
Jonathan Edmonds, Chair
Jennifer Traeger, Vice Chair
Janet Allanach
Tom Buchholz
Lori McLaughlin
Shelly Nealon
Ervin Stadel

SILVER FALLS SCHOOL DISTRICT 4J

Regular Board Meeting
REVISED

Scott Drue, Supt.
Dan Busch, Assistant Supt.
Dana Pedersen Spec. Svcs. Dir.
Leslie Roache, Teaching &
Learning Dir.
Steve Nielsen, Business Mgr.

Monday, May 11, 2020

7:00 PM

Silverton Community Center
421 South Water Street
Silverton, OR 97381

AGENDA

1. Call meeting to order and note attendance
2. Flag Salute
3. Consent Agenda
 - a. Approve minutes from April 13 Regular Meeting, April 22 Special Meeting, April 23 Special Meeting, and April 24 Special Meeting
 - b. Amend February 10, 2020 Meeting Minutes 3
4. Hearing on Complaint 6
5. Student Representatives
6. Public Comment 13
7. Discussion Items
 - a. Authorization for Reduction in Workforce (*Administration recommends the Board authorize the Superintendent and HR Department to begin the necessary processes and communications for Reduction in Force, should it be identified as required later in the budget process*)
 - b. Equity Policy 14
 - c. Budget Committee Decorum
 - d. Other Items
8. Administrator and Staff Reports
 - a. Superintendent Report 21
 - b. Financial Report 23
 - c. Silverton High School
 - d. Silver Crest School, District Programs
9. Board Reports
10. Silver Falls Education Association
11. Public Comment - Limited to Discussion and Action Items 29
12. Action Items
 - a. Authorization for Reduction in Workforce
 - b. Equity Policy
 - c. Budget Committee Decorum
 - d. Appointment and approval of contract for Scott Drue, candidate permanent Superintendent.
13. Adjourn

The Silver Falls School District 4J, in compliance with the Americans with Disabilities Act of 1990 (ADA), will provide an assisted listening system (ALS) upon request. Please contact the District Administration Office at (503) 873-5303 forty-eight (48) hours in advance so arrangements can be completed.

VISITORS: Meetings of the school board are for the members to conduct official district business. All meetings are open to the public, except executive sessions which may be called according to Oregon law. Members of the public desiring to address the board are asked to contact the superintendent at least one week in advance of the meeting. If you wish to speak to the board, please give your name to the secretary, and the chairperson will provide you time under audience with visitors. Large groups are asked to designate a primary spokesperson.

*All items under consent agenda are adopted by a single motion, unless a member of the board or the superintendent requests that such item be removed from the consent agenda and voted upon separately.

SILVER FALLS SCHOOL DISTRICT 4J
REGULAR BOARD MEETING MINUTES
BOARD APPROVED

February 10, 2020
7:00 PM

Silverton Community Center

421 S. Water St.

1. Chair Jonathan Edmonds called the meeting to order at 7:01 p.m. and noted attendance. Board members present were Chair Jonathon Edmonds, Janet Allanach, Tom Buchholz, Lori McLaughlin, Shelly Nealon, Erv Stadel and Jennifer Traeger. Also present were Paul Peterson, Interim Superintendent; Dan Busch, Assistant Superintendent; Jennifer Hannan, Director of Teaching and Learning; Steve Nielsen, Business Manager; Dana Pederson, Special Services Director; and Debbie Valoff, Board Secretary.
2. Flag Salute
3. Consent Agenda – Director Buchholz moved and Director Stadel seconded to approve the consent agenda. The motion passed unanimously. The consent agenda included:
 - a. Approve meeting minutes from January 13, 2020 and February 3, 2020.
 - b. Designate 390 as the maximum number of Inter-District transfer students into Silver Falls School District for the 2020-21 school year.
4. After Director Traeger read the resolution, Director Allanach moved and Director McLaughlin seconded to approve Resolution 2-10-2020 Proclaiming 4-8 as Classified Employee Week.
5. Student Representatives - Owen Cote & Eveline Morales-Sierra updated the board on current events and sports highlights at Silverton High School including basketball, unified basketball, wrestling, swim and dance team. They also reported on clubs such as; ASB, FBLA, Las Aquilas and Spanish Club.
6. Public Comment
 - Wally Lierman – Concerns moving forward with superintendent search.
 - Laurie Chadwick – Support in moving forward with superintendent search.
 - Elizabeth Wilder – Miller Arbitration
 - Terrance McLaughlin – Concerns with funds being spend on investigation into board.
 - Aaron Koch – Wanted to clarify that board training is on-going.
 - Naseem Rahka-Sheketoff – Support for Director Nealon
 - Owen Von Flue – Support of Ms. Patterson’s findings.
 - Koreen Metzger – Concern moving forward with superintendent search.
 - Dawn Tacker – Support in moving forward with superintendent search.
7. Discussion Items
 - a. Complaint Response – Director Buchholz reported that after reading Ms.Patterson’s report regarding the complaint against 5 board members, his recommendations were as follows:
 - No action to be taken on Director Allanach and Director McLaughin as they were not seated board members at the time in question.
 - The complainants requested Director Edmonds be censured. Since no violations were found against him, no action to be taken.
 - The complainants requested Director Traeger be censured. Although 1 violation was found against her, no action to be taken.
 - The complainants requested Director Nealon resign from the board, which the board has no authority to do. There were 7 violations against her. Director Buchholz added that the 7 violations warrant a censure which he has prepared.

Director Buchholz provided other board members a draft resolution of censure, based on a previous censure of previous board member, Todd White, which Director Buchholz also provided. Director Buchholz also referenced an email sent to the board by Director Nealon dated January 27th. There was discussion about more board training which is what Ms. Patterson had suggested. After much discussion, the majority of the board decided that more training will be the course of action taken to resolve the complaint. Chair Edmonds will write up a draft resolution which will be voted on later in the meeting.

- b. 2020-21 School Year Calendar - 1st Draft – Kevin Palmer explained that the Licensed Forum has already given their input for the calendar and the Classified Forum will see it next and have an opportunity to give input.
 - c. Designate Board Representatives for Classified Bargaining – Chair Edmonds suggested Director Allanach and Director Buchholz. Both agreed they would represent the board during Classified Bargaining.
 - d. Superintendent Search – Sarah Herb and Greg McKenzie, OSBA, were present to move the superintendent search forward. Chair Edmonds noted his concerns with attracting a good candidate. Mr. McKenzie reminded the board that he, too, supported putting the search on hold. He also reminded the board that anything that has happened in our district is forever, it is embedded in the internet. He added that we are still in a good position to attract a good candidate and would not put it off any longer. The board needs to decide whether they begin the process up on the February 18th or 24th. The board will discuss and let Ms. Herb know.
 - e. Other Items – None.
8. Administrator and Staff Reports
- a. Board Budgeting Goals for 2020-21 Fiscal Year – Superintendent Peterson read 3 goals from the Strategic Plan which will be used when budgeting for next year. The board asked questions about the SIA funds and where they fit into the budget. .
 - b. Financial Report, 2020-21 Budget Development Timeline and Calendar - Steve Nielsen reviewed the planned budget committee meetings. He then reported on the January budget.
9. Board Reports – Director McLaughlin reported that she attended the Long-Range Facility Planning meeting. She heard a lot of great discussion from the group. Chair Edmonds attended Battle of the Books and thanked all involved that make this event happen. Director Allanach added that she is looking forward to getting back to school visits with Superintendent Peterson now that he is on the mend.
10. Silver Falls Education Association – Michelle Stadel and Sarah Barth – Ms. Stadel thanked the board for their ratification vote. She added that they sent out a ratification survey to members and it is officially complete and now ratified by both sides. She reported that the teachers are happy with their new contract and appreciative of changes made. They want closure and to move forward.
11. Public Comment - limited to Discussion and Action Items
- Owen Von Flue – Complainants will be disappointed with the boards' decision regarding the complaint.
 - Megan Lierman, Tiffany Schmidt, Christine Guenther and Sheila Nielsen – Support of administration.
 - Wally Lierman – Compared censure of previous board member to recent complaint.
 - Liz Schaecher – Expressed disappointment in Director Nealon's response to complaint.
 - Kristine Thomas – Put differences aside and get along for the students.
 - Edward Clements – Expressed disappointment in Director Nealon's response to complaint.
 - Terrance McLaughlin – Appreciation for the board's discussion around a difficult topic.

