



SOUTH LANE SCHOOL DISTRICT 45J3

Children Come First • Always Learning, Teaching, Caring • Safe, Respectful, and, Inclusive Schools & Community

March 6, 2023
SCHOOL BOARD MEETING
Regular Session
5:30 p.m.

MEETING LOCATION- 455 Adams Ave, Cottage Grove
[Zoom Link Click Here](#)

The South Lane School Board appreciates hearing from our citizens. We value the ideas, opinions, questions, concerns, suggestions and input from parents and community members. The Board of Directors allows time on their agenda for testimony regarding a published agenda item to its designated place on the agenda. A visitor may introduce another topic not on the published agenda during Public Comment. The Board Chair usually allows three minutes per speaker.

South Lane SD Board of Directors have now opened their Board Room to the Public to view their sessions with limited seating. Citizens are still invited to join the Board meeting online. Meetings will also be broadcast on South Lane Community Broadcasting 14.4. If you wish to speak to the Board, about an agenda item or another topic, please use the sign up sheet outside the Board Room prior to the meeting or submit an email request to public.comment@slane.k12.or.us to the Board Secretary prior to noon on the day of the Board meeting. Request to speak must include the following:
Full name, address, email address, date, agenda item or topic. If you want to submit written testimony, either attach a separate document or include the message in the email request.

Board meetings by Oregon State statute are public, in order for citizens to observe the Board conducting the district business. The meetings are not opportunities for the public to join the Board's discussion. For this reason, when public testimony is provided, Board members do not respond or interact with those providing testimony. This process is often confusing and feels like the Board is unresponsive, but this process is a legal process. If a question is asked, the Superintendent will follow up or ask a Cabinet member to follow-up to respond on her behalf

For additional information contact:South Lane District Office (541) 942-3381 (phone) * (541) 942-8098 (fax)



Meeting Date: March 6, 2023

- I. Call to Order
- II. Agenda Review
- III. Consent Agenda (Action)
 1. 2-6 Draft Minutes
 2. Renewal/Non Renewals for 2023-2024
 3. Extension/Non Extensions for 2023-2024
 4. Resolution 23-01 Adjustment of Appropriations (238/261)
- IV. Public Comment
- V. Reports/Discussion
 1. Student Representative Report
 2. OSEA Representative Report
 3. SLEA Representative Report
 4. Bohemia- PLC Presentation
- VI. Administrative Reports/Discussion
 1. Youth Truth Survey
 2. Superintendent Update
 3. Payroll Update
 4. 2023-2024 School Draft Calendar
 5. 2023-2024 Board Draft Meeting Schedule
- VII. Business (Action)
 1. Resolution 23-02 Classified Proclamation
 2. 2022-25 Contract Agreement between South Lane SD/ Lane Unified Bargaining Council/SLEA/OEA/NEA-*action*
 3. Policy Section KL 1st Read -*optional action*
 4. Superintendent Evaluation- *action*



VIII. Upcoming Dates

- March 20, 2023, Board Special Session
- April 3, 2023, Regular Session
- April 17, 2023, Budget/Board Committee Special Session
- May 1, 2023, Regular Session

IX. Board of Directors Correspondence/Reports

Future Agenda Items

1:1 Monthly Meetings with Dr. Curtis

- Board Chair Bengtson 1st Friday
- Board Member Duerst-Higgins 2nd Thursday
- Board Member Hodgkinson 3rd Thursday
- Board Member Mort 2nd Thursday
- Board Member Settlemeyer 1st Friday
- Board Member Valley 3rd Thursday
- Board Member Wilhour 2nd Thursday

X. Adjournment

BOARD MEETING SPEAKER SIGN IN SHEET



Meeting Date: March 6, 2023

A Visitor May Speak on any topic **listed on** the agenda during Public Comment

*Non agenda items may be introduced and considered

There will be public comment after approval of the Consent Agenda for citizens to address the Board. If you wish to address the Board, you must sign-up before the meeting begins. Statements by members of the public should be brief and concise.

