



## **Public Comment**

The Board welcomes virtual and in-person public comments during its meetings. It has set aside 25 minutes for public comments. Up to eight people will be invited to speak for up to three minutes each.

Four spots are reserved for virtual comments. Four spots are reserved for in-person comments. Any virtual comment spots that are not filled will become available for in-person comments.

## **Written Public Comment**

The written public comment window closes at 2 p.m. on the day of the board meeting. Comments and materials are collected via email at [public.comment@springfield.k12.or.us](mailto:public.comment@springfield.k12.or.us)

Commenters are asked to clearly label the subject line as “Written Public Comment” and provide:

- Name (first and last name or last name initial)
- District residency
- Email address and/or phone number (optional) so that staff can follow up, if necessary.
- Agenda item or topic

## **Oral Public Comment – In-Person, or Virtual**

The window to sign up to present oral public comments opens on Thursday at noon prior to the board meeting and closes at 2 p.m. on the day of the board meeting. Requests are collected via email at [public.comment@springfield.k12.or.us](mailto:public.comment@springfield.k12.or.us)

People requesting to speak are asked to provide:

- Name (first and last name or last name initial)
- District residency
- Email address and/or phone number, so staff can confirm details for speaking to the board
- Agenda item or topic
- Commenting “in-person” or “virtually”

Four spots are reserved for virtual comments. If more than four requests to comment are received, speakers will be selected as described below. Selected virtual commenters are notified by email on the afternoon of the meeting and provided with a Zoom link and instructions. Please see commenting guidelines below.

Four spots are reserved for in-person comments. Any virtual comment spots that are not filled will become available for in-person comments for a total of eight speakers.

Space permitting, the Board may allow additional in-person comments. Meeting attendees may fill out a speaker card before the meeting begins. Cards are available at the board room door. If more people submit requests to speak than there are spots available, the Board Chair will select the speakers.

### **Commenting Guidelines**

Groups with a common purpose are encouraged to designate a spokesperson. If a group spokesperson will cover your comments, please indicate so when your name is called.

The Board will not hear comments regarding any school personnel. Please refrain from using names and titles of school personnel. Any complaints regarding a particular employee must be processed through the procedure set forth in Board policy KL, which requires complaints be submitted in writing to the Superintendent. This procedure must be followed before there is any Board involvement with such issues. A compliment involving a staff member should be sent to the superintendent, who will then forward it to the employee, their supervisor and the Board.

Speakers are reminded that their public comments will be limited to three minutes.



## **Comentario Público**

La Junta Directiva agradece los comentarios públicos virtuales y presenciales durante sus reuniones. Ha reservado 25 minutos para comentarios públicos. Se invitará a un máximo de ocho personas a hablar durante un máximo de tres minutos cada una.

Cuatro espacios están reservados para comentarios virtuales. Cuatro lugares están reservados para comentarios en persona. Los espacios de comentarios virtuales que no estén ocupados estarán disponibles para comentarios en persona.

## **Comentario público por escrito**

La ventana de comentarios públicos por escrito cierra a las 2 p.m. el día de la reunión de la junta. Los comentarios y materiales se recopilan por correo electrónico en [public.comment@springfield.k12.or.us](mailto:public.comment@springfield.k12.or.us)

Se pide a los comentaristas que etiqueten claramente la línea de asunto como "Comentario público escrito" y proporcionen:

- Nombre (nombre y apellido o inicial del apellido)
- Residencia distrital
- Dirección de correo electrónico y/o número de teléfono (opcional) para que el personal pueda hacer un seguimiento, si es necesario.
- Punto o tema del orden del día

## **Comentarios Públicos Orales: En persona o Virtuales**

La ventana para inscribirse para presentar comentarios públicos orales se abre el jueves al mediodía antes de la reunión de la junta y se cierra a las 2 p.m. el día de la reunión de la junta. Las solicitudes se recogen por correo electrónico en [public.comment@springfield.k12.or.us](mailto:public.comment@springfield.k12.or.us).

A las personas que soliciten hablar se les pide que proporcionen:

- Nombre (nombre y apellido o inicial del apellido)
- Residencia distrital
- Dirección de correo electrónico y/o número de teléfono, para que el personal pueda confirmar los detalles para hablar con la junta
- Punto o tema del orden del día
- Comentar "en persona" o "virtualmente"

Cuatro espacios están reservados para comentarios virtuales. Si se reciben más de cuatro solicitudes para formular observaciones, se seleccionarán los oradores como se describe a continuación. Los comentaristas virtuales seleccionados son notificados por correo electrónico la tarde de la reunión y se les proporciona un enlace de Zoom e instrucciones. Consulte las pautas de comentarios a continuación.

Cuatro lugares están reservados para comentarios en persona. Los espacios de comentarios virtuales que no estén ocupados estarán disponibles para comentarios en persona para un total de ocho oradores.

Si el espacio lo permite, la Junta Directiva puede permitir comentarios adicionales en persona. Los asistentes a la reunión pueden completar una tarjeta de orador antes de que comience la reunión. Las tarjetas están disponibles en la puerta de la sala de juntas. Si más personas presentan solicitudes para hablar que lugares disponibles, el Presidente de la Junta seleccionará a los oradores.

### **Pautas para Comentar**

Se anima a los grupos con un propósito común a designar un portavoz. Si un portavoz del grupo va a cubrir sus comentarios, indíquelo cuando se le llame por su nombre.