- Colin Scott – Support moving forward with superintendent search and importance of Long-Range Facility Planning Committee.

12. Action Item

- a. Complaint Response – Chair Edmonds, along with the board, worked to write a resolution in response to the complainants. Director Allanach moved, and Director McLaughlin seconded. The motion passed with Directors Nealon, Stadel, McLaughlin, Edmonds, Traeger and Allanach voting in favor, and Director Buchholz voting against.
 - b. Designate Board Representatives for Classified Bargaining – No need for this agenda item.
13. Adjourn - No further business was brought before the Board and the meeting adjourned at 9:53 p.m.

Chair of the Board

Superintendent-Clerk

My name is Shannon Lee and I have been a resident of Silverton since 2013. I have wanted to host an exchange student for the past 2 years, but have been told there was no room at the school. This year, I selected a student and asked Greenheart, my exchange student organization, to contact the school as early as possible. Our regional director, Kristen Babby, contacted the school on February 14th, only to be told there were no spaces available. Upon further questioning Ms. Ferro told her that there were only 4 spots available at the school, and that there were prior arrangements with other organizations reserving all of those spots. She also stated that it didn't matter how early in the placement season we contacted her – she would only work with her chosen organizations.

This situation is extremely frustrating and heartbreaking. I was unable to have children, and hosting exchange students has been my way of filling that hole in my heart. I have worked with Greenheart in the past, both as a local coordinator and a host, and I am a passionate proponent of student exchange.

I understand there was an unpleasant situation with a Greenheart student a few years ago. I do not know if this has any bearing on Ms. Ferro's refusal to accept my student – if it does, it seems prejudicial to blacklist a highly respected organization based upon one bad experience. Greenheart carefully selects their students, maintains high integrity, and has a proven track record of dedicated care for its students, its host families, and its schools.

I personally placed and supervised 2 students in Silverton – Phillip from Sweden and Ahmed from Yemen – both of whom were very successful and popular. Ahmed, in particular, was a stellar Ambassador for both his Muslim religion and the very purpose of exchange programs. He still maintains his ties to this community, even after nearly a decade.

Ms. Ferro's stated policy is in conflict with the spirit of student exchange and the welcoming nature of Silverton itself. On a deeply personal level, it feels as though I am forced to choose between the community I love and my desire to have a family experience. I respectfully request that the Silverton High School exchange student policy either be returned to its original first-come, first served basis, or that an additional slot be opened and reserved for Greenheart, thereby enriching the student populace and allowing me to enjoy the privilege of being a host family. Thank you for your consideration.

Shannon Lee
450 Lavender Street
Silverton, OR 97381
(541) 270-5975
shannon@shannonlee.net

To:

Paul Peterson, Interim Superintendent

Janet Allanach, Board Member - Zone 1

Ervin Stadeli, Board member - Zone 2

Lori McLaughlin, Board member - Zone 3

Jennifer Traeger, Board Vice-Chair, Board member - Zone 4

Shelly Nealon, Board member - Zone 5

Jonathan Edmonds, Board Chair, Board member - Zone 6

Tom Buchholz, Board member - Zone 7

CC:

Wade Lockett, SHS Principal

Johnie Ferro, SHS Assistant Principal

Kristin Babby, Greenheart Exchange Executive Regional Director

Addendum to My Appeal of 2/19/2020

I am writing this addendum in further response to Ms. Ferro's prior comments, as well as to emphasize my stance. One of my resources for my information is The Council on Standards for International Educational Travel (CSIET) – a national non-profit foundation dedicated to promoting quality international youth exchanges that enrich local high school communities, specifically the CSIET Model School Policy on International Student Exchange. This Model School Policy has been endorsed by the National Association of Secondary School Principals (NASSP), the National Federation of State High School Associations (NFHS), and the American Association of School Administrators (AASA).

Issue 1 – Ms. Ferro has refused to work with my chosen exchange organization.

Ms. Ferro stated in earlier correspondence with Ms. Babby that “we take 3-4 students and have standing agreements with other organizations.” When Ms. Babby telephoned to ask how far in advance we needed to request placement, Ms. Ferro responded that it didn't matter how early in the placement season we contacted her – she would only work with her chosen organizations.

Does she have the right to choose which organizations to work with? Yes, she does, as indicated by CSIET's Model School Policy in the attached J1 High School Program School Handbook, which states on page 16: “The school reserves the right to work with exchange organizations that have proved their commitment and responsiveness.”

Of equal importance, however, is the very next sentence: “**The school will also be open to new organizations that demonstrate a serious commitment to the school and community.**”

Greenheart Exchange has been providing quality in-bound and out-bound exchange student experiences since 1985. I have been involved with them as both a host family and a local coordinator since 2002, and I can personally attest to the high quality of their staff and their programs. One of the unique aspects of Greenheart is that it requires our exchange students to participate in volunteer activities in their community, adding further value to both the program and the student' experiences. As for a serious commitment, Ms. Babby (our Executive Regional Director who lives in WA) has offered to personally visit SHS and Ms. Ferro to address any concerns she may have about Greenheart.

Issue 2 – Ms. Ferro has limited the number of exchange students in favor of local transfer students.

Years ago, when I was still working as a local coordinator for Greenheart, Silverton High School was accepting 7-8 exchange student a year, so I was surprised when Ms. Ferro stated that: “we generally accept 3 to 4 because our school population has increased in recent years and we have been denying any transfer students. It seems disingenuous to then give more than 3-4 students a seat and turn away students that want to attend full time at SHS.”

Equating the value of a local transfer student to the value of an exchange student is not only misguided, but also a gross misinterpretation of the purpose and established benefits of student exchange. These students are not just another body in a classroom – they are ambassadors of their country and their culture, and their presence in our schools and communities greatly increase global connections and understanding.

CSIET lists a few of **the benefits that American students receive from having an exchange student at their school** – they:

- Learn first-hand about other cultures and customs
- Create life-long friendships across cultures
- Gain new perspectives on our country and the world
- Begin to understand how tightly connected the peoples and countries of the world are to each other, something our world seriously needs
- Open their young minds to the importance of understanding other languages and other cultures, particularly with respect to career and personal opportunities

What local transfer student can accomplish all that? As a concrete example of the impact of exchange students, please read the attached story of Ahmed (a Muslim from Yemen) and Talia (a Jewish SHS student).

Furthermore, the CSIET’s Model School Policy recommends that: “Ideally, schools should work toward a goal of 1% of the total student population being comprised of exchange students.” Silverton High School’s populace is around 1300, so 1% would be 13. I’m not advocating the immediate inclusion of that many exchange students, merely pointing out that limiting them to “3 or 4” is highly disproportionate.

On a personal level, it makes no sense to me that a student living in a household in this school district (regardless of country of origin) would be denied admission in favor of a student living outside the district. If I had school-aged children of my own, or became a foster parent, they would certainly be admitted to SHS – I fail to see how a child of my choice should be treated any differently. Does my childless status mean that I do not enjoy the same rights and privileges of other residents who happen to already be parents?

Finally, I am not only making this request for myself and my heart's desire to host a student this year (and next year...) – I am also a passionate proponent of student exchange in general and the Greenheart Exchange program in particular. I am willing to pursue this matter as far as I need to, and will be receiving letters of support from Dr. Elizabeth Blount (Ahmed Alyazidi's host mother, who has a medical practice here in Silverton) and Ahmed himself (who is preparing to attend university in London for his PhD).

I respectfully request that you give this matter the consideration it deserves.

Shannon Lee



612 Schlador Street • Silverton, OR 97381 • Phone: (503) 873-5303 • Fax: (503) 873-2936

April 27, 2020

Ms. Shannon Lee,

This letter is a summary of the steps taken following the complaint you submitted on February 19, 2020. This letter also includes my decision related to your complaint and requests.

On February 19, 2020, you sent an email to the School Board, Superintendent Paul Peterson, Silverton High School Principal Wade Lockett, Associate Principal Johnie Ferro, and Kristin Babby, from Greenheart Exchange. Your email stated your frustration over the denial of having an exchange student attend Silverton High School during the 2020-2021 school year by Ms. Ferro. After consultation with Mr. Peterson, Ms. Ferro provided you a copy of the District's complaint policy and that her decision would serve as step 2 of the complaint process. You emailed Mr. Peterson and Mr. Lockett on February 26 requesting continued dialogue on your request and you provided additional documents. This matter was referred to me on March 2 as step 3 of the complaint process, and I met with you on March 5. Due to the school closure, this matter remained unresolved.