- ✓ The Board Chair will call your name when it is your turn to speak.
 - ✓ You will address the Board with your public comment limited to **3 minutes** for each individual. Due to time constraints, the board may limit the number of individual comments those related to Agenda Items.
 - ✓ Please sign below, completing all sections. If not completed fully it may result in the inability of the board to call you for public to be heard.
 - ✓ When called, please state your name, relationship to district, place of residence and the subject which you will address.
 - ✓ *If you would like to address the Board on a topic not on the Agenda Please submit a request in writing to the Board Secretary
- **Public Comment Request-Non Agenda Item Form.

NAME	ADDRESS	TOPIC	IS TOPIC ON AGENDA?
Bryan farsons	1507 Harvey Ln. Cottage Grove	New ODE Guidance	No

Dear Members of the Board,

As you may be aware, the Oregon Department of Education has recently published new recommendations titled "Supporting Gender Expansive Students". In this 48 page document, you will find several very concerning policy recommendations. I would like to highlight a few of the most concerning portions.

Before I begin, I want to say again that I believe all people should be treated with dignity and respect. That includes transgender youth. They are a hurting and struggling group of people who need proper and loving support.

First, the document mentions the alarmingly high rate of suicidal ideation among transgender students. More than half of those identifying as trans seriously considered suicide in 2022. Though this statistic comes from a very biased source called the Trevor Project, it may be accurate. This statistic is used to justify everything that follows. The logic is that if we accommodate transgender students as best we can, we will save lives. This is misguided logic. Prior to the rise of transgender identification in 2008, students were not committing suicide at the rate that they are today. In fact, the rise in suicide among youth in our society has mirrored the rise in transgender identification. This suggests that there is something fundamentally broken about transgenderism, namely that it inherently encourages self rejection. The solution is not to be more accommodating of this ideology. Rather, we should be speaking the truth in love to our students. The truth is that the body parts they were born with are good and right.

Secondly, the guidance recommends schools allow transgender students to use the bathroom and locker room of their choice. This is something south lane schools are already doing, and will likely result in peer to peer abuse. As I have brought up before, there have already been cases in other school districts where students have abused these sorts of policies resulting in peer on peer rape. Removing sex segregation from our bathrooms and locker rooms will have a predictable result that educators should be protecting our students against. Those students most likely to abuse such policies are those most likely to abuse their peers, and school officials will not be able to prevent such abuses because to do so would be to question a student's sexual identity.

Third, the guidance recommends that students be allowed to choose what dorm they sleep in on overnight trips. This is a step further than allowing interchangeable use of bathrooms and locker rooms. The likelihood of peer to peer abuse seems exponentially higher in this scenario. The idea that we would adopt such a policy is beyond reckless.

Lastly, and most concerning, this guidance explicitly encourages schools to work together with students to conceal information from parents regarding gender transition. This recommendation pits schools and students against parents. Adopting a policy this brazenly deceptive, would irreparably betray the trust of the parents in our school district.

Parents are the ones who have put in the hard work of raising these children from birth to the present. Educators are an important, but momentary influence in a child's life. They do not bear

ultimate responsibility for the long term success of these children. Furthermore, they are not the legal guardians and should not be allowed to do things behind a parent's back or without a parent's prior consent.

When three school board members, Dustin Begnston, Coleen Valley, and Taylor Wilhour met with me to ask that I stop speaking to this board, they also indicated that they would adopt the guidance I have described above for our schools. I am calling on the rest of the board to oppose this guidance.

Adopt instead a policy to inform parents whenever a child requests to go by a preferred pronoun or wants to use a preferred bathroom. Require parent permission before these things are done. Do not ask your teachers to use preferred pronouns and thus lie to children. Furthermore, I encourage this board, not to stifle discourse on this topic by changing your public comment procedure.

Sincerely,

Bryan Parsons



Date: March 2023
To: SLSD School Board
From: Becky McCoy Co-President
Subject: SLEA Update

Background/Analysis of Situation

- **Social capital** is the presence of networks, relationships, shared norms, and trust among individuals and teams that holds organizations together. When teams feel connected, they are more efficient and successful.

