="margin-left: 20px;"> <tr> <td>\$1,950,960</td> <td>LSF FTE Amount</td> </tr> <tr> <td>+ \$810,939</td> <td>LSF Parent Fund Contribution</td> </tr> <tr> <td><b>\$2,761,900</b></td> <td><b>LSF Total Raised</b></td> </tr> </table> <p><u>Fund for PPS (Non-LSF)</u></p> <table style="margin-left: 20px;"> <tr> <td>\$259,253</td> <td>New Revenue</td> </tr> <tr> <td>+ \$240,623</td> <td>Fund Account Balance Carryovers</td> </tr> <tr> <td><b>\$499,876</b></td> <td></td> </tr> </table> <p><b><u>\$3,261,776</u></b> - Grand Total FY ending June 2022</p>	\$1,950,960	LSF FTE Amount	+ \$810,939	LSF Parent Fund Contribution	<b>\$2,761,900</b>	<b>LSF Total Raised</b>	\$259,253	New Revenue	+ \$240,623	Fund Account Balance Carryovers	<b>\$499,876</b>	
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<a href="#">Beaverton</a>	<p><b>\$670,780</b> -Fiscal Year ending June 2022</p> <p><a href="#">990 Link</a></p>	<p><b>38,076</b></p> <p><a href="#">21-22 District Profile</a></p>	<p>Local Option Levy; School Bond</p>	<p><b>\$98,701</b></p>	<p>No individual school-affiliated organization can raise funds to pay for staff at a specific school. Foundation only funds hands-on academic programs and classroom projects with a model requiring educators to apply for grants. Goal of funding projects at all 54 BPS schools.</p>
<p><b>Salem-Keizer</b></p>	<p>Salem Keizer Education Foundation was dissolved in 2020</p>	<p>40,000+</p>	<p>No Local option; School Bond</p>	<p>(median household income)</p>	<p><a href="#">Salem-Keizer Education Foundation</a> dissolved. Before dissolved, no individual school-affiliated organization funded school-based staff at a specific school.</p>
<p><a href="#">Tigard-Tualatin</a></p>	<p><b>\$2,728,428</b> Fiscal Year ending Dec 2021</p> <p><a href="#">990 Link</a></p>	<p><b>11,731</b></p> <p><a href="#">21-22 District Profile</a></p>	<p>Local option levy</p>	<p><b>\$83,972</b></p>	<p>No individual school-affiliated organization can raise funds to pay for staff at a specific school. Foundation specifically raises money districtwide for FTE. Every school in the district gets the same amount of FTE based on how much is raised. Individual schools do not raise money for FTE.</p> <p>The Foundation raises money for FTE districtwide, as well as for the arts and a food program. The totals below were distributed as School Grants for FTE among all of their 17 schools.</p> <p>School Staffing Grants: <u>2023-24 - \$158,100</u> \$9,300 X 17 Schools</p>

<a href="#"><u>Lake Oswego</u></a>	<b><a href="#"><u>\$1,177,360</u></a></b> Fiscal Year ending June 2021  <a href="#"><u>990 Link</u></a>	<b><a href="#"><u>6,858</u></a></b>  <a href="#"><u>21-22</u></a> <a href="#"><u>District</u></a> <a href="#"><u>Profile</u></a>	Local Option Levy; School Bond	<b><a href="#"><u>\$123,607</u></a></b>	Only the Foundation raises money for districtwide for FTE, and every school benefits. School board policy does not allow individual schools to raise funds for FTE and foundation donations may not be earmarked for a specific school.
<a href="#"><u>West Linn Wilsonville</u></a>	<b><a href="#"><u>\$49,117</u></a></b> (last reported in 2019). Most raised was \$137,000 in 2016 Fiscal Year June 2019  <a href="#"><u>990 Link</u></a>	<b><a href="#"><u>9,000</u></a></b>  <a href="#"><u>21-22</u></a> <a href="#"><u>District</u></a> <a href="#"><u>Profile</u></a>	Local Option Levy; School Bond	<b><a href="#"><u>\$111,495</u></a></b>	Foundation raises funds districtwide to hire new teachers, maintain effective class sizes and foster excellence”. The “Foundation differs from school-specific organizations in that funds it raises can be used to pay for teaching positions. The Foundation is currently the only nonprofit fundraising entity with the ability to fund additional teaching positions for the WLWW School District.”
<a href="#"><u>Hillsboro</u></a>	<b><a href="#"><u>\$633,300</u></a></b> Fiscal Year Dec 2022  <a href="#"><u>990 Link</u></a>	<b><a href="#"><u>18,716</u></a></b>  <a href="#"><u>21-22</u></a> <a href="#"><u>District</u></a> <a href="#"><u>Profile</u></a>	No Local option; Bond passed 5 years ago.	<b><a href="#"><u>\$108,376</u></a></b>	Districtwide fundraising for the Foundation provides Innovative Grants and funding for afterschool clubs and STEM materials; Foundation does not fund school-based staff.