Here is a list of documents and interviews held that led to my decision.

- Ms. Lee's February 19 email
- Ms. Lee's Addendum Appeal
- Silver Falls School District Policy, JECBA and JECBA-AR, *Admission of Exchange Students*
- Greenheart Exchange Student Profile, provided by Ms. Lee
- April 11, 2011, *The Fox's Howl, Friendship Knows No Boundaries*, provided by Ms. Lee
- *The Significance of Student Exchange* (from the U.S. Department of State), provided by Ms. Lee
- March 5 interview with Ms. Lee
- March 6 interview with Ms. Ferro

Your February 19 email makes two requests. The first is to request that Silverton High School accept exchange students on a first-come, first-served basis, and calls into question the "blacklisting" of Greenheart Exchange. The second request is to have an additional slot be opened and reserved for Greenheart. Ms. Ferro's response stated that both the selection of exchange organizations that Silverton High School will work with and the number of exchange students allowed is within the parameters of board policy. Your Addendum Appeal challenges Ms. Ferro's decision.

Your Addendum Appeal makes a case for both the Greenheart Exchange and to expand the number of exchange students. In your February 19 email, you referenced "an unpleasant situation with a Greenheart student a few years ago" as the possible reason for why Greenheart

had not been chosen. In our meeting, you stated that the organization should not be blackballed on a “No, because I said so” basis. Your addendum also questions a priority given to local transfer students. In our meeting you stated, “We are missing the opportunity to host more students.” These requests and arguments are consistent and in line with your original request of Ms. Ferro.

The question regarding the selection of which exchange organizations the District will work with is contained in the Administrative Rules of policy JECBA, *Admission of Exchange Students*. Section 2b under Program Guidelines states, “Candidates will be selected from foreign exchange programs at the discretion of the school administrator.” Ms. Ferro’s decision to choose exchange organizations is within board policy. Therefore, your appeal to have Greenheart Exchange be included as an exchange organization is denied.

Based upon our conversation, my decision to uphold Ms. Ferro’s decision renders your secondary request to have an additional slot made available to you as moot. I will respond to your questioning of priority of local transfer students over exchange students, as there is no question the benefit that exchange programs provide all involved. The examples you provided are case-in-point as to why these programs are important. However, the same administrative rule sets a maximum of seven exchange students. This maximum within policy would indicate that limits need to be established. In my meeting with Ms. Ferro, one reason for limiting this number is to provide optimum support for the exchange students who are accepted at Silverton High School. She indicated that supporting students who are away from their families, learning a new culture, and who are working to maintain their academic standing takes a great deal of support from counseling and other staff. Transfer students do not require this level of support. In addition, the Silver Falls School District is a highly sought-after school district for transfer students, and we do place a high priority on being able to accept as many local transfer students as we can. It is therefore my decision that the limit imposed by Silverton High School is both appropriate and in line with District practices.

Your patience in this matter is very much appreciated. Should you choose to appeal this decision, you have five working days upon receipt of this letter to appeal to the School Board. You can do this by contacting Debbie Valoff at 503-873-5303 ext. 1137, or by email at valoff_debbie@silverfalls.k12.or.us. The Board may hold a hearing to review the findings and this conclusion, and they may evaluate other evidence as deemed appropriate. If the Board chooses not to hear an appeal, this decision will be final.

Sincerely,


Daniel J. Busch (Apr 27, 2020)

Dan Busch
Assistant Superintendent

Cc: Paul Peterson
Wade Lockett
Johnnie Ferro



612 Schlador Street • Silverton, OR 97381 • Phone: (503)873-5303 • Fax: (503)873-2936

Welcome!

Public Comment

The Silver Falls School Board invites and encourages citizen attendance and involvement.

Thank you for coming!

All Board of Education monthly business meetings (with the exception of executive session) are open to the public and are conducted in public. Hearings on subjects are conducted at separate meetings.

Note: *Tonight's business meeting is designed to keep presentations and deliberations efficient and effective. The Board's role during public comment is to listen. Rarely will you get an immediate response to information. If there is follow-up necessary, the Board will direct the superintendent to do that. The Board will **not** take action at this meeting on non-agenda issues raised during the public comment period. The Board may refer the matter to the superintendent for review, do nothing, or place it on a later agenda.*

The Board encourages citizens to share their ideas, opinions, raise questions, concerns or compliments. Under **Public Comment** the Board Chairperson will ask those in attendance if anyone would like to address the Board. If you wish to speak, please raise your hand at that time to be recognized by the Board Chairperson. You will be asked to speak from the table in front of the Board. Remember that we all model the way for our students and we ask that you share your thoughts in a respectful way.

- ✓ Anyone providing public testimony is required to place their name and address on the sign-in log at the time of speaking.
- ✓ All public testimony is **limited to 3 minutes** for each individual. Up to **5 minutes** may be granted to groups of 3 or more with similar testimony. Please identify your group and designate **1** spokesperson.
- ✓ Due to time constraints, the maximum amount of public testimony is **10** individuals.
- ✓ When called, please state your name, relationship to the district, place of residence and the subject which you will address.
- ✓ The Board will not hear personal complaints concerning district personnel or against any person connected with the school system.
- ✓ Public input from an individual should be "new information" only. Those repeating previous testimony will not be allowed to continue.

If you have questions about the district, we would encourage you to contact our Superintendent.

Thank you for your support of Silver Falls School District

Silver Falls School District 4J

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Equity

The Silver Falls School District is a community of learners ~~who that~~ believes that educational excellence can only exist in the presence of educational equity. In our schools, each student ~~_~~ regardless of race, nationality, ethnicity, family economics, mobility, gender, sexual orientation, disability, or initial educational background ~~_~~ shall receive an excellent educational experience in an environment where adults empower them to be critical thinkers, independent workers, innovators, exceptional teammates, and lifelong, civically-oriented learners.

The Board believes in the enormous benefit of a high-quality, inclusive and socially just education for each child. The principle of equity goes beyond formal equality where all persons are treated the same. Instead, equity fosters an inclusive and barrier-free environment in which everyone ~~will fully benefit fully~~ ~~benefits by maintaining and maintain~~ the dignity of students and honoring them and their families.

The Silver Falls School District is committed to the following principles:

1. Each student can and will learn at the highest levels when all staff ~~holds hold~~ every student to high expectations and ~~ensures ensure~~ equitable access to a high-quality education.
2. All adults working and volunteering within the Silver Falls School district have a substantial impact on each student's success and that they must have the will and skill to eliminate disparities in academic and social outcomes for each student.
3. We will only achieve our mission of "Together...cultivating character and academic growth in each student. Every Day" when all families – regardless of their race, class, nationality or primary language – are empowered as equal partners to influence, inform, and impact decisions throughout our school system.
4. Our communities will be able to reach their fullest potential only when the Silver Falls School District educates students, regardless of differences, to the highest levels.

To uphold our principles, the Silver Falls School District will:

1. Systematically use data disaggregated by race/ethnicity, national origin, language, special education, ~~sex/gender~~, socioeconomic status and mobility* - ~~as at~~ a minimum – to inform decision-making at the district, school, and classroom level.
2. Provide students with equitable access to high-quality curriculum, instruction, programs, and support services even when this means differentiating resource allocation.
3. Nurture staff member~~2~~ engagement in explicit discussions about equity toward maximizing our collective wisdom, expertise, resolve, and capacity to eliminate historically predictable achievement disparities in our district.
4. Partner with and engage members of our community who are racially and culturally representative of our student demographics on decision-making bodies and honor their distinctive perspectives.

~~Naming New Facilities - FF~~
~~+~~

5. Hold one another mutually accountable for identifying and counteracting biased policies, practices, and programs that perpetuate achievement disparities and lead to disproportionate levels of student success.
6. Strive for continuous growth in all that we do by creating, reinforcing, and nurturing a district-wide, equity-focused professional learning culture.
7. Hire the very best candidates to all positions that reflect the diversity of the community that we serve.
8. Affirm the identity of each student, acknowledge and celebrate differences to create a sense of belonging for each student.
9. Nurture a community of learners where college placement and/or family wage career readiness is the expectation for all students.
10. Ensure that the District's Strategic Plan embraces the principles of educational equity as a key feature with measurable outcomes to prepare each student to graduate with the knowledge and courage to learn, serve, and pursue their dreams.