La Junta no escuchará comentarios sobre el personal de la escuela. Por favor, absténgase de usar nombres y títulos del personal de la escuela. Cualquier queja relacionada con un empleado en particular debe procesarse a través del procedimiento establecido en la política KL de la Junta, que requiere que las quejas se presenten por escrito al Superintendente. Este procedimiento debe seguirse antes de que la Junta Directiva se involucre en tales asuntos. Se debe enviar un cumplimiento que involucre a un miembro del personal al superintendente, quien luego lo enviará al empleado, a su supervisor y a la Junta.

Se recuerda a los oradores que sus comentarios públicos se limitarán a tres minutos.



# SPRINGFIELD

PUBLIC SCHOOLS

Every Student, Every Day

**BOARD OF EDUCATION**  
**March 10, 2025**  
**Administration Building Board Room**  
**640 A Street, Springfield, OR 97477**

[En español](#)

**6:00 PM Executive Session**

The Board will meet in Executive Session (non-public) pursuant to ORS 192.600(2)(d) to conduct deliberations with persons designated by the governing body to carry on labor negotiations.

**7:00 PM Board Meeting**

Streaming Meeting URL: <http://www.vimeo.com/SpringfieldPS>

**AGENDA**

**TAB**

- |  |   |
|--|---|
| <p><b>1. Call Meeting to Order</b><br/> <b>A.</b> Pledge of Allegiance<br/> <b>B.</b> Land Acknowledgement</p> <p><b>2. Approval of the Agenda</b></p> <p><b>3. Presentations</b><br/> <b>A.</b> Student Board Representative Communication</p> <p><b>4. Public Comments</b> (Three (3) minutes each; maximum time 25 minutes. Speakers may not yield their time to other speakers.)</p> <p><b>5. Action Items</b><br/> <b>A.</b> Approve Consent Agenda<br/>             1. January 27, 2025 Special Meeting Minutes<br/>             2. February 10, 2025 Work Session and Business Meeting Minutes<br/>             3. Financial Statement, Resolution #24-25.040<br/>             4. Personnel Report, Resolution #24-25.041<br/> <b>B.</b> Adopt Instructional Materials, Resolution #24-25.042-44<br/> <b>C.</b> Approve OSAA Cooperative Sponsorship, Thurston High School and Mohawk High School Boys Volleyball, Resolution #24-25.045</p> <p><b>6. Discussion</b><br/> <b>A.</b> 2025-2026 Academic Calendar (15 minutes)<br/> <b>B.</b> Integrated Guidance (15 minutes)</p> <p><b>7. Reports and Information</b><br/> <b>A.</b> Educational Equity Advisory Committee Update (15 minutes)<br/> <b>B.</b> United Front Preview (15 minutes)<br/> <b>C.</b> Superintendent Communication<br/> <b>D.</b> Board Communication and Comments</p> <p><b>8. Next Meetings:</b>   March 13, 2025 – Budget Committee Work Session at 6:00 PM<br/>                                   April 14, 2025 - Board Business Meeting at 7:00 PM<br/>                                   April 28, 2025 - Board Special Meeting at 5:30 PM</p> <p><b>9. Adjournment</b></p> | <p>Board Chair Nicole De Graff<br/>         Chair De Graff<br/>         Board Vice Heather Quaas-Annsa</p> <p>Chair De Graff</p> <p>Chair De Graff</p> <p></p> <p>Brett Yancey<br/>         Dustin Reese<br/>         Whitney McKinley</p> <p>David Collins</p> <p>David Collins<br/>         David Collins</p> <p>Taylor Madden<br/>         Brian Richardson<br/>         Superintendent Hamilton<br/>         Chair De Graff</p> <p></p> <p>Chair De Graff</p> |
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**CONSEJO DE EDUCACIÓN**  
**10 de Marzo de 2025**  
**Sala de Juntas del Edificio de Administración**  
**640 A Street, Springfield, OR 97477**

**En español**

**6:00 PM Sesión Ejecutiva**

La Junta entrará en Sesión Ejecutiva (no pública) de conformidad con ORS 192.600(2)(d) para llevar a cabo deliberaciones con personas designadas por el órgano de gobierno para llevar a cabo negociaciones laborales.