## **Board Policy**

### **Junior Reserve Officer Training Corps and Military Careers Recruitment**

#### **6.20.043-P**

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

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

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

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

March 2024

**From Board:**

- **Outcome data around the JROTC (outcomes in general)**
- **Outcomes for individuals coming from this program→do they matriculate to college or the military**

**Summary of Discussion with other districts.**

The job of CTE is not to gatekeep student opportunities to access career pathways but to make sure we are building the best possible gates we can; that means creating the conditions for this program to be successful for students who need and want to access it

We need to consider the partner we bring in to do this work, as it is not something that would come from the schools.

*Important CTE Considerations*

1. **Alignment with CTE Standards:** Ensure that the JROTC program aligns with our CTE standards and curriculum guidelines. This includes integrating relevant career pathways, skills development, and industry standards within the JROTC curriculum.
  - a. **Big Questions:** What does the pathway look like? Does this align with the district's curriculum guidelines? How does this align with the ODE rubric for high-quality programs?
2. **Career Opportunities:** Evaluate how the JROTC program can enhance students' understanding of military career opportunities. Consider how JROTC can provide students with skills and experiences that apply to various career paths within the military or civilian sectors.
  - a. **Big questions:** In what ways can this program enhance student understanding of military career opportunities?
3. **Academic Integration:** Assess how the JROTC program can complement academic learning and enhance students' overall educational experience. Explore opportunities for cross-curricular integration, such as connecting JROTC activities to subjects like history, leadership, physical education, and technology.
  - a. **Big Questions:** How can the JROTC program complement academic learning and integrate across subjects like history, leadership, physical education, and technology?

4. **Leadership Development:** Consider the role of JROTC in fostering leadership skills among students. Evaluate how the program can support the district's goals for developing future leaders and responsible citizens, both within and outside the military context.
  - a. Big Questions: What role does this program play in fostering leadership skills among students, and how does it support the graduate portrait?
5. **College and Career Readiness:** Determine how participation in JROTC can contribute to students' college and career readiness. Explore opportunities for JROTC students to earn academic credits, scholarships, or certifications that support their post-secondary goals, whether in the military or civilian sector.
  - a. Big Questions: How does participation in JROTC contribute to a student's college and career readiness, including opportunities for scholarships or certifications?
6. **Community Engagement:** Consider the potential for JROTC to engage with the local community and industry partners. Explore partnerships with military branches, veterans' organizations, businesses, and community agencies to provide students with hands-on learning experiences, mentorship opportunities, and career exploration activities.
  - a. Big Questions: In what ways can this program engage with the local community and industry partners to provide students with hands-on learning experiences?
7. **Equity and Inclusion:** Ensure that the JROTC program is accessible and inclusive to all students, regardless of background or future career aspirations. Consider strategies for recruiting and supporting diverse student populations, including historically underserved students and students with disabilities.
  - a. Big Questions: How can this program ensure accessibility and inclusion for all students?
8. **Resource Allocation:** Assess the resource needs associated with implementing and sustaining a JROTC program, including staffing, facilities, equipment, and professional development. Consider how the program fits within the district's overall budget and priorities for CTE and extracurricular activities.
  - a. Big Questions: What are the resource needs associated with implementing and sustaining a JROTC program? How does our current budget availability support this?
9. **Monitoring and Evaluation:** Establish mechanisms for monitoring and evaluating the effectiveness of the JROTC program over time. Collect data on

student participation, academic performance, career outcomes, and satisfaction to inform ongoing program improvement and decision-making.

- a. Big Questions: How do we evaluate the effectiveness of the program over time, including student participation data, academic performance, and career outcomes?

**10. Licensure:** Requires a Government and Public Administration endorsement, which is set by ODE. Consider the professional development opportunities that will be made available to CTE teachers in this pathway.

- a. Big Questions: Opportunities for continuing education? What professional development opportunities are available for teachers in this space?

### **Themes that have emerged after conversations with other districts.**

**Theme 1 - Challenges in lack of local control:** Districts pointed to the idea that JROTC programs are run by the military, and the district has little control over the relationship. The curriculum comes from the military, the teaching instructors are vetted and ultimately hired by the military, and the funding comes from the military. Both used language about the “number of strings attached” to the relationship, because it ultimately is not managed by the district but is managed by the military partner.