The Board will apply this policy to guide decisions that come before the board; will ensure the work of the board is focused on equitable outcomes for all students and will assure that the communities of our students who are not achieving equitable outcomes are included in deliberations as decisions are being considered.

The superintendent shall develop an action plan to implement this policy and will annually report to the Board the progress of the action plan.

END OF POLICY

Legal Reference(s):

ORS 174.100(7)
ORS 332.075
ORS 332.107
ORS 342.437 to 342.449

2/08/91+GP

May 6, 2020

Silver Falls School District

MEMO

To: Silver Falls School District Board of Directors

From: District Equity Committee

Dear School Board Members,

After presenting the proposed Equity Policy draft on April 13th, we received feedback and questions from three people. This memo intends to address questions and comments received.

Thank you for the opportunity to propose an Equity policy for Silver Falls School District. As some of you noted, this work started in 2017 with a thoughtful, committed group of District stakeholders. It has been our honor to return to that earlier work and to affirm the efforts of our colleagues, families, and community members. We know that this 2020 version is an even stronger articulation of our vision and can guide our efforts to make sure every child can thrive in SFSD.

We think it helpful to provide some answers to questions and comments received about some equity principles and the proposed policy.

1. *We've been here before. Why return to this document?*

One of the most exciting aspects of this process was how thorough the 2017 team was in crafting this vision. Upon further scrutiny, it stands the test of time – which points to its relevance and need. Now more than ever we have to solidify our commitment to a fair and equitable learning community. We have even more research to connect our diversity and equity work to excellent teaching methods. So often districts see diversity as separate from academic excellence; many don't know why supporting diversity and equity leads to more success and academic excellence. Yet, based on decades of studies across the country, we now know that terms such as “student achievement gap” have only succeeded in replicating unfair systems. That disparity is really an opportunity and expectation gap, and districts that commit to addressing inequity head-on have demonstrated improved achievement levels for all students, especially those who have been underserved.

2. *The draft policy says equity fosters an inclusive and barrier-free environment. How is this determined??*

Our work to foster an inclusive and barrier-free environment will be continuous until student learning outcomes are no longer predictable based on differences such as gender, race, socioeconomic status, religion, etc. The Civil Rights movement continues to this day, and will likely continue for decades to come. We must do our part.

3. *Diversity as academic excellence? Please say more about that. Don't we need to prioritize classroom teaching and not get caught up in so-called "identity politics" or other distractions?*

There is a common misconception that our equity pursuits distract us from classroom learning. Diversity in a community is a strength when leveraged and utilized. Our goal is to support and develop those differences so our students can bring all of themselves to the learning environment. For when students are affirmed and valued for who they are, they will learn and grow. And we need to consider a wide spectrum of differences: ability, age, gender identity/expression, race and ethnicity, religion, social class, and sexual orientation.

One on-going study has quantified why supporting racial differences in schools makes *all* students smarter. Professors at the University of Michigan have been leading the research on this important topic. Dr. Scott Page wrote *The Difference* to illustrate how diverse teams enhance and improve collaboration as well as outcomes. And Dr. Patricia Gurin has been able to quantify the value of racial diversity in classrooms and on campuses across the country. Her team of researchers looked at informal interactions among African American, Asian American, Latino/a, and White students as well as classroom environments. Their purpose was to measure the effects, if any, of racial diversity on academic and social growth.

In considering learning outcomes, researchers identified intellectual engagement, self-confidence, the drive to achieve, academic skills, writing and listening abilities, general knowledge, analytic and problem-solving skills, and the ability to think and write critically as measures of learning. They also considered democracy outcomes such as the ability of students to participate in an increasingly heterogeneous democracy. To participate fully, students need to understand and consider multiple perspectives, to appreciate common values, and to understand and accept cultural differences that arise in a racially and ethnically diverse community.

They found that all four groups of students were positively impacted by both informal and classroom interaction with racially diverse peers. The researchers found that informal interaction with racially diverse peers had the greatest effect on learning and democracy outcomes, confirming the value of and necessity for diverse student populations. The most consistent effects were found for White students. Both classroom diversity and informal interaction were significantly related to intellectual engagement for this group. Overall, the learning and democracy outcomes for all four groups were positively affected by interaction with racially diverse peers both in and out of the classroom setting. Thus, a diverse student body is clearly a resource and a necessary condition for engagement with diverse peers and for the attainment of academic goals.

When we have the opportunity to learn side by side with someone who is different from us, we experience cognitive dissonance. We "bump up" against something new and unfamiliar, and then we have to push through our discomfort to reach a new

understanding – what teachers refer to as the learning moment. That dissonance promotes critical thinking: “That’s a different way of looking at that. I never thought of it that way. I wonder what it means?” Due to our commitment to a healthy diverse teaching/learning environment, our students have the opportunity to experience this kind of social and cognitive difference all the time. Thus, we can see how diversity promotes academic excellence and a stronger sense of community and purpose. Yet, without a commitment to equity, that difference can create division and bias. Institutional forms of discrimination will continue to get in the way of success for all.

4. *Isn't this a set of policies that needs to be vetted by our legal team?*

Our work advocates for a set of *principles* or guideposts that can serve as a vision of where the District wants to go with our equity work. It provides a basis to support training, policies, and procedures across the District. Since it is based on educational research, its underlying premises are all well established. What we need is a clear statement of commitment as to why eliminating inequity is so critical to developing a healthy educational community. And without a strategic direction and specific examples of how we can move forward, we will continue to replicate well-worn patterns of inequity and unfairness that have plagued districts across the US.

5. *Doesn't our non-discrimination policy cover all this?*

Non-discrimination policies serve to tell a district what it can't do. It doesn't direct us in what we can proactively do to challenge aspects of the status quo that are replicating inequity.

6. *Aren't we pretty sure that the “breakdown of the family” and low family expectations are to blame for predictable achievement disparities in our District?*

Certainly, families who experience generational poverty and hard economic times have ongoing challenges. But research has shown that families from lower socio-economic levels actually place a *higher* value on their child's education. It's a stereotype that families facing divorce, incarcerated parents, single-parents, parents struggling with addiction, etc. care less about their kids and how they do in school. One of the most consistent predictors of a student's academic success continues to be the expectations of the teacher.

7. *Do we even know how to “provide students with equitable access to high-quality curriculum, instruction, programs, and support services”? And wouldn't there be a negative impact if we differentiated our resource allocation?*

Yes, we do know how! That's the good news. We know *exactly* the kinds of policies, procedures, and teaching methods required so all students can achieve. And it means we must look at how we *already* allocate resources unfairly -- our unequal playing field -- and how we can eliminate the current negative impact that discrimination and bias have on schools.

8. *This says we should “affirm the identity of each student; acknowledge and celebrate differences to create a sense of belonging for each student.” Don't we need to be working to*

identify commonalities as opposed to differences? Isn't racism supported when we point out racial differences?

Finding commonalities and affirming differences go hand in hand. Celebrating differences says, "You are valuable as you are." Commonalities show us shared values and can guide joint pursuits. Discovering all of these while saying "we all belong" is an enriching educational process. Children who know how to navigate similarities and differences with others are more competent citizens of the world.

There continues to be a misperception that the noticing of difference, such as race or gender, contributes to the persistence of racism and sexism. Many of us were taught to be "color-blind" when we were growing up, and it's a persistent theme in today's society. Do we wish we could make racism go away by not talking about it? Of course, but it's just not factual or possible. The noticing of race or gender is not the same as treating someone differently or having lower expectations for a student because of their race or gender. The naming of difference doesn't create bias and discrimination; those patterns have been a part of this country since our inception and are codified in many of our founding documents. And those patterns are reflected across our society via the media, schools, religious institutions, peer groups, families, etc. By the age of 3, children notice and comment on racial and gender differences. This does not make them racist or sexist. Yet, if we do not provide positive images and affirm all kinds of differences, students will have no way to counteract the messages they see, hear, and notice that set up certain differences as *deficits*. Our job as educators is to make sure we pursue an asset-based pedagogy that recognizes the strengths and values all children bring to the learning environment.

