

## **Group 3 - Information for Discussion Leaders (revised 1-8-22)**

### **PROGRAM PLANNING for the year - June 1, 2022 - May 31, 2023**

Thursday, January 20, 2022, at 1 pm on Zoom

Discussion Leaders: **Norman Turrill** and **Fran Dyke**

### **NATIONAL AND LOCAL GOVERNANCE**

#### **Topics for discussion:**

- **Citizens right to know, citizen participation, transparency**
- **Election methods**
- **Educational equity in funding and curriculum**
- **Neighborhood Associations**

On January 20, 2022, your group will look at the following LWVUS and LWVPDX positions regarding the 3 topics for discussion (above) and will make recommendations on each League position to **retain** it, **drop** the position, **update** the position, **restudy** it or recommend a new **study** of it. You will also be able to recommend topics for Civic Ed programs, the formation of an Interest Group and for the Action Committee's consideration.

Included are the League's **Definitions** of terms 2022-2023 and the **Report Form** on which one of the discussion leaders will report your group's recommendations. Please return the Report Form to [units@lwvpdx.org](mailto:units@lwvpdx.org) right after the meeting.

#### **LWVUS positions**

Citizens Right to Know

Individual Liberties

Voter Representation and Electoral Systems

Constitutional Conventions

Equity of Opportunity

Federal Role in Public Education

#### **LWVPDX positions**

Public School District in Portland

School Funding

Neighborhood Associations

**If you have a topic for which there is no LWVUS, LWVOR or LWVPDX position, the League cannot advocate for public policy or legislative changes on that topic.** If your group believes we need a position on a topic, you may recommend a study or a concurrence with a position with another state or local League. Your recommendation must be approved by the League membership before it is adopted.

**Here is the link to the most recent LWVUS positions:**

<https://www.lwv.org/sites/default/files/2020-12/LWV-impact-2020.pdf>

To read more about the history of each position, click on this link to the LWVUS Impact on Issues; then click on the page # of the LWVUS position you want to see.

## **LWVUS POSITIONS**

### **Citizen's Right to Know/Citizen Participation**

**The League's Position Statement of Position on the Citizen's Right to Know/Citizen Participation, as announced by the National Board, June 1984:**

**The League of Women Voters of the United States believes that democratic government depends upon informed and active participation at all levels of government. The League further believes that governmental bodies must protect the citizen's right to know by giving adequate notice of proposed actions, holding open meetings, and making public records accessible.**

### **Individual Liberties**

**The League's Position Statement of Position on Individual Liberties, as announced by the National Board, March 1982: The League of Women Voters of the United States believes in the individual liberties guaranteed by the Constitution of the United States. The League is convinced that individual rights now protected by the Constitution should not be weakened or abridged.**

## **Voter Representation/Electoral Systems**

**The League's Position Statement of Position on Voter Representation/Electoral Systems as adopted by concurrence by the 54th National Convention In June 2020:**

**LWVUS promotes an open governmental system that is representative, accountable, and responsive. We encourage electoral methods that provide the broadest voter representation possible and are expressive of voter choices. Whether for single or multiple winner contests, the League supports electoral methods that:**

- Encourage voter participation and voter engagement**
- Encourage those with minority opinions to participate, including under-represented communities**
- Are verifiable and auditable**
- Promote access to voting**
- Maximize effective votes/minimize wasted votes**
- Promote sincere voting over strategic voting 48**
- Implement alternatives to plurality voting**
- Are compatible with acceptable ballot-casting methods, including vote-by-mail**

**The LWVUS believes in representative government. The League supports electoral systems that elect policy-making bodies—legislatures, councils, commissions, and boards—that proportionally reflect the people they represent. We support systems that inhibit political manipulation (e.g., gerrymandering). The LWVUS supports enabling legislation to allow local jurisdictions to explore alternative electoral methods, as well as supporting state election laws allowing for more options at both the state and local levels. With the adoption of any electoral system, the League believes that education of the voting public is important and funding for startup and voter education should be available. We encourage a concerted voter education process.**