**7:00 pm Reunión de la Junta**

**URL de la reunión:** <http://www.vimeo.com/SpringfieldPS>

**AGENDA**

**TAB**

- 1. Apertura de la reunión**  
A. Juramento a la bandera  
B. Reconocimiento de tierras  
Presidenta de la Junta Directiva Nicole De Graff  
Presidenta De Graff  
Vice Presidenta Heather Quaas-Annsa
  - 2. Aprobación del Orden del Día**  
Presidenta De Graff
  - 3. Presentaciones**  
A. Presentación de los Representantes de la Junta de Estudiantes.  
Presidenta De Graff
  - 4. Comentarios del público** (tres (3) minutos cada uno; tiempo máximo 25 minutos. Los oradores no podrán ceder su tiempo a otros oradores).su tiempo a otros oradores).
  - 5. Acciones**  
A. Aprobar la agenda de consentimiento
    1. Minutos de la Junta Especial del 27 de Enero de 2025
    2. Minutos de La Junta de Negocios y de Trabajo del 10 de Febrero de 2025
    3. Declaración financiera, Resolución nº 24-25.040  
Brett Yancey
    4. Informe de personal, Resolución nº 24-25.041  
Dustin Reese
  - B. Adoptar Materiales Didácticos, Resolución nº24-25.042-44  
Whitney McKinley
  - C. Aprobar el patrocinio cooperativo OSAA, Escuela Secundaria
  - D. Thurston y Mohawk Voleibol Masculino, Resolución #24-25.045  
David Collins
- 6. Discusión**  
A. Calendario Académico 2025-2026 (15 minutos)  
David Collins  
B. Orientación Integrada (15 minutos)  
David Collins
- 7. Reportes e información**  
A. Actualización del Frente Unido (15 minutos)  
Brian Richardson  
B. Actualización del Comité Asesor sobre Equidad Educativa (15 minutos)  
Taylor Madden  
C. Comunicación del Superintendente  
Superintendente Hamilton  
D. Comunicación de la Junta Directiva y Comentarios  
Presidenta De Graff
- 8. Próximas reuniones:**  
13 de marzo de 2025 – Sesión de trabajo del Comité de Presupuesto a las 6:00 p. m.  
14 de Abril de 2025– Junta de Negocios a las 7:00 p.m  
28 de Abril de 2025- Junta Directiva Especial a las 5:30 p.m
- 9. Aplazamiento**  
Presidenta De Graff

Las Escuelas Públicas de Springfield son un ente educador y empleador con igualdad de oportunidades. Las personas que tengan preguntas o necesidades especiales, necesiten acomodaciones o servicios de traducción en las reuniones de la Junta Directiva deben ponerse en contacto con la Oficina del Superintendente; 640 A Street, Springfield, OR 97477; Teléfono: (541) 726-3201. La solicitud debe hacerse con 72 horas de anticipación al evento.

## A3

### March Board Report

Good evening, my name is Cameron Stratton and I am the student representative for the Academy of Arts and Academics.

A3 provides personalized learning opportunities through our school wide goal focusing on increasing student growth in the area of Student Led Conferences. Our school recently worked with WREN—a local service provided by LESD to conduct student “empathy interviews” to find out barriers students face in achieving excellence. Our target group we have focused on is our Special Education students as that demographic has shown they need extra support to be successful. Now that the interviews have been completed, the WREN team will share the findings with staff so we can assess and plan next steps.

A3 students continue to promote growth for our students through another set of Empathy Interviews conducted by WREN from LESD. This set of interviews will have one session for A3 parents and the other for students. The focus for the meetings will be on attendance, state testing participation and scores. This information will help the A3 team to proceed with planning on how to help promote better success in these three areas.

A3 continues their pursuits in supporting families through our work in recruiting. Over half of A3 families come from other districts and we serve 3 counties. As we are a choice school, we have this additional task to help make sure that our enrollment numbers continue to grow. We work to support families by having multiple information sessions, visiting all feeder schools, hosting portfolio reviews, shadows, tours and so much more! As A3 is a very specific invitation and we have more requirements than a typical school, it is important that both students and parents understand the program. Our staff has worked hard to develop a comprehensive intake process to help support this transition for both families and students.

Coming up:

Spring Play—Wildish, March 14th/15th

## **Gateways High School March Board Report**

Good evening board and thank you for your time. February was a relatively calm month at Brattain campus. Students came back with minds at ease after the long weekend, after semester one ended. Initially, our campus was going to have an assembly to celebrate quarter 2 success, but it was unfortunately cancelled due to weather. Thankfully we found a date later in the month to hold the assembly. At the assembly we recognized students with high attendance and high GPA and students who had received a written teacher compliment for holding school values. To add some fun into the assembly, we played basketball. Each advisory class was given 2 minutes to have each person take turns trying to get as many points as possible from the free throw line or three-point line. The winning class won pizza at lunch. However, everyone got a good snack at the assembly as well.

Our leadership class worked hard to organize upcoming fundraisers in anticipation of a successful prom. Currently, they have a pot of gold fundraiser going on. In this, every advisory class tries to get the most points possible by putting coins in their pots for positive points. However, other classes can try to sabotage by putting dollars in other classes' pots to give them negative points. So far, it has already been very successful, and we still have until spring break to raise money. They have also begun preparing a fundraiser where students can purchase a ticket to pie a teacher in the face, although that one is still in the works for posters and information.

Another big thing on campus this month was the student voice. During February, Gateways was being accredited. During this, a group of students were invited to share their voice. During the last 30 minutes of the day, these students hopped on a Zoom call and voiced all their concerns or appreciations for the school. It went well, and these students felt good about how they were able to use their voice for good.

As we near the end of the year, seniors have begun preparing for graduation. This has included senior meetings as a class cohort and many independent meetings with counselors or in the college and career corner. Students have begun ordering caps and gowns as well as other senior gear. They have also been really focusing on their senior projects.

Cosmetology is really starting to have students complete their practical graduation requirements this month as they are steadily taking clients. Applications for the next year of students have also been opened up, and we are excited to see who may join.

Thank you, board, for your time again this evening.

## Springfield High School March School Report

Good evening, and thank you for the opportunity to speak on behalf of Springfield High School.

On February 26, AVID hosted its Family Night, bringing students and their loved ones together to celebrate their growth and achievements. Earlier that week, AVID students also visited Oregon State University for a campus tour and class experience.