To ignore what makes people different, and to not affirm differences, would be to continue the status quo in which a dominant culture is valued above others. This leads to institutional biases and furthers privilege for some students while further oppressing the traditionally underrepresented.

9. *Shouldn't we just hire the best people for the job? Might this suggest we put skin color ahead of hiring the most qualified person?*

This reflects another common misperception that we can't hire the best person AND have teachers who look like all our students. These two things are not mutually exclusive. Learning is supported by connecting. Having a staff that can connect culturally, linguistically, ethnically fosters a sense of belonging. We want staff who can teach content well *and* identify with the students, and vice versa. Again, we have overwhelming research that points to the value of a diverse teaching force and how *all* students do better when they have teachers who look like them. We know how to develop inclusive hiring practices that will ensure that all children see someone who looks like them in their classroom AND who is excellent at their job.

10. *Is it really appropriate to include students in these kinds of conversations and deliberations?*

Student voice and empowerment are hallmarks of an excellent educational environment. In survey after survey, our community has held up the value of student engagement. Who better to help us see, understand, and improve the student experience? Many have a

deficit view of student participation. Educational research and practice points strongly to the contrary. Students are key partners in their success, and if we don't work together and utilize their input, how can we hope to do better by them?

This is an extraordinary moment for local leadership in this area. What an enormous responsibility and exciting opportunity, and we are so grateful for the Board's engagement and commitment to making sure SFSD is the best it can be for all students.

11. *The draft policy states all adults working and volunteering with the Silver Falls School District have a substantial impact on each student's success. Does this mean that volunteers and substitutes will need to be trained?*

The district can affect all adults by making it clear its commitment to educational equity. The values we expect and model are often the most effective in changing others' attitudes and behavior. While this does not mandate training, we do need to recognize how all of the adults in our community contribute to better relationships with students. The more adults we have who can support greater equity, the more students we will have who will thrive and grow.

12. *Where it says, "all families – regardless of their race, class, nationality or primary language – are empowered as equal partners to influence, inform, and impact decisions throughout our school system," I'm not sure what empowered equal partners means.*

District leaders ought to proactively seek input from traditionally underrepresented people and use methods of receiving feedback and input for decisions that create a space for our most vulnerable and underrepresented families to have a seat at the table. By acknowledging the critical importance of all our families, we can develop better ways to communicate and collaborate because we need their voices to ensure our policies and procedures are inclusive and fair. Without their considered input and partnership, we may just replicate the status quo.

We hope this information has been helpful, and we strongly encourage the School Board to adopt the policy at the May 11th, 2020 meeting of the Board.

With gratitude,

2020 District Equity Committee

Superintendent's Report 2020 - 05-11

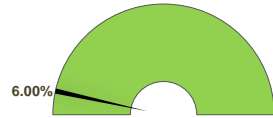
- I'd like to begin by recognizing that last week was teacher appreciation week, and we have so much to be thankful for as our teachers have and continue to work above and beyond to provide students with high quality distance learning. I'd also like to acknowledge that May 6th was Nurses Appreciation day. Our school nurses have been such an incredible help through this time, and I want to make sure they are acknowledged for their outstanding contributions as well.
- Each of our educators is working diligently to follow the guidance for Distance Learning provided by Oregon Department of Education to the best of their ability and as responsively as possible to our students and families. Our educators are sharing daily celebrations of success in this model and are making notes of promising practices that will continue into subsequent school years. Our educators are also sharing daily challenges in their abilities to meet the individual needs of students and families where they are academically as well as social emotionally and logistically within their homes. It is safe to say that we are learning every day, focusing on supporting our students, and looking forward to having our students back in our classrooms.
- Principal Lockett will send an email to seniors and parents tomorrow letting them know that we will be holding a graduation ceremony on June 4th. At this time the plan is to hold it out in front of the school, directly in front of the main entrance. We have it planned to stay within state and ODE guidelines and are coordinating that process now. Each candidate for graduation will get one car in our south parking lot and we will coordinate a procession of cars to the stage. The graduating student will get out of the car, their name will be called, and they will walk across the stage to receive their diploma from Chairman Edmonds. There will be pictures after moving off stage, and then the graduate will get back in their car and return to their spot in the parking lot.
- Regarding what next school year might look like, the current thinking at the state level that I am aware of has the design based on a physical re-opening this fall. The Oregon Health Authority will be the initial proposer in developing public health guidance and protocols, and the hope is that by mid-May, OHA's work will go to ODE for discussion with various education partners and stakeholders regarding implementation. I understand that the aim for that dialogue at the state level is late May, early June.
- You may have heard about some school districts and private companies considering furloughs under the Workshare program. We are likewise considering the Workshare program, and we have therefore submitted our application to the state to participate. Our application includes all employee groups. Both SFEA and OSEA leadership signed the application with the district. Submitting the application does not bind us to participation and is not an agreement by associations for furlough days; that is a

separate process to be worked on later. After we hear whether our application has been approved, we will then sit down with our association leaders to deliberate the details and draft an MOU. Assuming that the requisite MOUs get written, this matter will come back to the board for approval, as it would alter the school calendar for students.

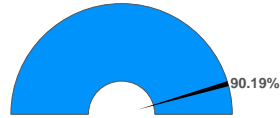
General Fund | Revenue Dashboard Summary

For the Period Ending April 30, 2020

Projected Year End Balance as % of Budgeted Revenues

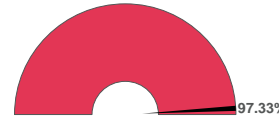


Actual YTD Revenues



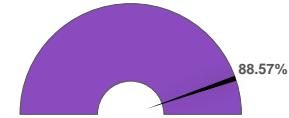
Projected YTD Revenues 91.01%

Actual YTD Local Source



Projected YTD Local Sources 95.72%

Actual YTD State Sources



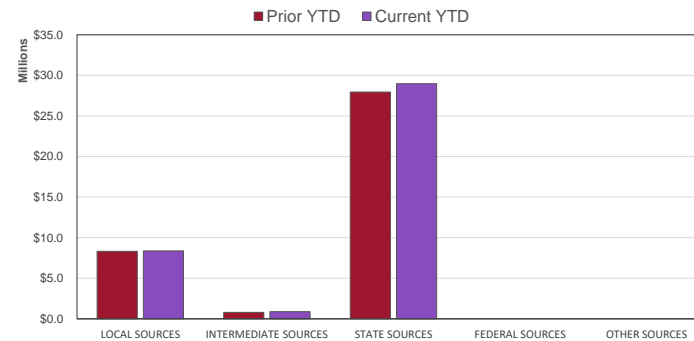
Projected YTD State Sources 90.35%

Revenue Analysis

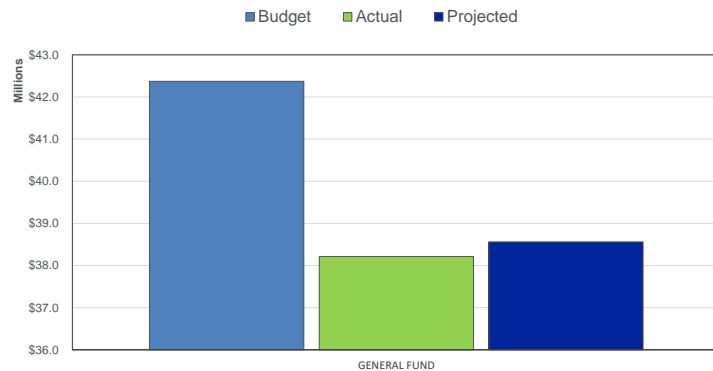
Top 10 Sources of Revenue (Year-to-Date)

State School Fund incl SSF Grant, State Timber & Common School Fund	\$28,966,555
Ad Valorem Taxes Levied by District (Property Taxes)	\$8,005,087
WESD Transit Funds & County School Funds	\$875,779
Earnings on Investments	\$266,577
Athletic Admissions (Gate Receipts)	\$38,328
Penalties & Interest on Property Taxes	\$23,314
Rental or Lease Payments from Private Contractors	\$22,351
Miscellaneous	\$11,520
Recovery of Prior Years' Expenditure	\$3,029
Contributions and Donations from Private Sources	\$184
Percent of Total Revenues Year-to-Date	100.00%