## **Constitutional Conventions Under Article V of the U.S. Constitution**

**The League's Position Statement of Position on Constitutional Conventions under Article V of the U.S. Constitution, as announced by the National Board, January 2016: The League is concerned that there are many unresolved questions about the powers and processes of an Article V Constitutional Convention.**

**The League believes such a convention should be called only if the following conditions are in place:**

- A. The Constitutional Convention must be transparent and not conducted in secret. The public has a right to know what is being debated and voted on.**
- B. Representation at the Constitutional Convention must be based on population rather than one-state, one-vote, and delegates should be elected rather than appointed. The delegates represent citizens, should be elected by them, and must be distributed by U.S. population.**
- C. Voting at the Constitutional Convention must be by delegate, not by state. Delegates from one state can have varying views and should be able to express them by individual votes.**
- D. The Constitutional Convention must be limited to a specific topic. It is important to guard against a "runaway convention" which considers multiple issues or topics that were not initiated by the states.**
- E. Only state resolutions on a single topic count when determining if a Constitutional Convention should be called. Counting state requests by topic ensures that there is sufficient interest in a particular subject to call a Convention and enhances citizen interest and participation in the process.**
- F. The validity of state calls for an Article V Constitutional Convention must be determined by the most recent action of the state.**

**If a state has enacted a rescission of its call, that rescission must be respected by Congress.**

## **Equality of Opportunity**

**The League's Position Statement of Position on Equality of Opportunity, as revised by the National Board in January 1989, based on positions announced by the National Board in January 1969, adopted by the 1972 Convention, expanded by the 1980 Convention and the 2010 Convention:**

**The League of Women Voters of the United States believes that the federal government shares with other levels of government the responsibility to provide equality of opportunity for education, employment, and housing for all persons in the United States regardless of their race, color, gender, religion, national origin, age, sexual orientation, or disability. Employment opportunities in modern, technological societies are closely related to education; therefore, the League supports federal programs to increase the education and training of disadvantaged people. The League supports federal efforts to prevent and/or remove discrimination in education, employment, and housing and to help communities bring about racial integration of their school systems. The League of Women Voters of the United States supports equal rights for all regardless of sex. The League supports action to bring laws into compliance with the ERA: a) to eliminate or amend those laws that have the effect of discriminating on the basis of sex; b) to promote laws that support the goals of the ERA; c) to strengthen the enforcement of such existing laws. The League of Women Voters of the United States supports equal rights for all under state and federal law. LWWUS supports legislation to equalize the legal rights, obligations, and benefits available to same gender couples with those available to heterosexual couples. LWWUS supports legislation to permit same-gender couples to marry under civil law. The League believes that the civil status of marriage is already clearly distinguished from the religious institution of marriage and that religious rights will be preserved. See also Further Guidance and Criteria when interpreting this position.**

## **Federal Role in Public Education**

**The League's Position Statement of Position on Federal Role in Public Education as announced by the National Board in March 2012:**

**The League of Women Voters believes that the federal government shares with other levels of government the responsibility to provide an equitable, quality public education for all children Pre-K 125 through Grade 12.**

**A quality public education is essential for a strong, viable, and sustainable democratic society and is a civil right. The League believes that the role of the federal government should include the following:**

- Provide leadership and vision to promote a quality education for all children;**
- Provide broad common standards developed by educational experts upon which states and local education agencies can build;**
- Provide a suggested curricular structure or framework as a guide to state and local education agencies to develop their own curricula;**
- Provide a national assessment that clearly informs teachers, parents, and students about how well individual students have mastered criteria established at the national level;**
- Provide a national assessment that informs districts how well their populations compare to other populations similar to theirs; and**
- Provide a combination of competitive grants and non-competitive funding to states and local school districts to achieve equity among states and populations.**