While the district has been moving forward in correcting some of the challenges we have all faced over the past several months, the morale of members might be at an all time low. If we are going to heal and make all members whole again, we need to go beyond simply correcting issues and focus on repairing the relationship between the district and its employees because the lack of trust, respect and willingness to collaborate (which I am calling a deficit of social capital) is toxic to our shared ability to meet the needs of our students and community.

If we examine some recent issues and events, we see this pattern of some improvements, but a persistent feeling of discontentment that remains:

- With the ratification of our new contract SLEA members are looking forward to receiving back pay. However, they lack faith in the district's ability to process those payments without making mistakes and are concerned about the possible tax implications of their backpay. In response to this our team is meeting with Celia to try to provide resources for our members in advance of this adjustment so that needs can be addressed more efficiently. However, members are still stressed out and want third party advice on going over all their pay and on supporting them through filing their taxes.
- On Friday, February 24th there were issues with some pay deposits and, happily, they were resolved quickly (by midmorning). However, the feeling coming into buildings was that here was another problem and how long will it take for things

to run smoothly. I appreciated that the communication about this issue was rapid, apologetic, respectful and very transparent. I think that type of response was very helpful and, while we hope fewer and fewer errors will occur, that immediate caring response is what we hope to see from all offices in the district in the future.

- A big issue for SLEA is that we have had many delays in responses from district leadership during the ongoing payroll grievance process and settlement agreement processes. This has led to our union support team feeling disrespected. There is a feeling that the district does not respect the union nor the employees we represent and while we understand that their may be challenges to responding in a timely manner, in order to repair this lack of social capital, we would like the district to communicate to the union based on the timelines in the contract even if their response is to say that they are working on a solution and need more time. Providing timely responses helps us feel respected and that is something that we have struggled with throughout this process.
 - As of last week 22 of our members still had ongoing payroll errors and, I believe it was our settlement agreement that was 12 days past due (originally representing 132 total errors). So while the district has made progress in reducing the number of payroll errors that remain, without timely responses to our communication, the relationship between the district and SLEA continues to suffer.
 - Moreover, our settlement agreement from September included collaborating about getting access to outside financial advice. However, our members were only recently provided with the schedule of the district-led workshops and our input was not sought out in planning these workshops. Unfortunately, feedback from the March 1st workshop (the first of these) was that it was not helpful and didn't help heal the lack of trust that our members are feeling. The feeling that members report from this is that the district is trying to check off items on a to-do list, but by not doing these things well the result is a greater distancing from our goal rather than moving forward toward healing this fractured relationship.
- This was made even worse on Wednesday, February 22 when, despite extremely icy conditions, the district did not call for a delay or a school closure. While a message later went out explaining the process and how the change in weather led to an unexpected worsening of conditions, this was received by members as a lack of care for their personal safety and the safety of our students, staff and community. Staff shared stories of injuries from slipping on ice when arriving at work, a high school student totalled a car, students arrived at buildings feeling

traumatized because buses were slipping on roads, and people felt like they had to report for work because they either don't have the paid leave to stay home even if it is unsafe to drive to work or because with our ongoing substitute shortage they were worried that they wouldn't be able to find last minute coverage for their classes. Words are meaningless unless they are backed up by actions and the feeling expressed by many members was that unless we see efforts made to demonstrate care, both by district leaders and by building leaders, this isn't felt.

- Like many people, our members are willing to forgive mistakes when they feel that heartfelt apologies are made with real intentions to fix the problems and change the systems that created those errors. However, when they feel like the apologies or communication is not backed up with action, it affirms their feelings of distrust and frustration.
- A survey was sent out a few months ago asking for feedback about our superintendent. Our members felt like they weren't given the opportunity to provide the open-ended feedback about her leadership that would allow them to express how they feel. This feedback could help us all as we move forward and try to understand how to rebuild the relationship between our district and it's employees. Thus, SLEA is asking that you conduct a morale survey of all SLEA employees which would include areas for respondents to share how they feel about working in our district and what they need to see happen to help repair this relationship.

Bohemia Elementary: Our Professional Learning Community

A reflection on:

- Where we've come from.
- Where we are now.
- Where we are going.
- How the board and district administrators can help support our PLC.

What does our Professional Learning Community believe at Bohemia?