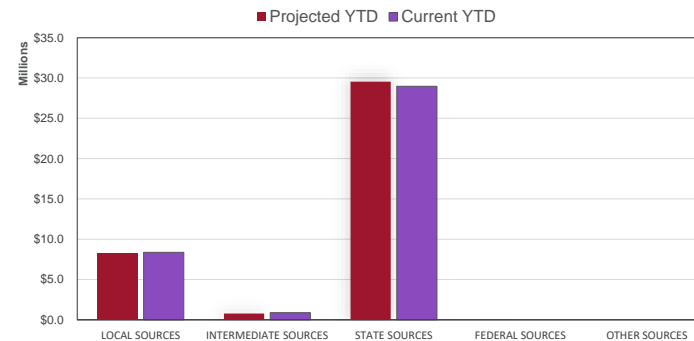
Revenues by Source | Prior YTD vs. Current YTD



Revenues by Fund | Budget / Actual YTD / Projected YTD



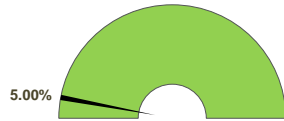
Revenues by Source | Projected YTD vs. Current YTD



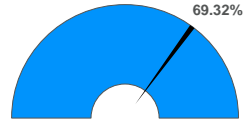
General Fund | Expenditure Dashboard Summary

For the Period Ending April 30, 2020

Projected Year End Balance as % of Budgeted Expenditures

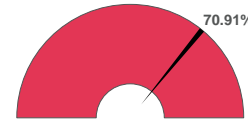


Actual YTD Expenditures



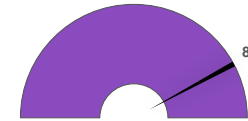
Projected YTD Expenditures
68.76%

Actual YTD Salaries/Benefits



Projected YTD Salaries/Benefits
70.33%

Actual YTD All Other Objects



Projected YTD All Other Objects
82.74%

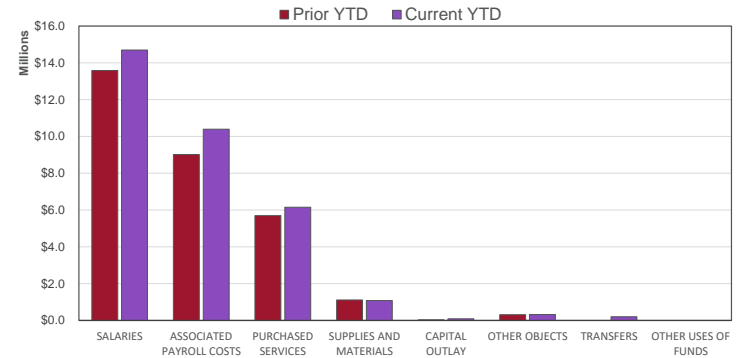
Expenditure Analysis

Top 10 Expenditures by Object (Year-to-Date)

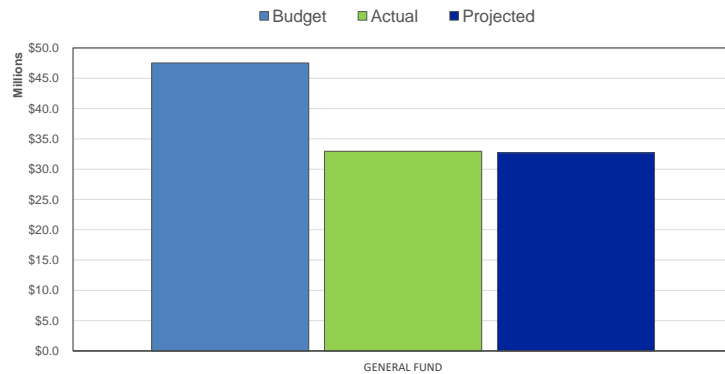
Licensed Salaries	\$8,684,979
Contractual Employee Benefits - all staff (Health Insurance Contributions)	\$4,656,862
Classified Salaries	\$3,528,846
PERS Employer Contributions - Tier I, II & OPSRP - all staff	\$2,504,271
Student Transportation Services	\$1,918,633
Charter School Pass-Thru Payments	\$1,662,856
Administrative Salaries	\$1,365,262
PERS UAL (unfunded actuarial liability) Contributions - all staff	\$1,106,755
Employer Social Security/Medicare Tax Payments - all staff	\$1,102,646
PERS Pick-up - all staff	\$837,702

Percent of Total Expenditures Year-to-Date **83.09%**

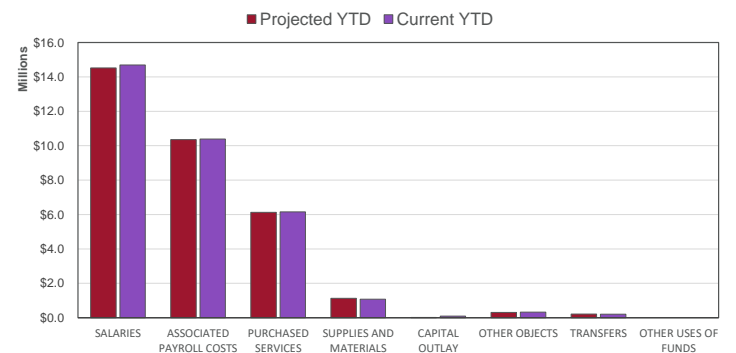
Expenditures by Object | Prior YTD vs. Current YTD