The Leadership class implemented a new election process to ensure student body officer candidates are well-qualified. Pre-applications closed on March 5, followed by interviews to match students with the most suitable leadership roles.

With winter sports concluding and spring sports beginning, we recognize our student-athletes' hard work. The women's basketball team placed 2nd in the league, and celebrated their seniors with a special recognition night. A highlight from the boys' basketball season was a senior player scoring his 1,000th career point. Cheer competed at the Salem Championship, and in wrestling, three SHS students placed 5th in their respective competitions.

The theatre program presented Hadestown, featuring a motorized revolving stage built by our metals and woodshop students—the only one of its kind in the Eugene-Springfield area. The show was a tremendous success, with sold-out performances and recognition from The Register-Guard. Stage auditions for Clue are currently underway.

On February 28, SHS hosted the 7th Annual Orchestra Festival, welcoming 14 orchestras and 350 student musicians, offering them a chance to earn qualifying scores for the State competition.

The choir program will perform its Pre-Spring Concert on March 6, and the Lane Community College Choir Concert featuring SHS Concert Chorale will take place on March 7.

The Social Justice League is organizing "Spring into Action," a student-led protest on March 20 following a successful event on February 18, encouraging students to engage in civic activism.

DECA students had an outstanding performance at the State Career Development Conference. Miller Mart earned gold certification as a School-Based Enterprise for the second consecutive year, and its student presenters placed 7th in state. A Community Giving Project supporting Miller Outfitters placed 6th overall, and one student placed 2nd in the Quick Service Restaurant category.

Finally, several Springfield musicians have qualified for the OSAA/OMEA State Solo and Chamber Ensemble Competitions in May after strong performances at Districts,

which featured over 50 entries. We look forward to seeing them compete at the state level!

We are incredibly proud of our students' dedication and achievements across academics, athletics, and the arts. Thank you for your time and support!

**Thurston High School  
March Board Report**

Eliana presents

Dear Board,

Thank you for welcoming our student representative to share our experience with you. My name is Eliana Sanchez, and I am representing Thurston High School

We are Colts: Caring, Brave, Prepared

Prepared - ready for what comes next

Forecasting Continues

We're talking about the choices for classes next year with 15 career and arts pathways to choose from. Some are looking at honors diplomas. It's fun to make plans for next year.

Senior Scholarships

Seniors are starting to hear about scholarship awards and acceptances to colleges. Our counseling center is posting celebrations for students who report their awards to the counseling office. Seniors are definitely talking and thinking about what's next!

Honor Roll Celebrations

This past semester, over 350 students met the criteria for honors. Each grade gets an honor roll social, certificate, and treat.

Caring - looking out for our community

Pageant Dodgeball

This years Pageant contest, raising funds for the NICU at Riverbend Peace Health, is underway. Dodgeball raised over \$1,000 in support of the NICU. Staff vs student basketball is next on March 20th. All are welcome!

Brave - showing up, making our voices heard

THS Attendance is UP

We are making it to class more consistently with a 7-percentage point increase in regular attendance compared to this time last year. 9th grade continues to lead the campus with more than 90% attending each day.

### Spring Musical and Art Exhibit

James and the Giant Peach just finished its final shows. An art exhibit displayed art from our advanced painting class.

### Boys Basketball made First in Midwestern League Advances to the Playoffs

We hosted a first round playoff game this past Saturday at THS. For the state playoff tournament, ASB is sponsoring a rooter bus for the first 50 students to sign up in the main office. Cheer and band will be there to bring their Colt Pride!

This winter we've had a ton of top performances: boys basketball is still in the postseason; Girls Wrestling placing 1st in State; Boys Wrestling placing 2nd in state; Swimming had three individual medalists and one relay team earning medals with the boys team earning 3rd overall in state; a DECA student took 3rd in state in Project Management Business Solutions; THS Music qualified 10 students for the state Solo and Ensemble district contest; Robotics took two teams to the state contest and earned team recognition for service; THS Colt Dancers qualified two routines to take to the State competition this year in both Traditional and Pom; and Stunt and Cheer placed 3rd in State in the Game Day division. It's been a great season to cheer for the Colts!

We welcome our community to campus:

Colt Night - April 10th

Pageant - April 19th

Prom - May 17th

Graduation - June 6th

## WLA BOARD REPORT - MARCH 2025

Cayden, Finney

Good evening

On February 19th WLA had the Promotion and Reward Ceremony for 2nd Quarter where students were recognized for: strong leadership, motivation, improving their GPA by one point and the honor-roll awards were handed out for GPAs between 3.0 to 3.49 and 3.5 to 4.0 respectively.

On the 27th and 28th we had parent teacher conferences both in person and on zoom where parents and teachers can talk about their students' success or how to best help them improve in and out of school.

On March 4th we will have a picture retake day for newer students or anyone who missed the first picture day.

Finally, going back to rewards for students from 6th grade, 7th and 10th that have the highest average GPAs will get the option to go on a field trip to Defy Trampoline Park.

Thank you for your time.

## **SPECIAL MEETING MINUTES**

A Special Meeting of the Springfield School District No. 19 Board of Education was held on January 27, 2025.

### **1. CALL MEETING TO ORDER**

Board Chair De Graff called the Springfield Board of Education special meeting to order at 5:43 p.m.

