

## 2022 Midterm Election (November 8, 2022)

Jose C Ortal <JoseCOrtal@msn.com>

Mon 9/26/2022 8:03 AM

To: public comment <public.comment@springfield.k12.or.us>;

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"I don't think the people of the United States would stand for it...I think if it happened, I think you'd have problems in this country the likes of which perhaps we've never seen before. I don't think the people of the United States would stand for it."—Donald Trump, September 15, 2022

On February 28, 2017 Timothy Snyder put We, the People on notice about democracies' fragilities (On Tyranny: Twenty Lessons from the Twentieth Century On Tyranny: Twenty Lessons from the Twentieth Century: Snyder, Timothy: 9780804190114: Amazon.com: Books).

### Events

1. On not less than two occasions, during the October 17-November 1, 2020 period, Trump voting suppressors used the Thurston High School parking areas as a cantonment, prior to caravanning through the city's streets.

1.1. I called a Springfield School board member twice, with information about this, and no action was taken.

2. Not less than two times, on October 31 and November 1, 2020, Trump voting suppressors used Splash! at Lively Park as a cantonment, to then gather near and around the ballots drop-off box.

1. In that it was a week-end, I was unable to contact Willamalane staff. Observed intimidation tactics included:

- Engaging people walking around the park's main building to talk about the election,
- Shadowing vehicles as they entered through the Thurston Road entry, following them to the ballots drop-box and following the vehicles until they exited through the Thurston Road driveway,
- Following vehicles were either large trucks with off-road tires and suspension systems and draped with Trump flags, or large SUBs, also draped with Trump flags,
- Depending on the time of day, approximately 75% of all vehicles were at or near where the access road turns east to enter the main parking areas,
- Again, depending on the time of day, vehicles would move from the previously described gathering area to line both sides of the part of the access road that leads to the ballots drop-off box etc.

## Regarding online volunteering form and vaccine card requirments

Brittany Harrison <paradiseb2000@yahoo.com>

Fri 10/7/2022 11:26 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Hello school Board, I am writing today with the concern that parents without a vaccine cannot volunteer or chaperone and help our local schools or the schools our children attend. After these last 3 years of covid I know many of us parents are wanting to be apart of our children's school again. We are able to attend open house, teacher meet nights all without a covid 19 vaccine card. Many of us are willing to wear a mask, take rapid tests to ensure the district is comfortable with us being apart of out schools programs and field trips. I know this year the employment of the school district has allowed for those who need religious or health exemptions yet a volunteer cannot? PLEASE let us have the same rights as those Employed! After all isn't it the community that steps up and is willing to help our teachers not a huge part of our learning community! They need our help in the classroom and a vaccine that we now know that does not stop the spread nor protect us from the variants should not be a requirement for us parents. Please consider options like masking, rapid testing and exemptions for those of us uncomfortable with getting the vaccine or who cannot so we may have the freedom to be apart of our children's upbringing in school. My name is Brittany and I hope you will seriously consider this topic in your next board meeting!

Thank you.

Sent from Yahoo Mail on Android



# Concerns regarding science, social studies and the proposed language arts curriculum adoption

Mikell Harshbarger <thegreath@comcast.net>

Sun 10/9/2022 8:00 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Good day and hello,

According to the front page story on the September 22, 2022 edition of the Register Guard, only 22.9% of SPS students scored proficient in science as measured by the state standardized tests. Comparing this with the fact that 38.1% of Portland SD 1J students, 45.0% of West Linn/Wilsonville students, and 36.8% of Eugene 4J students scored proficient on the state science test certainly shows it is possible to do better. In addition, based on the data from state testing for reading, math, and science, science is the area in which SPS students are doing the poorest. You would think this would force the district to take significant action to do something about this situation.

Unfortunately, the number of kids showing proficiency in science in SPS has little to no chance of improving due to current district plans and policies. In fact, it only promises to get worse if the board approves spending money on a new language arts curriculum. The current de facto policy in SPS with regard to elementary schools is "only reading and math matter," and so I am writing to not let this continue to be the case.

Too many people and the public schools they manage are still trapped in a mindset created in response to the disaster that was No Child Left Behind (NCLB). NCLB forced districts to turn all of their attention to boosting reading and math scores as measured on standardized tests. The desire to boost these scores caused significant collateral damage.

One negative consequence of NCLB was that anything not measured by these tests was no longer important in the eyes of many administrators. Since art, music, science, social studies, physical education, writing, public speaking, woodshop, home economics, computer science, etc. were not being tested, then they did not need to be part of the instructional day for the kids, especially for kids whose test scores on reading and math tests were deemed to be too low. District leadership demanded that schools devote more and more time and resources to reading and math which as a result meant less and less time and resources were left over for every other area.

In spite of NCLB no longer being the law of the land - replaced by ESSA, the paradigm it created that "only reading and math matter" at the elementary level continues to drive the policies of SPS. For instance, in our district, there is no district science or social studies curriculum at all for elementary teachers to use. None. Many thousands of dollars are spent year after year on reading and math curriculum, but not a penny for students like mine to learn science and social studies. And once again, the SPS school board is being asked to approve a new language arts curriculum (and we already have a language arts curriculum) before there is any discussion about what should be done to improve our state science scores.