**The League of Women Voters believes that an equitable, quality public education is critical for students. While the League recognizes that there are instances where the federal government's involvement is the only way to achieve universal change (desegregation, special needs population, gender equity), we also recognize that primary responsibility for public education resides with the states.**

**In accordance with the League of Women Voters' position on Equal Rights, the League continues to support equity in public education for all through:**

- Broad guidelines for accountability, leaving implementation to the state and local education agencies;**
- Adequate funding sources that support the broad goals of national standards; and**
- Mechanisms for local and state funding with adequate federal support for mandates that require less burdensome, compliance-based reporting and regulations.**

**The League of Women Voters believes a basic role of the federal government in funding education should be to achieve equity among states and populations on the basis of identified needs. This should be done with full understanding that equity does not mean equal, given that some populations are more expensive to educate than others and some localities have specific needs. The League believes that the federal government should be primarily responsible for funding any programs mandated by the federal government on local education agencies.**

**Although the League recognizes equity in education depends on meeting basic human needs of children and of their families, the costs associated with providing equitable access to safe neighborhoods and secure housing do not belong in the education budget.**

**Major programs of federal funding for public education (i.e., Elementary and Secondary Education Act) should be targeted toward children living in poverty and/or children with special needs. The federal government has the responsibility to monitor and support access to the following:**

- High quality teaching and learning, supported by quality current learning materials and well maintained educational facilities; and**
- Access to health care needs (i.e., hearing, vision, dental, immunization, school-based health clinics at the secondary level, etc.) and nutritionally adequate food (i.e., school-based meals under “free and reduced meal programs”).**

**The League of Women Voters believes that the first five years of a child's life are crucial in building the foundation for educational attainment and greatly impact success or failure in later life. Additionally, the League**

**believes quality, developmentally appropriate, and voluntary early learning experiences should be available to all children, with federally funded opportunities going first to children of poverty and/or with special needs.**

**The League believes that the federal government should support the following:**

- Early childhood education programs that include funding for parent education and involve child development, health, nutrition, and access to other supportive services such as mental health care for all children and their families;**
- Research that documents quality early childhood education programs; and**
- Research that demonstrates the importance of linking state and local community partnerships with effective early childhood education programs and services.**

**League History: Convention 2010 delegates voted to embark on a two-year study of the Federal Role in Public Education. Local and state Leagues across the country participated in the study and a position was announced in March 2012.**

### **Education Integration**

**The League is committed to racial integration of schools as a necessary condition for equal access to education. When busing became one means of achieving school desegregation, Leagues worked to ensure that laws were obeyed peacefully—building coalitions, running rumor-control centers, sometimes going to court to gain compliance. At the national level, the League worked to oppose antibusing/antidesegregation initiatives in Congress. The League served as an amicus in Supreme Court challenges to the desegregation process. LWVEF maintained a desegregation clearinghouse and assembled League leaders and national policy experts for a workshop on metropolitan school desegregation in 1982-84.**



## **Quality Education**

**The 1974-76 LWFVUS Program included the phrase “equal access to quality education,” reflecting League recognition that “equality” and “quality” are inseparable. However, LWFVUS has never undertaken a process for determining a common League definition of quality education that could serve as a basis for action nationwide.**

**Therefore, when the definition of quality is a key factor in a state or local community, a local or state League must conduct its own study rather than relying on the LWFVUS position to take action. Many Leagues that have member agreement on quality education in specific terms use their positions to support an array of local and state educational reforms.**

**A number of Leagues have used this position to oppose private school vouchers. LWFVUS is a member of the National Coalition for Public Education, which opposes vouchers.**

## **Tuition Tax Credits**

**The 1978 Convention directed the National Board to oppose tax credits for families of children attending private elementary and secondary schools. Convention action was based on League support for equal access to education and support for desegregation as a means of promoting equal access. The League is concerned about the negative impact that tuition tax credits would have on the public schools by encouraging flight, particularly from desegregated schools.**

**The League also supports federal efforts through Internal Revenue Service (IRS) regulation to deny tax-exempt status to racially discriminatory “segregation academies.”**

## **Federal Programs**

The League supports many federal education programs, some designed to meet the special educational needs of the poor and minorities and others to give women and minorities equal education opportunities. In 2012, the League conducted a study further defining the role of the federal government in education. See page 75 for that position.