**A.** Chair De Graff led the Pledge of Allegiance

**B.** Vice Chair Quaas-Annsa shared the following Land Acknowledgement:

*We acknowledge that we are in the traditional homeland of the Kalapuya people, specifically the community that was known as Chifin, the area that we now call Springfield.*

*Kalapuya people, who have lived in this region since "[Time Immemorial](#)", were illegally dispossessed of their land and forcibly removed to what are now the Grand Ronde and Siletz reservations over several years, but most notably in treaties between 1851 and 1855.*

*The Kalapuya are now members of the [Confederated Tribes of the Grand Ronde](#) and the [Confederated Tribes of Siletz Indians](#), and members of the Kalapuya still live, work, study, and thrive in this area, and continue to make important contributions here in Springfield, across the land we now refer to as Oregon, and around the globe.*

*This information is shared out of a responsibility to honor the heritage and the humanity of all people and to promote unity within our school district.*

#### **Attendance**

Board Members in attendance included, Board Chair Nicole De Graff, Vice Chair Heather Quaas-Annsa, Director Ken Kohl, and Director Jonathan Light.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Dustin Reese, Taylor Madden, Martie Steigleder, Brian Richardson, Jeff Fuller, Joyce-Smith Johnson, Whitney McKinley, Mindy LeRoux and Jonathan Gault.

### **2. DISCUSSION**

#### **A. Instructional Materials**

Whitney McKinley

Director of Teaching and Learning Whitney McKinley, outlined the process for selecting and recommending high-quality instructional materials, for use in the fall 2025 classroom. These materials promote equity, consistency, engagement, and relevance to the Board. The goal is to

provide materials that support diverse learning needs and enhance teaching effectiveness. Final recommendations are based on a combination of state criteria, local priorities, and community input. The implementation of adaptive and formative assessments within the school district, including the use of iReady diagnostics for math were focused on during the discussion.

- High-Quality Instructional Materials
  - Alignment with Standards - More comprehensive than traditional textbooks and includes technology, rigor, and standards
  - Teacher Support - Support is provided to teachers through the use of materials, pacing, instructional strategies, and data-informed instruction, allowing the teacher to focus on teaching
  - Critical Thinking and Problem Solving - Assessment bundles are included that will allow teachers to use data for real-time decision making
  - Elementary Materials - Face challenges due to the number of content areas teachers handle and the need for innovative integration of standards
- An Emphasis on Equity and Consistency - Ensures all students have access to the same rigor and practices regardless of the teacher's experience level.
  - Scaffolded materials support different student needs, including English learners and students who require acceleration or extra support
- The Importance of Engagement and Relevance through the use of materials, designed to excite students and be culturally relevant.
  - Students should be encouraged by the materials into deeper thinking, inquiry, and in application of knowledge, preparing them for future challenges

#### **State Process for Review of Instructional Materials**

- Review of Current State Academic Standards, legislative standards, and new standards.
- Submission by Publishers - The state list covers various school types and needs across the state, while the district narrows it down based on local priorities and criteria.
- Evaluation by Expert Panels - Teachers, practitioners, and building administrators review the materials, guided by the use of equity rubrics.
- Oregon has shifted to align with national standards, particularly in literacy, math, and science, although health standards may require supplemental materials.
- Compilation of Approved Materials - Chosen from the state-approved list based on that particular district's specific needs and priorities.
- Cost Considerations - Managed within the state contract of per-pupil price, with variations based on bundle lengths and additional services.

In addition to explaining the general adoption cycle, McKinley discussed the process of submitting waivers and action plans to ODE for elementary and high school science materials, including a discussion on the need for an extension of high school science materials, due to the quality of submissions and the shift to Next Generation Science Standards (NGSS).

## **District Process for Review of Instructional Materials**

- Formation of Review Teams - The District process mirrors the State process.
- Evaluation of Materials - Teams are briefed on standard changes, new strategies, and resources to ensure accurate assessment of programs.
- District Tracking of student progress, through the use of a tiered system that categorizes the student as on-track, slightly off-track, or significantly off-track based on credit accumulation, providing for early intervention and instructional adjustments.
- Roles and Responsibilities - A Creation of rubrics based on the same criteria and professional learning is planned for teachers. National standards ensure materials are relevant to diverse regions.
  - The state list covers various needs across the state, and the district narrows it down based on local priorities and criteria
- Stakeholder Engagement - Opportunities are provided for community and stakeholder input and questions. Community input is also gathered through principals and teachers, helping to guide the final recommendations.

The Board had questions around State and National standards alignment, additional details of the materials selection, the composition and foundational roles of the District Review Committee, coordination with neighboring districts, details on the role of the EEAC, and the status of K-12 and the Science extension.

### **Action Plan:**

- Confirm specific content areas with standards that align between state and national standards.
- Provide additional process information on how instructional materials are selected at the state level, then reviewed and chosen at the local district level.
- Clarify typical size and composition of the local District Review Committee, including the representation of different roles and stakeholder groups.
- Explore opportunities for greater alignment and coordination with neighboring districts, regarding the instructional materials being used.
- Investigate the District's Educational Equity Advisor Committee (EEAC) role in providing input through the use of an equity lens in the review process.
- Current Focus:
  - K-12 Health - On Cycle
  - High School Science - Extension Due

## **B. Data Literacy/Assessment**

Instruction Team

Assistant Superintendent of Instruction, Dave Collins, Directors Joyce Smith-Johnson and Mindy LeRoux presented foundational information in an effort to have a common understanding around the terminology and processes used, which will be discussed in next month's deeper diagnostic data review. The meeting highlighted an in-depth clarification on the purpose of data review, data collection methods, and disaggregation, including the viewing of data by grade

levels, gender, ethnicity, and socio-economic status, as well as the difficulties of state-reported data being behind actual performance.