Mission

Why do we exist?

At Bohemia, EVERYONE learns at high levels, and is treated with respect and care.

Vision

What must our school become to accomplish our purpose?

Each member of the Bohemia community will be an active participant in making the world a place where all belong and gain access to an equitable & sustainable future.

Collective Commitments (Values)

How must we behave to achieve our vision?

At Bohemia, we commit to:

- Making decisions that are centered around what best supports students.
- Making academic decisions based on the belief all students can learn.
- Ensuring a sense of safety, trust and belonging.
- Transparent and shared leadership.
- Allocating resources based on need.
- Delivering high quality, culturally responsive, and rigorous instruction.
- Providing academic and social emotional interventions.
- Providing multiple opportunities to practice and demonstrate proficiency.
- Celebrating successes.

Goals

How will we mark our progress?

We will monitor the following indicators to mark our progress:

- Increasing the amount of at or above grade-level readers and mathematicians.
- Decreasing behavioral referrals
- Increasing the attendance rate of Bohemia students
- Increasing the involvement of families
- Increasing the satisfaction percentages on family, student and staff perception surveys

How do we define a “Professional Learning Community at Bohemia?”

A PLC (Professional Learning Community) is the ongoing process in which our entire staff works together to achieve better results for the students they serve. We have 3 focus areas:

- *A Focus on Learning*
- *A Collaborative Culture and Collective Responsibility*
- *A Results Orientation*

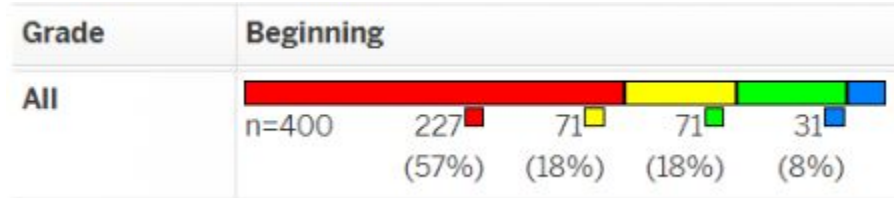
Our staff commit to gather on a weekly basis to work as a collaborative team in which we focus on the following four questions:

- *What do we want students to learn?*
- *How do we know they have learned it?*
- *How will we respond when some students do not learn?*
- *How will we extend the learning for students who are already proficient?*

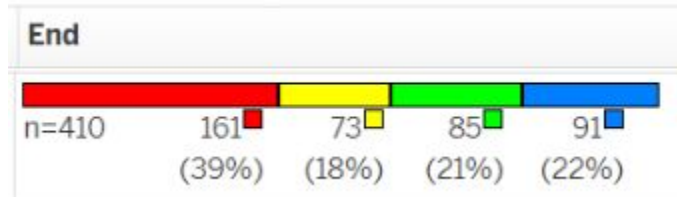
What has been added to support this work starting in 21-22 school year?

- 1 hour dedicated to Professional Learning Team time on Wednesday.
- Two full time literacy coaches who assist in:
 - Instructional coaching of staff.
 - Administering assessments.
 - Push in support
 - Reviewing and analyzing data.
 - Using that data to create Tier 2 Literacy interventions for our students targeted on their specific needs.
 - Making recommendations in our guiding coalition to improve student learning outcomes.

Start to End of Year Data Measures in 21-22 School Year



26% of students met the beginning of year DIBELS benchmark



43% of students met the end of year DIBEL benchmark

Benefits of PLC and its impact on Data:

- New Literacy Curriculum
- Time for teachers to meet and unpack standards and then create common assessments Providing a forum for teachers to problem solve (our Guiding Coalition)
- Our WIN system: ALL students receive reading intervention (pull out and in the classroom)

Example of Students Data impacted by these changes:

- A fifth grader was reading 34 cwpm in fall and is now reading 63 cwpm
- A fourth grader was reading 22 cwpm in fall and is now reading 80 cwpm
- A third grader was reading 15 cwpm in fall and is now reading 52 cwpm

What has been added to support this work in starting in 22-23 school year?