The League worked for passage of Title IX of the Education Amendments of 1972, which prohibits sex discrimination in educational institutions that receive federal aid. Subsequently, the League has focused on thwarting congressional attempts to dilute Title IX, as well as on advancing federal enforcement efforts. At the national level, the League was active in major court challenges to Title IX, defending key provisions and urging a broad interpretation of Title IX's scope. In 1983, the League filed an amicus brief in *Grove City College v. Bell*, a major Supreme Court case that narrowed considerably the prohibitions of Title IX. In 1984, after the Court's decision, the League supported efforts in Congress for new legislation clarifying congressional intent on the scope of coverage of Title IX and similar civil rights statutes. In 2003, the League responded to a Department of Education effort to scale back Title IX. LWVUS opposed attempts to weaken the law and lobbied in support of congressional resolutions affirming that Title IX had made great progress in establishing equal opportunity for girls and women in education and in school athletics.

In July 2003, the Department of Education affirmed its support for Title IX without change. In September 2004, LWVUS signed on to an amicus brief in *Jackson v. Birmingham Board of Education*,

**supporting Title IX's original intent of broad and effective protection against gender discrimination by ensuring that individuals who bring discriminatory practices to light are protected from retaliation and reprisal.**

**Under an LWVEF project to monitor sex equity in vocational education programs in 1981-82, several state Leagues evaluated progress toward meeting federal sex-equity mandates. Vocational education programs have significant impact on employment, particularly for women who have difficulty gaining access to training programs for higher paying jobs. In addition, LWV promoted the enrollment of girls and young women in math and science courses to prepare them for the jobs of the future.**

### **Education Financing**

**Many state and local Leagues have identified inequities in education financing during the course of their own program studies and have worked for reforms. Action on school financing equity takes place predominantly at the state level, where school financing laws are made.**

**FURTHER GUIDELINES AND CRITERIA FOR USING THE EQUALITY OF OPPORTUNITY POSITIONS** In more specific terms, the kinds of programs the League supports include:

- Programs in basic education, occupational education, and retraining when needed at any point of an individual's working career.**
- Expanded opportunities in apprenticeship and on-the-job training programs.**
- Child-care centers for preschool children to give parents the opportunity for employment.**

- **Greatly increased educational opportunity through compensatory programs for disadvantaged groups beginning at the preschool level and extending through secondary education.**
- **Federal financial aid to help needy students remain in high school and to take advantage of post-high school training and education.**
- **A regional approach to problems of economically depressed areas that cuts across state lines.**

**This approach can be handled administratively by such means as interstate cooperation or more formal interstate compacts, or commissions made up of representatives of state and federal governments. Development programs should reflect the needs of the particular area and can include such measures as provision of education and training for available jobs, encouragement of new industry in the area, development and conservation of natural resources, and the building of public facilities.**

- **Programs that would inform individuals of their civil rights in education, employment, and housing, and of the opportunities open to them.**
- **Full use of mediation and conciliation in efforts to bring about integration of minority groups into full participation in community life.**
- **A federal clearinghouse for the exchange of information on solutions communities have found to problems of integration in employment, education, and housing.**
- **Programs to bring about effective integration of schools through federal technical assistance such as training programs and institutes for teachers and school administrators.**
- **Withholding federal funds from school districts that fail to meet realistic and effective guidelines and standards for school integration.**
- **Withholding government contracts from businesses and industries that discriminate in employment.**
- **An effective federal fair employment practices agency.**

## **Education and Employment Criteria**

In evaluating federal programs that have been, or will be, established to provide equality of opportunity for education and employment, the League will support those programs that largely fulfill the following criteria:

- The nationwide effort to achieve equality of opportunity in education and employment should include participation of government at all levels and encourage the participation of private institutions.
- Programs should be carefully tailored to the educational or employment needs of the people they are intended to reach.
- People for whom community action programs are designed should be involved in the planning and implementation of those programs.
- The programs should be carried out by personnel competent to meet the specific requirements of their jobs.
- Programs should assist people to become self-supporting, contributing members of society.
- The programs should be nondiscriminatory with provisions for enforcement.
- Research, pilot projects, and continuing evaluation should be encouraged and, where feasible, built into programs.
- Programs may be closely related but should avoid unnecessary duplication.
- State and local governments should contribute to the extent their resources permit; at the same time, adequate federal funds for the establishment and continuation of programs should be available if necessary.

Here is the link to the most recent LWVPDX positions.

<https://lwvpdx.org/wp-content/uploads/2021/09/LWVPDX-Positions-Sept-2021.pdf>

## **LWVPDX POSITIONS**

**Public School Districts in Portland (2011, 2006 revised, 1980, 1979, 1976, 1975, 1973, 1972, 1971, 1969, 1968)**

**The League of Women Voters believes that public schools should provide a quality education for all children to develop the greatest potential in each individual, and that public education is critical to the success of our city.**

**Therefore, the League supports:**

- 1. A quality basic education provided for all students, with services available in an equitable way so that all students have access to comparable services, regardless of circumstances such as income, race, ethnicity, geographical location, or family background.**
- 2. Programs or services provided by districts which offer an alternate approach or focus for students with different learning needs, including a strong mix of off-site and on-site vocational education programs.**
- 3. Teacher evaluation that improves teaching quality and student learning.**
- 4. Grade organization that is determined by a number of factors, including evidence-based research, student needs, logistical impacts, and community input.**
- 5. Adherence to set school boundaries with few exceptions, which may be based on educational, emotional, behavioral, or medical criteria, and offering all students access to a consistent and broad spectrum of classes.**
- 6. Creative approaches to achieve diversity in school populations.**

- 7. Changes in the school education structure (use of buildings) which positively affect the quality of education and which take into consideration the preservation of neighborhoods and the needs of the community.**
- 8. Adequate physical facilities, with buildings and all facilities meeting state and local standards.**
- 9. School districts' decisions on future use of land and buildings based on a plan that takes into account population projections, physical conditions, land use designations, and community needs, with coordination between the City of Portland's Comprehensive Plan and relevant infrastructure facility plans.**
- 10. Effort made to generate income to offset the costs of maintaining desirable underused facilities.**

**Public announcements of all district facility plans, including all underused or not-in-use facilities, with adequate information and opportunity for public discussion and participation in the decision-making.**

### **School Funding (2011, 2000)**

**The League supports adequate and sufficient funding of public education with public money. While the League of Women Voters of Portland recognizes that the major responsibility for funding public schools has shifted to the state level, the League supports local measures when necessary to ensure quality education.**

**Therefore, the League supports:**

- 1. Using local taxes such as local property tax and business income taxes to augment the funding provided by the State.**
- 2. Using grants and other temporary funding for professional development, pilot projects, or for other onetime needs.**
- 3. Using a combination of local, state, federal or private sources of funding for special education for the gifted and physically, emotionally, and mentally challenged students.**
- 4. Allowing private funds to be raised in support of individual schools, provided those funds are shared across the district in an equitable and transparent manner.**
- 5. Tracking and making available to the public information in an understandable format, including class size, per-pupil expenditures, costs for educating special-needs students, or other cost data.**
- 6. Employing the services of a chief financial officer to provide strong, transparent fiscal leadership.**
- 7. Participation by local schools and their communities in budget discussions via site-based management.**