### **Data Cleaning and Statistical Analysis**

- *Data cleaning* removes duplicates or incomplete records, ensures the validity of data, and finds gaps.
- *Descriptive Statistics* - Analyzing the data requires one to think about things in a statistical way, regarding averages, medians, standard deviations, and individual student performance.
- *Comparative Analysis* - The importance of comparing performance across demographic groups and trends over time.
- *Correlation Analysis* - The concept of equity gaps, the continuous improvement cycle, and setting measurable goals and timelines.
  - Growth Metrics - Measure individual student progress
  - Identifying - Outliers in data sets and their impact on data health
  - Equity Gap Analysis - The importance of ethical data use in presentations to the board, along with eliminating bias in data interpretation

**The Balanced Assessment System**, according to the State's view, consists of different assessments that are used as sources of data collection.

- *Formative Assessments* are educator and student-level interactions, such as classroom quizzes and benchmark tests, helping students to develop skills in self-assessment.
  - The *Comparable Assessment* is given, easyCBM benchmarking, administered three times per year to track progress and chart individual growth
  - *Formative Assessments* in Wonders and Magnetic Reading Foundations are supplemental curriculum, aimed at improving early reading skills
  - The Curriculum includes high-quality formative assessments, unlike previous methods used. These provide ongoing opportunities to monitor and track student progress
  - The Success of the Program is measured through formative and interim assessments and benchmark scores, which provide a comprehensive view of student achievement
- *Interim Assessments* are system-level checks that target specific units of content.
- *Summative Assessments* are end-of-unit or semester exams, standard-based assessments of proficiency at the state level, which inform annual outcomes.
- *Anecdotal/Other Metrics* are attendance and behavior records, and socio-economic data.

- Standardized Tests are state and national assessments, such as SAT, ACT and state-mandated tests.

**Embedded Collaboration** with a focus on curriculum mapping and deeper data analysis.

- Identifies those students unable to perform lesson objectives, allowing for in-the-moment research.
- Embedded collaboration is always literacy-based and may include math planning.
- Twice a week, two-part formative assessments are administered to an entire group or an individual, to identify instructional next steps and reteach skills.
- Consistency of curriculum across the entire school district allows for comprehensive student tracking.
- The importance of teaching students their own fix-up strategies for self-correction.
- Corrective feedback - Provides routines for teachers to address decoding and encoding errors in real-time.
- The importance of parental engagement in supporting student learning.

**Integrated Application** Process and Specialists allow for more effective use of Specials Time for professional development.

- The hiring of physical education (P.E) teachers now provides Specials Time for classroom teachers to participate in collaboration.

**iReady Math** Diagnostic is used as an interim assessment, administered three times a year.

- The diagnostic is adaptive, beginning at a grade-level standard and adjusted based on student performance.
- Teachers can use the diagnostic to set goals and differentiate instruction for individual students.

**Data Reporting** - Diagnostic Reports and instructional Tools include class reports and individual student reports.

- Teachers use the reports to help identify strengths and gaps, set growth goals, and differentiate instruction.
- *Family reports* are available in English and Spanish to inform parents of their child's academic performance.
- *Instructional Grouping* reports provide recommendations for grouping students based on strengths and gaps.

**Prerequisite** Reports and Real-Time Decisions identify skills students need to learn before being given new content.

- Teachers can use the report to pre-teach or teach prerequisite skills to students.
- The report helps in real-time instructional decisions for individual students or entire classes.
- District-wide diagnostic views provide a snapshot of school and classroom performance.

*Comparison* Reports show progress towards goals set at the beginning of the year.

- Principal and teachers use the report to make decisions about staffing, interventions, and professional learning.
- The report helps in identifying areas where additional support is needed.
- The assessment provides large quantities of data, allowing for real-time adjustments and informed decision-making.

**On-Track** Criteria is measured and used to identify students on-track for graduation, this includes the use of a team approach in addressing student issues.

- Assessments happen both at the classroom-level and building-level through the instructional process.
- SPS On-Track created its own criteria, which includes passing core credit requirements and meeting attendance standards to identify students earlier.
- Ninth-grade students who finish the year with six credits are considered on-track.
- Expanding On-Track Criteria to every grade level and semester helps identify students in need of intervention before they begin the tenth grade.
  - Counselors and administrators use the criteria to create sections for night school
  - The system acts as an early warning system to prevent the cycle of failure
- The Team Approach is used when counselors and administrators work together to identify and support students.
- The Team Approach includes PLCs and other professional learning communities.
- Student-sensitive information is shared only as necessary, ensuring privacy and effective student support.
- The data is for and accessible only to the Springfield Public School District and will follow only those students transferring within the school district.

LeRoux focused on student engagement and data analysis, while emphasizing the importance of personalized responses to student needs. In addition, she discussed the collaborative work that the school buildings and herself are doing to refine practices addressing external factors that affect students, such as loss of housing and food insecurity.

