

## **EDUCATION positions – Group 5**

**Friday, January 26, 2024, at 10 am**

Fran Dyke and Tom Dyke, co discussion leaders, and Mimi Alkire, notetaker

### **Topics suggested by members in the League's 10-23 Survey**

Need to have a forum on teacher's concerns and PPS Admin's perspective

Lack of civic education in PPS

Mock elections for Portland's middle and high schools

Youth and diversity recruitment

Project-based education

Elevate standards to meet needs of a modern society, sustainable jobs

School funding and appropriate use of school tax

Vocational and post-secondary education

## **LWVPDX Positions relevant to education**

The page #s below are those in the **LWVPDX of Portland: Positions updated June 2023**  
<http://lwvpdx.org/wp-content/uploads/2023/06/LWVPDX-Positions-June-2023.pdf>

**Public School Districts in Portland** (2011, 2006 revised, 1980, 1979, 1976, 1975, 1973, 1972, 1971, 1969, 1968) page 9

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** (2023 update, 2011, 2000) page 9

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 one-time needs.
3. Using a combination of federal, state, and local funds to provide equitable educational opportunities that recognize and support students with differences in abilities whether these are intellectual, physical, or emotional.
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 a site-based management.

## **LWVUS Positions relevant to education**

The page #s below are those in the **LWVUS Impact on Issues 2022-2024**

<https://www.lwv.org/impact-issues> Click on purple box to pull up document; click on page # to read position

**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) page 122

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. LWVUS supports legislation to equalize the legal rights, obligations, and benefits available to same-gender couples with those available to heterosexual couples. LWVUS 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.

### **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.

### **Federal Role in Public Education** (2012) page 132

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 from pre-K 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.
- 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 (e.g., 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 for sources that support the broad goals of national standards.
- 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.
- Access to health care needs (e.g., hearing, vision, dental, immunization, school-based health clinics at the secondary level) 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, 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.
- Research that demonstrates the importance of linking state and local community partnerships with effective early childhood education programs and services.