**Neighborhood Associations (2007, 1975, 1973)**

**1. The LWV of Portland believes that Portland's Neighborhood Associations have the potential to serve the public good by providing important opportunities for civic participation and improving neighborhood livability. To meet this potential, Neighborhood**

**Associations must be integrated into city networks of communication and decision-making, and they must be adequately supported by city funding and services.**



**Neighborhood Associations, in turn, need to consistently invite and include all residents in their operations.**

**2. Portland's neighborhood system structure: • Neighborhood Associations should continue to be autonomous entities separate from city government.**

- Because Portland's neighborhood system is grassroots in nature, diversity of NA character should be honored. A decentralized system of service delivery is appropriate.**
- District Coalitions, in their varied organizational formats, should remain in place as long as they are effective, with funding from the city.**
- Uniformity and equity should be pursued where possible but should not come at the expense of effectiveness.**

**3. The city's role in supporting Neighborhood Associations should consist of: At the Council and Bureau level:**

- Informing Neighborhood Associations of city projects and activities affecting them**
- A willingness to solicit and receive neighborhood input**
- Consideration of neighborhood needs within city budgeting process**
- Funding that is adequate to maintain this system**

**Through the Office of Neighborhood Involvement:**

- Ensuring a neighborhood voice in city operations**
- Encouraging better communication between city bureaus and neighborhoods**
- The setting forth of healthy governance practices in guidelines for Neighborhood Associations**

- **Support for neighborhoods and District Coalitions including assistance and adequate funding for communication, outreach, leadership training and technical assistance**

#### **4. Successful Neighborhood Associations should:**

- **Be independent with the authority to set their own agenda**
- **Have the ability to interact with all government and non-governmental entities**
- **Work to engage the various populations in the neighborhood • Respond to neighborhood needs**
- **Represent neighborhood interests effectively to the city**
- **Utilize effective means to communicate with neighborhood residents at least twice a year**

**Neighborhood Associations should not be the only avenue for civic engagement with Portland's government. If resources are adequate, city assistance could be offered to groups other than Neighborhood Associations to increase organizational capacity. When Neighborhood Associations are functioning effectively, with both the resources to do their work, and city's acknowledgement of their role, encouragement should be given to other community groups to channel work on civic issues through the neighborhood system.**

## **LEAGUE POSITIONS FROM ELSEWHERE** (by comparison)

### **LWV OF CALIFORNIA - state position (2019)**

#### **Position on the Electoral Process**

**Support electoral systems at each level of government that encourage participation, are verifiable and auditable and enhance representation for all voters.**

**LWVC promotes an open governmental system that is representative, accountable and responsive. We encourage electoral methods that provide the broadest voter representation possible. Whether for single or multiple winner contests, the League supports electoral methods that:**

- Encourage voter participation and voter engagement**
- Encourage those with minority opinions to participate, including under-represented communities**
- Are verifiable and auditable**
- Promote access to voting**
- Maximize effective votes/minimize “wasted” votes**
- Promote sincere voting over strategic voting**
- Require the winner to receive a majority of the votes for executive and single seat offices**
- Are compatible with acceptable ballot-casting methods, including vote-by-mail**

The LWVC believes in representative government. The League supports electoral systems that elect policy-making bodies—legislatures, councils, commissions, and boards—that proportionally reflect the people they represent. We support systems that inhibit political manipulation (e.g. gerrymandering). The LWVC supports enabling legislation to allow local jurisdictions to explore alternative electoral methods, as well as supporting state election laws allowing for more options at both the state and local levels. With the adoption of any electoral system, the League believes that education of the voting public is important and funding for startup and voter education should be available. We encourage a concerted voter education process.

**Position History:**

Adopted 2001; Amended 2003 and 2011; Readopted at the last convention. Amended 2019 Convention.

