

# Public Comments

Stephanie Timmons <timmonsteph@gmail.com>

Thu 6/24/2021 8:17 AM

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

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I attended the meeting a little while back and it mentioned the Public Comment section and there would be posts of opinion on what people want for our schools. Now I've looked for this the last week and realize its hidden and/or taken down. Can someone please provide me the link for this? If not I'd like to know why the Public Comment section has been removed. It is unacceptable to do this. Shadowbanning and hiding the public opinion to produce your own opinion is not what is best for our children. I also dont agree that sharing this information of public opinion should cause an amazing teacher to be removed from their position because your agenda doesn't mesh. Is this really where we are? Parents are unable to share their thoughts of what goes on with our children? If they do its hidden and removed so other concerned individuals cannot see it? Like are you kidding me?

# Public Comment Business Meeting - June 28, 2021.

Colin G Johnston <[colin.johnston@utexas.edu](mailto:colin.johnston@utexas.edu)>

Sun 6/27/2021 6:35 PM

To: public comment <[public.comment@springfield.k12.or.us](mailto: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.

Dear School Board,

After reading the minutes of the previous meeting, I felt compelled to write to ensure an understanding of Critical Race Theory in Education. Critical Race Theory in education is defined in the following terms by Prof. Gloria Ladson-Billings (1998) as an attempt to:

1. Name and discuss the pervasive, daily reality of racism in US society which serves to disadvantage people of color.
2. Expose and deconstruct seemingly 'colorblind' or 'race neutral' policies and practices which entrench the disparate treatment of people of non-White persons.
3. Legitimize and promote the voices and narrative of people of color as sources of critique of the dominant social order which purposely devalues them.
4. Revisit civil rights law and liberalism to address their inability to dismantle and expunge discriminatory socio-political relationships.
5. Change and improve challenges to race neutral and multicultural movements in education which have made White student behaviour the norm

I'd appreciate it the board could acknowledge this is what CRT is, and not the narrative being pushed by white supremacists in the district. Far from removing CRT, the board must ensure equality and justice for ALL of our students by ensuring they understand the historical context of the USA, and how that context continues to play out in our society, both local and national.

Regards,

Colin Johnston

Master of Education (Urban Teaching)  
Bachelor of Laws (Honours)  
Licensed Social Studies and ESL Teacher

Citation:

Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education? *International Journal of Qualitative Studies in Education*, 11(1), 7–24. <https://doi.org/10.1080/095183998236863>

## Public Comment Business Meeting - June 28, 2021

Payton Cox <payton.cox@sps19.org>

Sun 6/27/2021 11:42 PM

To: Zachary Bessett <zachary.bessett@springfield.k12.or.us>; Naomi Raven <naomi.raven@springfield.k12.or.us>; Lisa Barrager <lisa.barrager@springfield.k12.or.us>; Emilio Hernandez <emilio.hernandez@springfield.k12.or.us>; Todd Mann <todd.mann@springfield.k12.or.us>; public comment <public.comment@springfield.k12.or.us>;

Cc: Todd Hamilton <todd.hamilton@springfield.k12.or.us>;

 1 attachment

SPS Letter 2 (1).pdf;

Hello,

Please find my letter for public comment for the June 28, 2021 board meeting attached.

Sincerely,  
Payton Cox

June 28, 2021

Springfield School Board

Springfield Public Schools

640 A St.

Springfield, OR 97477

Springfield School District Board Members:

I write to the board again in hopes of making it clear that I will not fall out on pressing this issue. The handful of responses that I received truly made me feel as if I was getting headway in this situation, so for that, I say thank you. I would also like to say thank you to the board members whose terms are ending this month, the dedication that you have to serve students is inspiring.

Once again I want it to be made clear that I understand the place where Springfield Public Schools is coming from. You cannot make drastic changes without approval from ODE. I am fully aware of this. However, I am here because I want to raise attention to this issue that is holding students back, in hopes that this school district will in fact bring this to ODE to show them that Springfield students--and students from other districts--are suffering because of this policy.

“Your condition is not your conclusion.” I heard this from a motivational speech spoken by Jeremy Anderson. He grew up in a not-so-perfect world, repeated the seventh grade twice. When he was in eighth grade, a teacher told his mom that he wasn’t high school material. This



made him lose faith in himself, causing him to have to take his freshman year of high school three times. He finally made it to a third school when it was his third time taking freshman year, the teachers were welcoming and told him that he was valued. And you know what? He flourished. That is what is happening to students like me. We are told that we aren't good enough or "ready" to graduate early, when in fact we are. If we weren't "ready" then why do we have the credits to do it? Why are we willing to take up our free time to make up the one class we'd need for our senior year? Why do I feel like my condition will become my conclusion if I am forced to stay?

Every time that I think about high school all I can think about is how exhausted, worn out, and unhappy I am. Forcing me to stay does nothing to motivate me to return after college. I no longer plan to bring my future children and family to Springfield Schools, nor do I plan to stay in the area much longer after I have completed my high school career. I listen to those close to me when the topic of me graduating early is discussed, and all I hear is them losing faith in me. A student who has worked herself to what feels like death, in hopes to truly get somewhere in life. I watch these people who have been my cheerleaders since before I walked into kindergarten start to go silent. Can't you see? I'm losing people close to me.

I am to the point in my life where I can make decisions that will change my path forever. Although it may not be the ideal road to take, I do see obtaining my GED as a viable option at this point. I will look as nothing more than a dropout to the district. Doing this is something that I cannot be held back from doing, I will then be able to make notable gains towards my future without having to wait until 2023 to do so. My mom wants me to obtain my AAOT should you make me stay, however, I refuse. I cannot find it in myself to give this school district future glory because they only changed part of what I am vocalizing my student voice for. The glory that

schools such as Marshfield High School deserve because they stood behind their students from the beginning.

So I stand here with tears running down my face and ask you: why will success only be applauded when it is done your way? Why does my success in pushing myself academically not count? Aren't we taught to express our differences and speak for what we believe is right? I'm exhausted from feeling unvalued. My high school career will be completed in June 2022 and I will be a part of a college graduating class of 2026, it is up to you if I remain a Springfield student to get there.

Thank you for your time,

Payton Cox