- Care Connect teams, data teams, and professional learning communities offer important correlated responses and connections to students.
- The goal is to disaggregate data, to identify groups of students, and respond effectively.
- The importance of parental engagement in support of student learning.
- Personalized student support includes monitoring “Every Student Every Day” to confidentially treat them as individuals, with differing backgrounds and needs.
- The growth in family resource centers, counseling and college and career counselors, each working together to support students with confidentiality was discussed.

Johnson outlined the next steps, focusing on the February data deep-dive review with the Board, during which they will review student achievement data sets. Implementation of literacy programs aimed to improve early reading skills was discussed.

- Data sets to be discussed during the February work session include Graduation data, On-Track data, Literacy data, and iReady data.

- Clarification was provided on the K2 Literacy Block, including Magnetic Reading Foundations (MRF), which were chosen to fill the other half of the literacy block and involve teacher teams in the decision making process.
- The other half of the literacy block is dedicated to Wonders and was influenced by the equity team who identified deficits in other programs.
- The adoption process for Magnetic Reading Foundations involves various stakeholders.

### **3. NEXT MEETINGS**

February 10, 2025 - Business Meeting at 7:00 p.m.

February 13, 2025 - Budget Committee Work Session at 6:00 p.m.

February 24, 2025 - Special Meeting at 5:30 p.m.

4. The Board will meet in **Executive Session** (non-public) pursuant to ORS 192.660(2)(i) to review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing.

The Board met in Executive Session at 7:23 p.m.

### **5. ADJOURNMENT**

With no further business, Chair De Graff started the executive session at 7:34p.m. and adjourned at 9:41p.m.

*(Minutes recorded by Trenay Ryan, LCOG)*

## SPECIAL MEETING MINUTES

A Special Meeting of the Springfield School District No. 19 Board of Education was held on February 10, 2025.

### 1. CALL MEETING TO ORDER

Board Chair Nicole De Graff called the Springfield Board of Education special meeting to order at 5:04 p.m.

- A. Chair Nicole De Graff led the Pledge of Allegiance
- B. Director Kohl shared the following Land Acknowledgement:

*We acknowledge that we are in the traditional homeland of the Kalapuya people, specifically the community that was known as Chifin, the area that we now call Springfield.*

*Kalapuya people, who have lived in this region since "[Time Immemorial](#)", were illegally dispossessed of their land and forcibly removed to what are now the Grand Ronde and Siletz reservations over several years, but most notably in treaties between 1851 and 1855.*

*The Kalapuya are now members of the [Confederated Tribes of the Grand Ronde](#) and the [Confederated Tribes of Siletz Indians](#), and members of the Kalapuya still live, work, study, and thrive in this area, and continue to make important contributions here in Springfield, across the land we now refer to as Oregon, and around the globe.*

*This information is shared out of a responsibility to prevent the erasure of Native culture, heritage, and people and to ensure a quality contemporary education for future generations.*

### Attendance

Board Members in attendance included, Board Chair Nicole De Graff, Vice Chair Heather Quaas-Annsa, Director Ken Kohl and Director Jonathan Light.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Dustin Reese, Whitney McKinley, Martie Steigleder, Brian Richardson, Andy Price, Lesa Haley, Kimberlee Pelster, Greg Crawford, Lonnie Usrey, Jeff Michna, Mindy LeRoux, Joyce Smith-Johnson, Sefiu Ballam, Ivy Barr, Heather Gray, Amber Langworthy, and Michael Alvarado.

### 2. Review Process for Candidate Interviews

Chair De Graff

Chair De Graff explained the selection process involved in choosing a community member to fill the mid-term vacant Board Position 5 seat. This position will serve through June 30, 2025. Candidates were supplied with the same five questions prior to the meeting. Five eligible

applicants were present for the interview process and were divided into two panels. The interview process involved rotating the same five questions between the candidates and providing equal time for the candidates to respond.

Following the candidate interviews, the Board will discuss any candidates and/or answers given that stood out to them. If the Board agrees upon a particular candidate and their given answers, and that they believe would be a good choice for the position, the Board will nominate and vote in that candidate to fill the mid-term vacant Board Position 5 seat.

### 3. Interview Candidates

Vice Chair Quaas-Annsa

Each of the five candidates were asked the same five questions and given equal time to respond.

Candidate Panel 1) Heather Gray and Sefiu Ballam

Candidate Panel 2) Amber Langworthy, Michael Alvarado, and Ivy Barr

1. How would you describe your approach to interacting with others, and how would you contribute to the team, as a board member, for the remainder of the term?
2. How would you balance representing the interests of multiple perspectives or constituents? Please provide an example of how you have done this in the past.
3. How would you navigate a difficult conversation or address a challenging topic when you disagree with a fellow board member?
4. Given the short-term nature of this appointment, how would you quickly become a contributing member and make informed, student-centered decisions? What would you need from us or staff to support you?
5. What are your long-term interests in being a Springfield Public School board member?

5:52 p.m. ————— Break ————— 5:58 p.m.

### 4. Debrief Interviews

Chair De Graff

Board members were encouraged to focus on strengths and potential contributions of the top candidates. Each member was asked to state which candidates stood out to them.

Director Kohl mentioned two candidates. He felt that Heather Gray could hit the ground running and already possessed a fair amount of board experience. Michael Alvarado, he believed would be able to come in and make good use of the short time available to him.

Director Quaas-Annsa commented that given the short term of office, the candidates selected would need to have experience and be able to jump right in. She noted that Heather Gray and Michael Alvarado stood out because of their previous board experience.