- Two full time ELD teachers to support a caseload of 81 students.
 - This FTE is allowing us to finally consider a push-in/integrated model through co-teaching in the classroom next year for our students who are multilingual learners.
 - This will allow us to actually be in compliance with best practice.
 - This will also increase academic language for native English speaker peers.
- One full time SEL specialist:
 - This allows for administrators to spend more of their time in classrooms supporting teacher and student learning.
 - Instructional coaching of staff.
 - Administering assessments.
 - Push in support
 - Reviewing and analyzing data.
 - Providing staff Professional Development Opportunities

When you know better, you do better...

Testimonials from three of our teachers.

Emelia Reed, 1st year teacher (4th grade) and recent graduate of the University of Oregon

Paige Welch, 2nd year teacher (2nd grade) and recent graduate of Western Oregon University

Nikki McClean, 23rd year teacher (1st grade); been at Bohemia since 2000

This is how our Board can support our PLC work...

Our school goals for next year are:

- Increasing the amount of at or above grade-level readers and mathematicians.
- Decreasing behavioral referrals
- Increasing the attendance rate of Bohemia students
- Increasing the involvement of families
- Increasing the satisfaction percentages on family, student and staff perception surveys

We cannot do this work effectively without our current FTE. Not only is Bohemia physically busting at the seams, but we are finally making momentum with our students that have traditionally been marginalized in our systems. We are the only school in South Lane that must factor in ELD instruction on a systems level. Our socio-economic status and special education caseload are on par with our three other elementaries while hosting almost the same enrollment as the largest elementary.

We are doing more, with less. We see these challenges, not barriers. But we need your help...

Those 81 students that are multilingual learners deserve the same level of access to a high quality education as their white peers in our district. We truly believe that early intervention and keeping the level of FTE and resources will help change their academic trajectory.

Why is this important to you? To us? Most importantly to our kids?

This investment in early intervention is a cost effective strategy.

When teachers have:

- the time to collaborate in order to create common formative assessments, review data, and plan interventions and extensions,
- the available resources (i.e. instructional coaches, time, professional development)
- A guaranteed and viable curriculum
- Supportive administrators who are seen as “learning leaders”

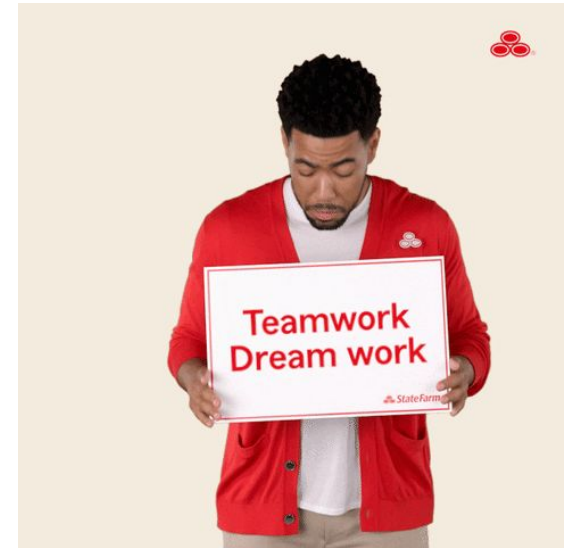
You have:

- Teacher retention (by the way, this is cost effective!)
- Administrative retention (by the way, this is cost effective!)
- Students learning at high levels (by the way, this is cost effective!)
- You have a culture of learning, commitment and collaboration which leads to high levels of student achievement.

What we are talking about is aligned to our District Goals!

District Goals

1. Build a culture and climate of care and belonging by *providing students and staff time, supports, and connection*
2. *Raise academic achievement by supporting district staff in becoming an effective Professional Learning Community (PLC)*



“It is time that we act with a sense of urgency, as if the very lives of our students depend on us, because, more so than any other time in our history, they do depend on us.”

-Learning By Doing



London PLC at Work



Continuing to move forward in supporting our students to achieve at high levels

Perfecting our Collaborative Work:

What we know is important–

Our job as leaders is to ensure our time is spent efficiently in our collaborative meetings to ensure two things:

1. Our teachers grow and benefit from supporting each other
2. Our students learn at higher levels

“If collaboration is not meaningful, we are just wasting valuable teaching time.”