## **LWV - SAN FRANCISCO**

### **position on Comparable Worth and Pay Equity**

*Objectives of this position:*

1. Support measures that reduce barriers to education, training and employment for women and minorities and eliminate inequities in pay rates based on race and gender. The need for comparable worth is the result of the traditional “undervaluation” of certain job categories commonly held by women and minorities.
2. Support efforts to educate the public on pay equity and comparable worth.
3. Support systematic and objective means for studying and eliminating the inequities in pay rates based on race and gender.
  - a) the City Civil Service should include pay equity studies when determining wage rates for city jobs

b) the Board of Supervisors and the Mayor should support upward adjustments in pay rates based on the results of the Civil Service pay equity studies.

4. Support government policies that would encourage job and pay equity in the private sector.

## **LWV - SAN FRANCISCO**

### **Position on Education**

*Objectives of this position:* Support a public schools system that meets the educational needs of all students.

Community, parents, students and educators should formulate district education goals. Similar groups at the local school site should determine specific objectives. Both groups should have the responsibility of ongoing monitoring and evaluation of these goals.

The San Francisco Unified School District (SFUSD) should develop and implement a master plan for continuing comprehensive and well-coordinated School Improvement Programs for all kindergarten through 12th grade students. The Board of Education should see that necessary funds are obtained to carry out this plan. The master plan should be evaluated regularly to make sure its objectives are being obtained.

**The Board of Education should:**

- 1. Retain the power to establish school attendance areas;**
- 2. Improve communications between it and the public;**
- 3. Publish its policies;**
- 4. Evaluate its program periodically.**
- 5. Evaluation of administrative job performance should be strengthened.**

**The following criteria should be given greatest weight in determining budget priorities for the selection of program:**

- 1. Coordination of programs to avoid duplication and to promote the most effective use of money available;**
- 2. Academic effectiveness of programs;**
- 3. Promotion of effective career training related to marketable job skills.**

**Evaluation of programs should be improved by:**

- 1. Training of principals, teachers and parents involved at the school site**
- 2. Implementing the SFUSD Board of Education policy which enforces results of program evaluation;**
- 3. Employing professional staff trained in evaluation procedures to administer program evaluation.**

**The following social programs are considered legitimate functions of the school:**

- 1. Nutrition programs (breakfast and lunch);**
- 2. Driver education (classroom education and vehicle training)**
- 3. Military Science (ROTC) is not considered a legitimate function of the school district.**

The following programs should not be limited to students of economic or special physical need (whether or not the program is administered by the school district):

1. Nutrition (breakfast and lunch)
2. Driver education (classroom education and vehicle training);
3. After-school athletics (team sports and after school playground activities);
4. Children's centers.

Social programs should be funded in the following manner (whether or not the program is administered by the school district):

1. Nutrition: federal, state, parent fees on a sliding scale;
2. Driver education: state;
3. After-school activities: city;
4. Children's centers: federal, state, city, parent fees on a sliding scale;
5. Military science (ROTC) should receive no funding.

LWVUS Positions:

1. Equality of Opportunity; Support equal access to education, employment and housing.

LWVC Positions:

1. Education; Support a comprehensive pre-kindergarten through twelfth grade public education system that meets the needs of each individual student; challenges all students to reach their highest potential; develops patterns of lifelong learning and responsible citizenship.

In keeping with the League Position, Citizens' Right to Know, and reflecting on the result of election outcomes, Discover Magazine for January/February 2022 reports in an article about science events in 2021:

- An executive order on 1-20-21 cancelled the permit for the Keystone XL pipeline which had been issued by the previous administration
- The Strengthening Transparency in Regulatory Science rule, which had limited the scope of scientific studies that the EPA was allowed to consider in decision-making, was overturned
- The USDA restores protections for Alaska's Tongass National Forest, after it had been opened for logging in 2020
- The director of the Office of Science and Technology has been elevated to a Cabinet position....

## Racial Educational Equity Policy

**Portland Public Schools** has committed to significantly changing its practice in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.<sup>2</sup>

The concept of educational equity goes beyond formal equality—where all students are treated the same—to fostering a barrier-free environment where all students, regardless of race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races shall graduate from PPS ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.