



In Person/Virtual Oral Public Comment October 14, 2024

The following in person oral public comment will be shared at the meeting:

Robert Toensing – Hamlin Middle School - Teachers

Melissa Kruse – Program Support - Guy Lee Elementary

Johanis Tadeo – Processes and Inclusion of Ethnic Studies

Clarixa Milly Paz Gaspar – Lack of Process and Transparency, Impact on Indigenous Students and Communities, Youth Perspective on Accountability, Value of Dual Immersion for Cultural Identity, Supporting Families and Generational Connection.

Kuitlahuak Lopez Rojas – Land Acknowledgment statement, Indigenous People Day issues, helping the board foster a relationship with the community that creates unity, respect, and sincere acknowledgment toward our Indigenous people in our community.

Antonio Huerta – Share information about health equity needs assessment report pertaining to language service information for families whose first language is Spanish.

June Fothergill (walk-in) – Support for Native American Educational Curriculum in our District.

Martie Steigleder

From: Jade Russell
Sent: Thursday, October 3, 2024 2:40 PM
To: public comment
Subject: ADA Buttons (SPS Schools)

Hello all,

My name is Jade Russell - I'm the digital arts teacher at Hamlin Middle School.

I want to call to the board's attention that accessibility is an issue at many of the Springfield Public Schools buildings. I myself am a wheelchair user on days that my neurological disorder is flaring up causing my dystonia (extreme muscle , and have worked at two different SPS buildings, and found that both of them were inaccessible if I needed to use my wheelchair - hence I have had to call out of work on days that my pain is too bad rather than going into work like I would be able to with my chair. At Hamlin, the door handles themselves are considered to be accessible, but the length of time that doors remained after unlocking them with an access card is not long enough for wheelchair users to go from the scanner to the door. In the past, I've had to support other staff (a guest teacher) and community members who are wheelchair users in opening the doors so that they can gain entry to the building during events or a typical work day. When I spoke to folks about it, they said it was for security reasons that schools did not have ADA buttons at entries - however there are options available to maintain security while still having the doors be accessible to wheelchair users or folks with upper body impairments. An example of an accessible and secure entrance can be found at the University of Oregon has a building (the building that athletes use for tutoring and other resources) that is secure, yet accessible for wheelchair users - those entering the building via ADA button would simply scan their access card then push the button and the button doesn't work without an access card being scanned.

My intention behind this email is to advocate for the increase in accessibility within our school buildings for the staff, students, and community members who utilize the building. I'm requesting that all SPS buildings be equipped with secure ADA buttons that can be used by both scanning an access card (staff ID badges) and by the office pushing a button. Then, for events or times in which entrance to the schools are open (i.e. beginning of school day, back to school night, etc.) they should be turned on for all school community members to use regardless of the presence of an access card. By adding secure ADA buttons to each of the entrances at our schools, we can better serve our students and the community at large *and* have the benefit of being able to accommodate staff with physical disabilities - which will expand our opportunities for potential new hires and allow current staff to access our buildings without assistance in the event of injury or disability.

With warm regards,
Jade Russell (Ms. Jade)
She/Her or They/Them - [Why Pronouns Matter](#)

Digital Arts Teacher - Hamlin Middle School

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"We need joy as we need air. We need love as we need water. We need each other as we need the earth we share." - Maya Angelou

Please consider this email as confidential.

Board Policy C Updates

(Jonathan Light comments and amendments – Oct. 2024)

Policy CB Superintendent

The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law² that applies to school districts.

Policy CBA Qualifications and Duties of the Superintendent

2. A master's or **doctorate degree** or higher in the field of education, ~~preferably in educational administration;~~

Specific Functions

3. Act as the district's Board's chief administrative **executive** officer; **(keeping language consistent)**
5. Schedule meeting places, **working with the board chair and vice-chair** prepare an agenda and record minutes for all Board meetings and other committee meetings authorized by the Board;
6. Attend all regular and special meetings and executive sessions of the Board, except when excused ~~for his/her own salary and performance review~~ **by the Board Chair.**
11. Provide an ongoing program of communication to and from the community, **families**, staff and Board concerning ~~the school program and~~ **school and** district programs and activities;

Policy CBC Superintendent's Contract

Paragraph 1:

The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law² that applies to school districts.

Paragraph 3:

The employment contract, if it includes a mutually agreed to termination-without-cause provision by the Board, will include a 12-month notice of termination for such **a** provision. **(Is this 12-month notice due to a change in state law?)**

Policy CBG Evaluation of the Superintendent

Paragraph 1:

The Board will formally evaluate the superintendent's job performance at least once each **school** year. **Annually, preferably completing no later than February or March.**

Paragraph 2:

Additional criteria for the evaluation, if any, including the evaluation methodologies and pertinent dates, will be developed at a the public board Board meeting prior to conducting the evaluation.

Paragraph 3:

Results of the evaluation, as well as documents used in the evaluation process, will be written and placed in the superintendent's personnel file.

Policy CCB Line and Staff Relations

Paragraph 2:

Lines of direct authority, including the board, will be those approved by the Board and shown on the district organization charts.

Paragraph 3:

All staff will inform their immediate supervisor of their activities by using whatever means the supervisor considers appropriate. (Clarification needed)

Paragraph 4:

When the staff work together, the lines represent avenues for a two-way flow of ideas to improve the programs and operations in the district. (Clarification needed)

Policy CCG Evaluation of Administrators

Paragraph 2:

Evaluation and support systems established by the district must evaluate administrators on an annual basis. regular cycle.]

Last Sentence:

The superintendent shall regularly annually report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

Policy CM Compliance and Reporting on Standards (Is this policy referring to Division 22?)

Paragraph 2:

The district's annual report will be presented orally at a public Board meeting by November 1February1 of each school year and will allow public comment on such report. This report will be posted on the district's web page site no later than November 15, by February1 of each school year. The Board will acknowledge receipt of the report, and approve its content, prior to its submission to the Oregon Department of Education (ODE).

Subject: Policies C - further clarification
Date: Wednesday, October 9, 2024 at 6:40:52 PM Pacific Daylight Time
From: Jonathan Light
To: Kelly Mason, Nicole De Graff, Ken Kohl, Jonathan Light, Heather Quaas-Annsa
CC: Todd Hamilton, Martie Steigleder

Hello Board,

After reading through my policies update I realized I wasn't clear as to my objection to some of the language that is included in both Policy CB and CBC. As the Board is the highest decision-making body in the district, we should have the authority to decide to ignore federal mandates like testing, especially if it's not advancing the cause. Depending on the test, sometimes there's no real punishment for not obeying the law, and other times the punishment is small enough that boards might decide it's worth it for the sake of our students. Since student success is the board's ultimate responsibility I would suggest that we retain this prerogative. Obviously we would also take responsibility for any repercussions.

Policy CB Superintendent

The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law² that applies to school districts.

My suggestion is to strike this language from both policies.

Thank you,
Jonathan

Please consider this email as confidential.

Important: Please do not reply or forward this e-mail if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. E-mails on district business are governed by public records law.