At London we...

- Work collaboratively to implement best-practice learning opportunities and critical thinking skills in a warm, compassionate environment where students feel empowered to become lifelong learners.
- Are dedicated to providing our students with a high-quality academic foundation and intellectual, social and interpersonal skills necessary to prepare them to achieve their life goals.

Soooo, what does this look like in action?

We are glad you asked! PLC work at London looks like...

- Meeting collaboratively each week for dedicated PLC work time.
- Meeting once a month with Dorena to collaborate with colleagues teaching in instructional settings similar to ours.
- Literacy coaching to facilitate instruction in our unique blended-grade system and provide instructional support to target areas in need of growth.
- Reviewing and analyzing data to make informed decisions for student growth.

How it started...

In November 2022, our Guided Coalition joined two other GC's in Long Beach to dive into what this work would and should look like. This gave us direction, clarity and a place to start. We had some of our “wonders” answered and had some ideas of where we wanted to start. We came back excited to jump in!

We knew we needed to get staff buy in. They were unsure of what a “PLC” was, and its purpose. So we asked :

- *What are the essential questions?*
- *What does typical PLC cycle look like?*
- *How will we know if we hit the mark?*
- *What does this look like in a Pre-K through 8 school with blended grades?*

We then made a plan to take our staff through the PLC process with a focus on writing, which was an area we, as a staff, felt needed focus and support.

How it's going...

- We started with the essential standards for writing, worked in teams to unpack those by grade level and put them into student-friendly language to post in classes as anchors.
- We looked at themes and consistencies from grade to grade and created a school-wide narrative prompt to administer to each class.

Next Steps...

- We will come back and compare writing samples as a staff to create grade-level specific rubrics that will use consistent language school-wide.
- We will review and analyze target areas in need of improvement.



Our intention...

- By taking our staff through the PLC process, it is our goal to streamline this process, make it feel like second nature and become standard in the way we approach our instructional practice.
- Create an educational experience for our students that ensure we are delivering relevant, meaningful and differentiated curriculum that preps all students for their next level of learning.
- Take a collective responsibility for the success of each student.



Why this work is so important:

- We know that collaboration within a school, the district and beyond is essential in order for educators to have ongoing and regular opportunities to learn from each other and improve their instructional practices.
- We know when provided the right environment, students are able to achieve at higher levels.
- We want our teachers to feel supported and validated for their ongoing hard work.

Thank you for you time!



Student Survey Data

Youth Truth Survey: Fall 2022

Survey Categories & Nature of Questions

Engagement:

- Are students receiving a quality education?
- Does the school set high expectations for students?

Academic Challenge:

- Are students learning material that is useful and interesting?

Culture:

- Do students experience orderly and respectful school environments?
- Do school foster a culture of respect and fairness?
- Does the school foster a culture of shared vision and effective communication?

Survey Categories & Nature of Questions

Instructional Methods:

- Do teachers effectively monitor students learning?
- Do students have an opportunity to explain their ideas?

Belonging:

- Do students feel welcome at their school?
- Do students have collaborative relationships with peers?

Relationships:

- Positive and respectful relationships between students, staff, family.

Survey Categories & Nature of Questions

Diversity, Equity and Inclusion:

- Are people of different cultures valued and respected in schools?
- Are students and staff encouraged to speak out against inequity?

Emotional and Mental Health:

- A variety of questions such as stress level, degree of happiness and access to people to talk to.

School Safety:

- Do students feel safe in school settings?
- Are students subject to bullying and harassment?

Compared to districts nationwide that administered the Youth Truth survey, how positively did our students respond?

Measure	Elementary % Positive		Middle School % Positive		High School % Positive	
Engagement	84%	15th percentile	44%	30 th percentile	45%	17 th percentile
Academic Challenge	46%	35 th percentile	58%	22 nd percentile	52%	13th percentile
Culture	25%	62 nd percentile	25%	25 th percentile	22%	21 st percentile
Instructional Methods	58%	20 th percentile	-	-	-	-
Belonging	36%	27 th percentile	37%	20 th percentile	36%	23 rd percentile
Relationships	77%	35 th percentile	45%	41 st percentile	35%	20 th percentile
College Career Readiness	-	-	-	-	27%	28 th percentile
Emotional & Mental Health		26 th percentile		22 nd percentile		17 th percentile
School Safety		58 th percentile		47 th percentile		49 th percentile

Compared to districts nationwide that administered the Youth Truth survey, how positively did our families respond?