Children in grades K-5 in SPS receive very little (or absolutely no) education in science or social studies despite the fact that these are core subject areas at the middle school. In other words, district leadership



knowingly prevents elementary school educators from addressing the state standards in these subjects. Teachers at the middle school level should be able to assume that their students received six full years of science and social studies instruction, but per district plans and policy, these students do not. High school science teachers should be able to count on students having had nine years of robust science instruction, but at the present time, freshmen set off to high school with closer to three years of science under their belts.

It also has become abundantly clear that the future of our American republic is at risk. Not only is it threatened by those who have no understanding of civics and who lack important knowledge about our nation's history, but there are growing numbers that desire to see America transformed into a theocracy (or at least a nation led by authoritarians.) Civics education and a knowledge of American history have never been more important, but the current "only reading and math matters" mindset precludes teaching in depth about these things. Moreover, the lack of time devoted to social studies makes it nearly impossible for elementary school students to fully participate in the yearly celebrations around the lives and work of Dr. Martin Luther King, Jr., Dolores Huerta, and Cesar Chavez.

I have very much appreciated seeing in my district email the efforts made to improve what we are doing with regards to diversity and equity when it comes to our students and staff in SPS. If for the past ten to twenty years, teachers had been given the time and resources to teach to the state social studies standards, we would be much further along in our efforts to make our district better in this regard as the ideas of diversity and equity are strands threaded throughout the standards.

If the district adopts a new language arts curriculum before adopting science or social studies, then our time, energy, and professional development for the next two or three years will be dominated with PD on the new curriculum and little else. To set this district on the right course will not only require exploring, adopting, and purchasing the necessary science and social studies curriculum and teaching materials, but all staff will need considerable professional development in these areas to make up for years of working in buildings where "only reading and math matters."

Please consider changing the de facto district policy of "only reading and math matters" to one that explicitly states that all SPS students deserve a rich and well-rounded education which prepares them for their future in the short term as well as in the long run. I recognize the importance of reading and math, and I believe I teach them well, but our community needs my students to be skilled in more than these two areas. Currently, thousands of kids go off to middle school in SPS completely lacking essential skills and knowledge mandated to be taught in grades K -5 by the state of Oregon. If science and social studies are core subjects in middle school, then there must be time, energy, and resources devoted to providing this instruction to our kids in grades K-5.

Sincerely,

Mikell Harshbarger  
Fifth grade teacher  
Elizabeth Page Elementary School



## Written Public Comment - Volunteers

Carole Sylliaasen <csylliaasen@gmail.com>

Mon 10/10/2022 8:21 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

### School Board Members,

First let me start by telling you how happy I am with Thurston Elementary School and it's teachers and staff. My boys, grades 3 and 5 have been enjoying getting back to "normal" activities post the pandemic restrictions.

Up until the restrictions placed on all parents I was an active parent in classroom activities, coaching, and volunteering for field trips. I am able to be incredibly flexible with my time during the week and it is a priority to spend time with my children and get to know other children they go to school with. Because of this I have been able to foster a "village" if you will of parents who I know and trust with my children.

At the beginning of this year SPS decided to allow religious and health exemptions for those teachers who requested that choice and I am in full support of that choice. In addition, parents (no vaccination required) were able to attend a "Meet the Teacher" event after hours and parents are able to be in the school in after hours capacity. However, it has been brought to my attention that parents who are unvaccinated or not fully vaccinated are unable to volunteer during school hours.

The district has a policy saying that parents can attend field trips in public places because the school district cannot keep people out of public places, however because of vaccination status they cannot be in charge of a small group, therefore limiting the number of responsible adults. How does that make sense?

It is completely ridiculous to think that after the hours of 4 pm there is no harm to children/teachers/staff for Covid exposure. It has been proven over the last two years that the vaccine does not prevent or eliminate transmission between vaccinated and unvaccinated individuals. If the school district would like to continue to have support, parent involvement, and the ability to engage the entire community without discrimination against a certain belief they would implement other ways to create a safe environment.

One suggestion would be to fill out a main form, have a background check approved and the week/day of the volunteering ask the health questions that are standard from attending a medical appointment or air travel.

My husband and I have and do volunteer as coaches, donate to local causes, and have grown up in Thurston as active participants in our local community. Why keep willing parents out of their children's lives? How will this foster a community of acceptance and understanding? Our lives are not lived in a bubble and as the world moves forward with the general rule of "if you are sick stay home and away from others" when will Springfield School District.

According to Oregon Health Authority Public Health Division - Chapter 333 Division 19 (333-019-1013) that after October 18, 2021 there are exceptions for volunteers to request medical or religious exemptions from vaccination, not only employees.

I implore this school board to immediately drop the requirement of being fully vaccinated to volunteer at Springfield Schools and adhere to the statutes set forth by the State of Oregon.

Carole Sylliaasen  
478 S 69th Place  
Springfield, Oregon

10/10/22, 10:25 AM

Written Public Comment - Volunteers - public comment

541-729-3168

Sent from my iPhone