Expenditures by Fund | Budget / Actual YTD / Projected YTD

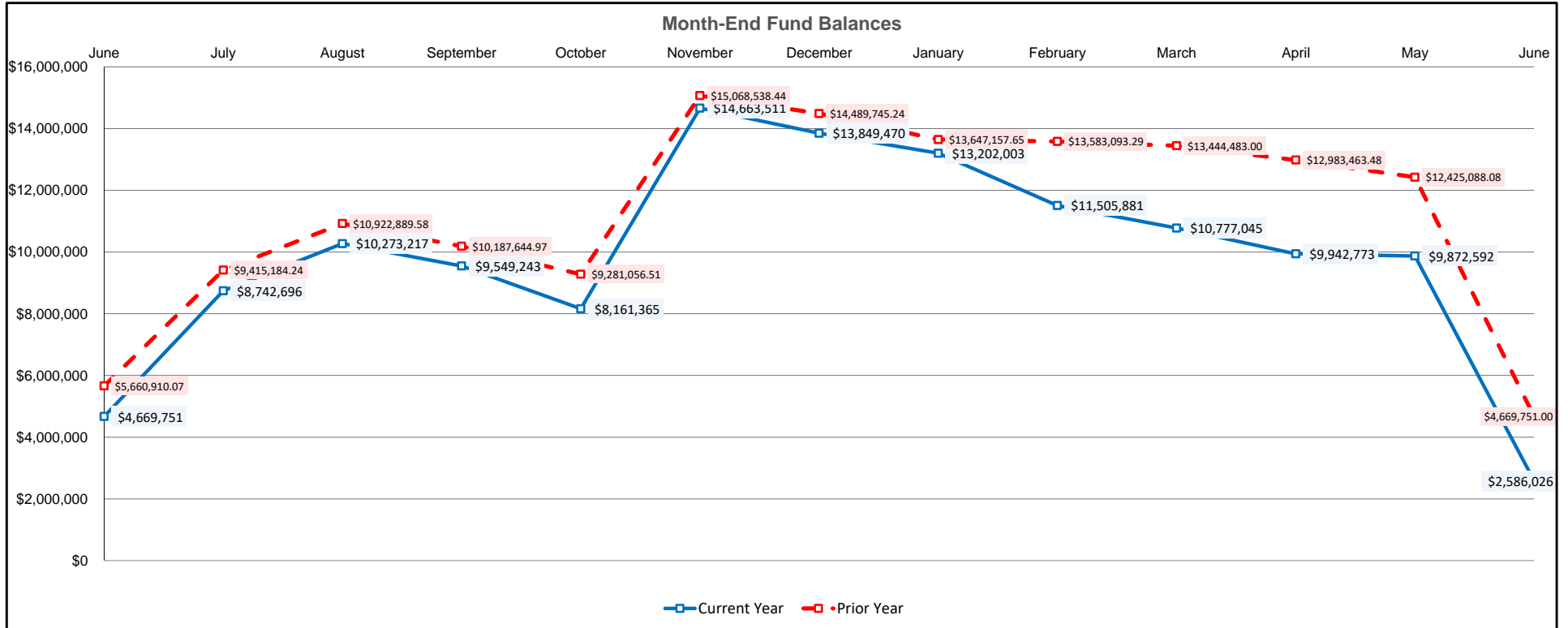


Expenditures by Object | Projected YTD vs. Current YTD



General Fund

Fund Balance Report | For the Period Ending April 30, 2020

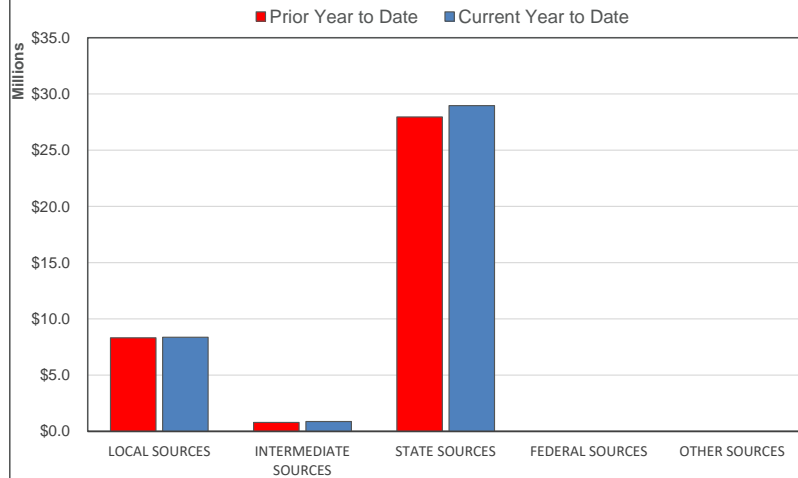


General Fund | Financial Summary

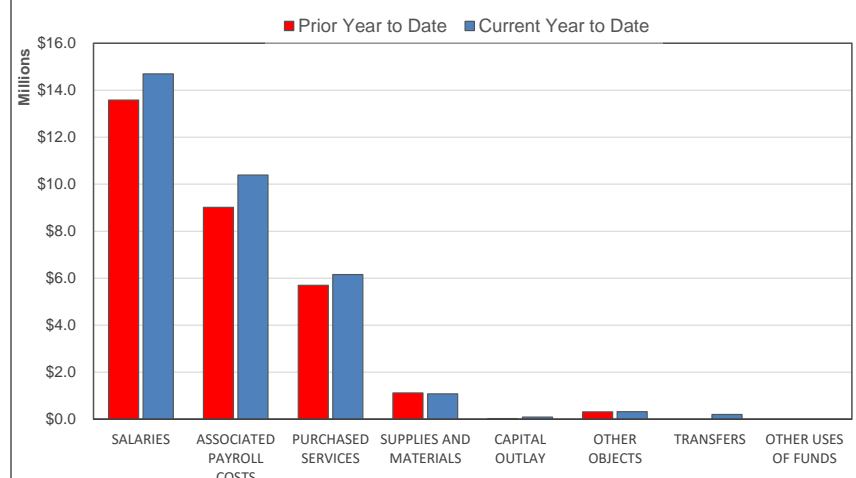
For the Period Ending April 30, 2020

	Prior YTD	Prior Year Total	% of PY Actual to Total	Current YTD	Annual Budget	YTD % of Budget
Beginning Fund Balance	\$5,660,910	\$5,660,910	100.00%	\$4,669,751	\$5,150,000	90.67%
REVENUES						
Local Sources	\$8,320,960	\$8,525,513	97.60%	\$8,370,390	\$8,600,000	97.33%
Intermediate Sources	800,028	1,047,195	76.40%	875,779	1,060,000	82.62%
State Sources	27,949,065	30,568,509	91.43%	28,966,555	32,705,860	88.57%
Federal Sources	0	29,283	0.00%	0	5,000	0.00%
Other Sources	0	0		0	0	
TOTAL REVENUE	\$37,070,054	\$40,170,500	92.28%	\$38,212,724	\$42,370,860	90.19%
EXPENDITURES						
Salaries	\$13,582,105	\$19,220,073	70.67%	\$14,694,301	\$20,667,295	71.10%
Associated Payroll Costs	9,014,722	12,787,487	70.50%	10,389,967	14,709,435	70.63%
Purchased Services	5,695,760	7,381,325	77.16%	6,156,069	7,478,439	82.32%
Supplies and Materials	1,116,440	1,316,715	84.79%	1,081,293	1,338,667	80.77%
Capital Outlay	29,118	59,278	49.12%	91,659	34,000	269.59%
Other Objects	309,356	296,781	104.24%	323,613	315,980	102.42%
Transfers	0	100,000	0.00%	202,800	255,000	79.53%
Other Uses of Funds	0	0		0	0	
Contingencies	0	0		0	1,245,022	0.00%
Unappropriated Ending Fund Balance	0	0		0	1,477,022	0.00%
TOTAL EXPENDITURES	\$29,747,501	\$41,161,659	72.27%	\$32,939,702	\$47,520,860	69.32%
SURPLUS / (DEFICIT)	\$7,322,553	(\$991,159)		\$5,273,022	(\$5,150,000)	
Ending Fund Balance	\$12,983,463	\$4,669,751		\$9,942,773	\$0	