Measure	Elementary		Middle School		High School	
Engagement	59%	31 st percentile	23%	11 th percentile	20%	5 th percentile
Relationships	81%	34 th percentile	67%	31 st percentile	49%	8 th percentile
Culture	73%	22 nd percentile	38%	7 th percentile	37%	9 th percentile
Communication and Feedback	69%	25 th percentile	34%	8 th percentile	27%	4 th percentile
Resources	56%	17 th percentile	20%	4 th percentile	32%	10 th percentile
School Safety	47%	13 th percentile	18%	3 rd percentile	33%	11 th percentile
Diversity, Equity, Inclusion		37 th percentile		12 th percentile		6 th percentile

Compared to districts nationwide that administered the Youth Truth survey, how positively did our staff respond?

Measure	Elementary		Middle School		High School	
Engagement	85%	69 th percentile	56%	24 th percentile	92%	91 st percentile
Relationships	90%	58 th percentile	74%	30 th percentile	100%	87 th percentile
Culture	66%	52 nd percentile	40%	13 th percentile	98%	91 st percentile
Professional Development and Support	66%	62 nd percentile	36%	27 th percentile	72%	81 st percentile
School Safety	73%	39 th percentile	18%	7 th percentile	86%	72 nd percentile
Diversity, Equity, Inclusion		53 rd percentile		24 th percentile		70 th percentile



SOUTH LANE SCHOOL DISTRICT 45J3

Children Come First • Always Learning, Teaching, Caring • Safe, Respectful, and, Inclusive Schools & Community

The Board of Directors of the South Lane School District has completed the annual evaluation of Superintendent Yvonne Curtis for the 2022-2023 school year. All seven board members have served on the board for at least one year and have been able to observe and be a part of the achievements by the District over the past year.

The evaluation focused on three priority goals: 1) Provide a culture of care and belonging by providing students and staff with time, supports and connection. 2) Support school administrators in Developing Effective Professional learning communities to raise student achievement. 3.) Ensure the District is in legal compliance with all local state and federal regulations and reports..

Regarding the Superintendent's performance for the three goals, the Board determined that Superintendent Curtis' performance was satisfactory or higher in all three areas with the highest ratings in the effort to develop effective professional learning communities (PLC) focused on improving outcomes for all students. The board was able to see the application of these strategies in classroom settings and hear firsthand from staff how the systematic effort to train and support staff is having a positive impact in our schools.

The Board was also able to assess the District performance in compliance with law, regulation and policy. From all evidence provided to the board, our District is legally compliant and continuously working toward transparency and accountability.

The Board also assessed performance as satisfactory in the area of providing supports to build a culture of care and belonging. There was a clear and genuine effort to increase presence in schools and listen to the needs of students and staff. Survey data supported that progress was being made in this area with a recognition by all of the board members that there is more work to be done. Evidence provided to the board indicates a strong emphasis on supporting the social and emotional needs of students and staff. This represents a strategic approach to morale and behavioral issues impacting a culture of care and belonging. It was clear that the Superintendent is committed to equity and inclusiveness, staying focused on making sure all students are safe, cared for and have an opportunity to learn.

Issues with payroll and ongoing contract negotiations were impactful this year. As the problems were discovered and began to stack upon each other, trust and confidence were eroded in HR and Payroll as well as the district office as a whole. It is expected that there will be a sustained focus and effort to support and improve the HR department and payroll systems. When these departments that service all staff daily begin to function well and reliably, they will improve staff morale and begin to rebuild trust.

We will be working with Superintendent Curtis over the next several weeks to develop her goals and continue to improve student outcomes, staff morale and the overall health and well being of the South Lane School District. We recognize and appreciate the effort and genuine care for students, staff and our community demonstrated by Dr. Curtis this year.