**Theme 2 - Challenges in Maintaining JROTC programs:** Districts highlighted the difficulties of maintaining JROTC programs due to resource constraints, changing regulations, and the need for stable leadership and instructor retention. Further, in Oregon, there can be just one JROTC program per branch across the whole system. In other words, once a JROTC Army program is established at one high school, it will be the only JROTC Army program in the whole district. Similarly, two branches cannot have JROTC programs at the same school.

**Theme 3 - Alignment issues between JROTC and CTE:** Districts noted the challenges in aligning JROTC with CTE programs due to state regulations and curriculum restraints. In Oregon, there is just one program, which had to go through significant hoops to ensure that the program could be CTE. Further, the district has little oversight in the curriculum as the program is funded by the military. The military often does not follow district policy as they believe their policy usurps district policy. There was also some challenge in putting together the right CTE Program Advisory Board, as districts wanted to ensure that this program was not just a path to the military, but to all careers in the Law and Public Safety cluster.

**Theme 4 - Community Engagement, Service and Leadership:** Districts discussed the importance of community engagement and service, which are both integral part of the JROTC program. Both districts emphasized its positive impact on students and the community, as the JROTC participants spend considerable time performing community service activities. Both further mentioned the importance of leadership skills that are being developed by these programs.

**Theme 5 - Adapting Military Structure for High School Settings:** Districts acknowledge the challenge of adapting military structure for high school settings and the need to balance discipline without overly militarizing the environment. There can be challenges in recruiting the right teachers, as the requirements of the military is 15+ years of service in order to be qualified to be a JROTC instructor. As a result, they are often finding late-in-career military to run JROTC, and there is a significant gap in their training to work directly with students aged 15-18.

**Theme 6 - Student participation and success:** Districts emphasized the importance of providing opportunities for students of all backgrounds and interests, as well as acknowledging that program success is highly dependent on individual circumstances and leadership quality. The instructor matters. It is critical to find instructors that are willing to be good partners to the district and adhere to all of the necessary responsibilities of a CTE instructor in addition to the responsibilities of being a JROTC instructor. Cannot have one without the other. Both acknowledge that programs have high numbers of students participating.

**Program expansion and pathways:** In addition, there was discussion of efforts to expand JROTC programs and pathways, including the ways in which they collaborated with community colleges and the inclusion of certifications, such as CERT.

# Portland Public School District 1<sup>st</sup> Reading

DATE OF FIRST READING: September 05, 2023

## PUBLIC COMMENT FOR

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

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

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

**Open for Comment until at least:  
September 26, 2023**

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

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

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

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

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

**Draft Policy Comment Form:**    <https://forms.gle/VqYbmVA36cqADj6n6>

<b>Included in Packet</b>	<b>Page</b>
Staff Report	03
Redlined Draft Policy	06
Original Policy	07



## STAFF REPORT

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

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### **BACKGROUND**

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

### **ANALYSIS OF SITUATION**

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

### **FISCAL IMPACT**

This is unlikely to have an economic impact.

### **COMMUNITY ENGAGEMENT (IF APPLICABLE)**

There was no community engagement.

### **TIMELINE FOR IMPLEMENTATION / EVALUATION**

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

### **CONNECTION TO BOARD GOALS**

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

### **STAFF RECOMMENDATION**

Staff recommends the adoption of these revisions to the policy.

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ATTACHMENTS

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



### 3.10.031-P Class Size Guidelines and School staff allocations

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

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

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



## 3.10.031-P Class Size

The Board directs the superintendent to determine school staff allocation and class size guidelines for the district and to communicate that information to all district administrators.

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

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





## BOARD POLICY

# Diploma Requirements

**4.20.042-P**

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

### I. High School Diploma Requirements

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

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



## BOARD POLICY

**4.20.042-P**

### **Diploma Requirements**

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



## BOARD POLICY

### Diploma Requirements

**4.20.042-P**

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

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

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

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

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

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



## BOARD POLICY

**4.20.042-P**

### **Diploma Requirements**

#### **E. Essential Skills:**

Essential skills credit will be awarded in accordance with State law<sup>1</sup> and District guidelines.

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

#### **II. Modified Diploma Requirements**

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

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



# BOARD POLICY

## Diploma Requirements

**4.20.042-P**

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

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

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



## BOARD POLICY

### Diploma Requirements

**4.20.042-P**

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

### III. Extended Diploma Requirements

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



## BOARD POLICY

### Diploma Requirements

**4.20.042-P**

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

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

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

#### IV. Alternative Certificate Requirements

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



## BOARD POLICY

### Diploma Requirements

**4.20.042-P**

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

#### V. Additional Information

##### A. Exceptions to PPS-specific Graduation Requirements

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

##### B. Graduating in Less Than Four Years:

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

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

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



## BOARD POLICY

**4.20.042-P**

### **Diploma Requirements**

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

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

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

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

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