Revenues by Source | Prior YTD vs. Current YTD



Expenditures by Object | Prior YTD vs. Current YTD

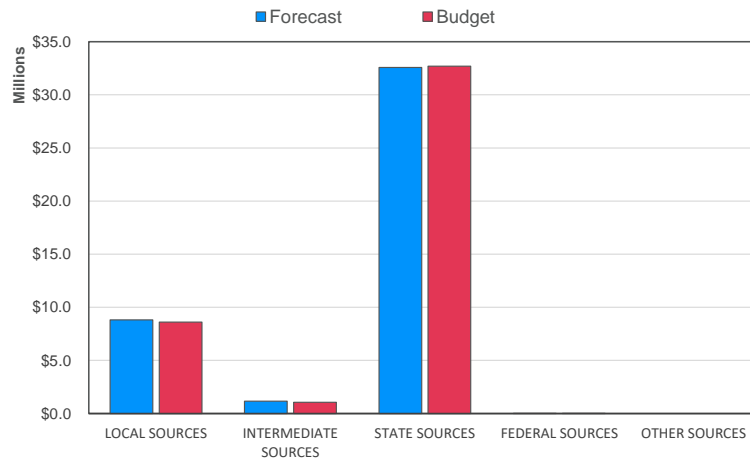


General Fund | Financial Projection - by Object

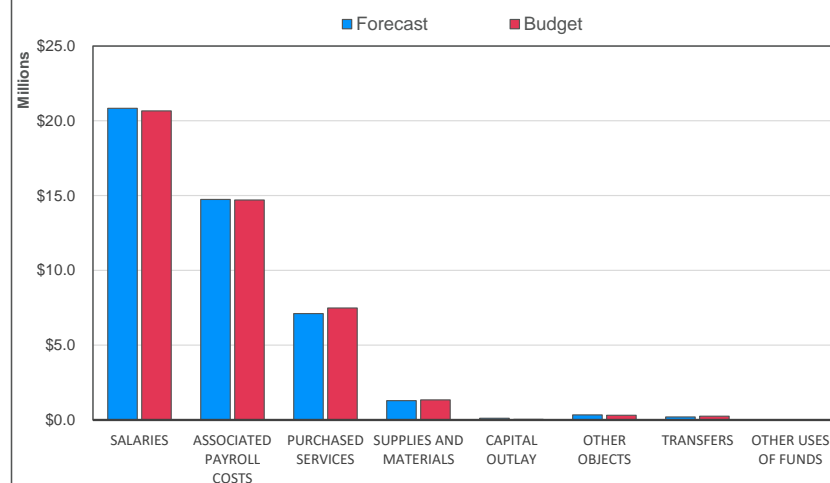
For the Period Ending April 30, 2020

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
Beginning Fund Balance	\$5,660,910	\$4,669,751		\$4,669,751	\$5,150,000	(\$480,249)
REVENUES						
Local Sources	\$8,320,960	\$8,370,390	\$443,481	\$8,813,871	\$8,600,000	\$213,871
Intermediate Sources	800,028	875,779	281,966	1,157,745	1,060,000	97,745
State Sources	27,949,065	28,966,555	3,601,456	32,568,011	32,705,860	(137,849)
Federal Sources	0	0	4,632	4,632	5,000	(368)
Other Sources	0	0	0	0	0	0
TOTAL REVENUE	\$37,070,054	\$38,212,724	\$4,331,536	\$42,544,259	\$42,370,860	\$173,399
EXPENDITURES						
Salaries	\$13,582,105	\$14,694,301	\$6,141,630	\$20,835,931	\$20,667,295	(\$168,636)
Associated Payroll Costs	9,014,722	10,389,967	4,353,518	14,743,484	14,709,435	(34,049)
Purchased Services	5,695,760	6,156,069	958,265	7,114,333	7,478,439	364,106
Supplies and Materials	1,116,440	1,081,293	206,505	1,287,798	1,338,667	50,869
Capital Outlay	29,118	91,659	18,752	110,411	34,000	(76,411)
Other Objects	309,356	323,613	9,613	333,227	315,980	(17,247)
Transfers	0	202,800	0	202,800	255,000	52,200
Other Uses of Funds	0	0	0	0	0	0
Contingencies	0	0	0	0	1,245,022	1,245,022
Unappropriated Ending Fund Balance	0	0	0	0	1,477,022	1,477,022
TOTAL EXPENDITURES	\$29,747,501	\$32,939,702	\$11,688,283	\$44,627,985	\$47,520,860	\$2,892,876
SURPLUS / (DEFICIT)	\$7,322,553	\$5,273,022	(\$7,356,747)	(\$2,083,725)	(\$5,150,000)	\$2,586,026
Ending Fund Balance	\$12,983,463	\$9,942,773		\$2,586,026	\$0	

Revenues by Source | Forecast vs. Budget



Expenditures by Object | Forecast vs. Budget

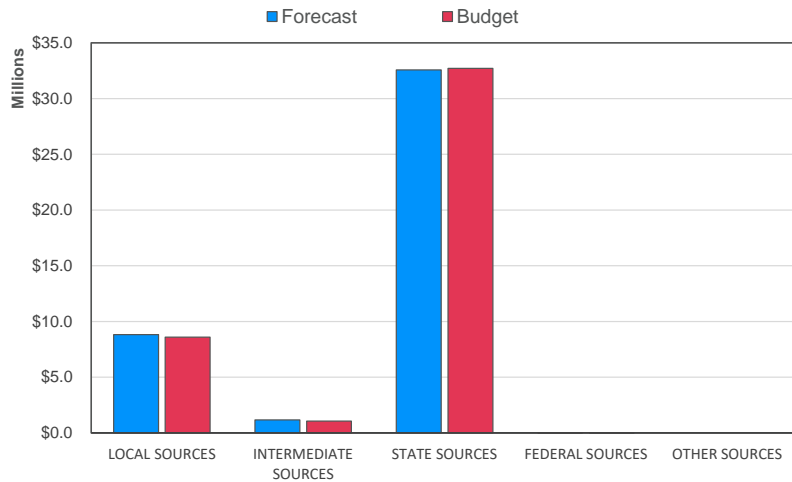


General Fund | Financial Projection - by Function

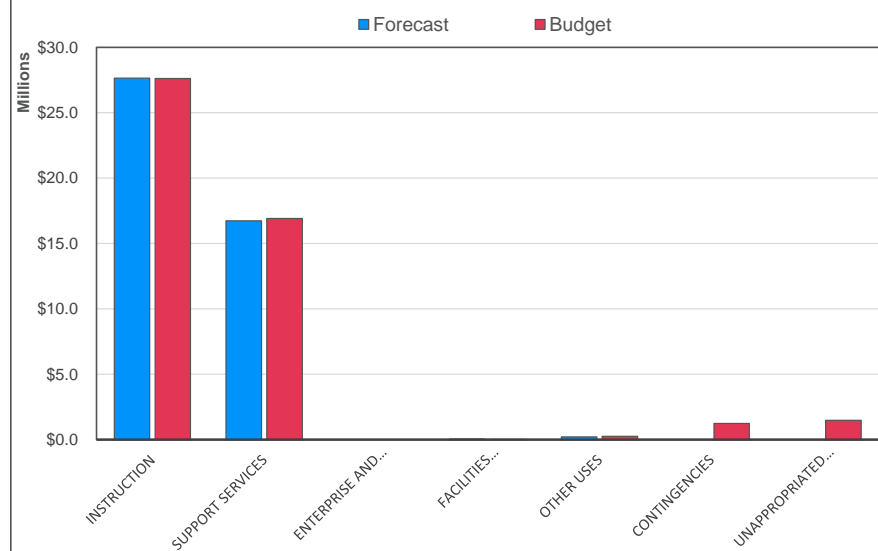
For the Period Ending April 30, 2020

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
Beginning Fund Balance	\$5,660,910	\$4,669,751		\$4,669,751	\$5,150,000	
REVENUES						
Local Sources	\$8,320,960	\$8,370,390	\$443,481	\$8,813,871	\$8,600,000	\$213,871
Intermediate Sources	800,028	875,779	281,966	1,157,745	1,060,000	97,745
State Sources	27,949,065	28,966,555	3,601,456	32,568,011	32,705,860	(137,849)
Federal Sources	0	0	4,632	4,632	5,000	(368)
Other Sources	0	0	0	0	0	0
TOTAL REVENUE	\$37,070,054	\$38,212,724	\$4,331,536	\$42,544,259	\$42,370,860	\$173,399
EXPENDITURES						
Instruction	\$17,817,462	\$19,891,365	\$7,757,131	\$27,648,496	\$27,616,372	(\$32,124)
Support Services	\$11,930,032	\$12,808,014	3,921,152	\$16,729,165	\$16,917,444	188,279
Enterprise and Community Services	\$7	\$0	0	\$0	\$0	0
Facilities Acquisition and Construction	\$0	\$37,523	10,000	\$47,523	\$10,000	(37,523)
Other Uses	\$0	\$202,800	0	\$202,800	\$255,000	52,200
Contingencies	\$0	\$0	0	\$0	\$1,245,022	1,245,022
Unappropriated Ending Fund Balance	\$0	\$0	0	\$0	\$1,477,022	1,477,022
TOTAL EXPENDITURES	\$29,747,501	\$32,939,702	\$11,688,283	\$44,627,985	\$47,520,860	\$2,892,876
SURPLUS / (DEFICIT)	\$7,322,553	\$5,273,022	(\$7,356,747)	(\$2,083,725)	(\$5,150,000)	\$3,066,275
Projected Year End Fund Balance				\$2,586,026	\$0	

Revenues by Source | Forecast vs. Budget



Expenditures by Function | Forecast vs. Budget





612 Schlador Street • Silverton, OR 97381 • Phone: (503)873-5303 • Fax: (503)873-2936

Welcome!

Public Comment

The Silver Falls School Board invites and encourages citizen attendance and involvement.

Thank you for coming!

All Board of Education monthly business meetings (with the exception of executive session) are open to the public and are conducted in public. Hearings on subjects are conducted at separate meetings.

Note: *Tonight's business meeting is designed to keep presentations and deliberations efficient and effective. The Board's role during public comment is to listen. Rarely will you get an immediate response to information. If there is follow-up necessary, the Board will direct the superintendent to do that. The Board will **not** take action at this meeting on non-agenda issues raised during the public comment period. The Board may refer the matter to the superintendent for review, do nothing, or place it on a later agenda.*

The Board encourages citizens to share their ideas, opinions, raise questions, concerns or compliments. Under **Public Comment** the Board Chairperson will ask those in attendance if anyone would like to address the Board. If you wish to speak, please raise your hand at that time to be recognized by the Board Chairperson. You will be asked to speak from the table in front of the Board. Remember that we all model the way for our students and we ask that you share your thoughts in a respectful way.

- ✓ Anyone providing public testimony is required to place their name and address on the sign-in log at the time of speaking.
- ✓ All public testimony is **limited to 3 minutes** for each individual. Up to **5 minutes** may be granted to groups of 3 or more with similar testimony. Please identify your group and designate **1** spokesperson.
- ✓ Due to time constraints, the maximum amount of public testimony is **10** individuals.
- ✓ When called, please state your name, relationship to the district, place of residence and the subject which you will address.
- ✓ The Board will not hear personal complaints concerning district personnel or against any person connected with the school system.
- ✓ Public input from an individual should be "new information" only. Those repeating previous testimony will not be allowed to continue.

If you have questions about the district, we would encourage you to contact our Superintendent.

Thank you for your support of Silver Falls School District