Director Light felt they could not go wrong with either candidate, noting the positive aspects of each candidate, however he commented that Amber Langworthy and Michael Alvarado stood out because of their previous board experience, as well as their experience within the business community.

Chair De Graff stated the two who stood out to her were Amber Langworthy and Heather Gray, due to shared perspectives and values, including an appreciation for their insights and experience.

The Board was scheduled to vote for the mid-term vacant Board Position 5 seat during the 7:00 p.m. Springfield Public School Board meeting, to begin later that evening following the recess.

**5. Next Meetings:**

February 13, 2025 – Budget Committee/Work Session Meeting at 6:00 PM

February 24, 2025 - Board Work Session at 5:30 PM

The Board recessed at 6:03 p.m. and planned to reconvene at 7:00 p.m. for the Springfield Public School Board of Directors meeting.

*(Minutes recorded by Trenay Ryan, LCOG)*

## BUSINESS MEETING MINUTES

A Business Meeting of the Springfield School District No.19 Board of Education was held on February 10, 2025.

### 1. CALL MEETING TO ORDER

Board Chair Nicole De Graff called the Springfield Board of Education meeting to order at 7:00 p.m. and led the Pledge of Allegiance.

#### Attendance

Board Members attending the meeting included Board Chair Nicole De Graff, Director Ken Kohl, Director Jonathan Light and Vice Chair Heather Quaas-Annsa.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Dustin Reese, Brett Yancey, Martie Steigleder, Brian Richardson, Jeff Michna, Andy Price, Lesa Haley, Kimberlee Pelster, Amber Langworthy, Greg Crawford, Lonnie Usrey, Alexis DeLuna, Cameron Stratton, Sahara Fisher, Eliana Sanchez, Jonathan Gault, Jody Barnhart, Jose da Silva, Ame Beard, Joan Bolls, Brian Watson, Sefiu Ballam, Heather Gray, Michael Alvarado, and Ivy Barr.

### 2. APPROVAL OF THE AGENDA

Chair De Graff asked for a motion to approve the February 10, 2025 agenda as presented.

**MOTION:** Director Quaas-Annsa moved, seconded by Director Kohl, to approve the February 10, 2025 agenda as presented.

Chair De Graff called for a roll call vote. Chair De Graff asked each Board member to indicate if they supported the motion in favor of approving the February 10, 2025 agenda as presented: Director Quaas-Annsa – Yes, Director Kohl – Yes, Director De Graff– Yes, and Director Light – Yes.

**Motion passed, 4:0.**

### 3. PRESENTATIONS

#### A. Introduction of the Student Board Representatives

##### A3

*Cameron Stratton shared:*

- Personalized learning opportunities were provided through the Internship program. Students learned to build resumes, polish their interview skills, research a chosen profession, and work with a coordinator to contact an organization, and coordinate a month for the student to work with that business. Site visits are conducted by the coordinator to ensure all is well for both the student and the business. The internship will conclude with a public showcase of student experiences.

- J-Term, a month-long class took place during January. Teams of two teachers taught one class all day long. An extensive variety of classes were offered. This offers students the opportunity to fully explore a specific art form or academic field.
- J-Term Influence, a public demonstration giving students an opportunity to practice public speaking and presentation skills.
- A3 collaborates with nutrition services to offer a new morning nutrition break to the students, who may have missed breakfast.

### **Gateways High School**

*Alexis DeLuna shared:*

- Students were encouraged to participate in a Read a Book Challenge, during winter break. Students provided brief descriptions of each book they read and the recommendations were placed in the library to be used as student recommendations for others.
- Leadership has been busy this month, hosting a bag drive, canned food drive, and brainstorming and organizing for these events, as well as for the upcoming prom. The goal of the bag drive was met by collecting 50 bags for donation to the homeless.
- Government classes prepped for the Mock Trial, which took two class periods to complete a month-long trial. The prosecution celebrated, following a guilty verdict by the jury.
- Cosmetology students have been practicing their practicals, which will be their final that counts toward program completion. Christian Arianna was the first graduate student of the Cosmetology Program. After receiving a Cosmetology diploma, a celebration was held.

### **Springfield High School SHS**

*ASB President, Sahara Fisher shared:*

*ASB Vice-President, Midori Rakestraw*

- The 2023-24 school year proudly shows an increase of 73%-78% and marks their highest graduation rate since 2008.
- SHS hosted the 27th annual celebration of Dr. Martin Luther King Jr's legacy. The theme was "Peace Equals Justice." The event included special guest speakers, performances, contests, and entertainment.
- January 21st to the 24th - Y2K Spirit Week. Activities included dress-up days, snacks, a movie night, activities and games, and Cookies and Cram sessions.
- January 27th - First day of Finals and students received their schedules for semester two.
- The Acting Ensemble celebrated sold out performances of their student-led interactive Murder-Mystery Dinner Theater. Tickets were \$15 and included a three course meal.
- SHS Performing Arts will present *Hadestown: Teen-Edition* and adaptation of the Tony Award-winning Broadway musical. This is an elaborate cross-curricular collaboration involving eight departments from SHS. Gratitude is extended to the Springfield Education Foundation (SEF) and the Anderson family for making the production possible. Performances will be held February 14th, 15th, 20th, 21st, and 22nd. Doors will open at 6:30 p.m.
- The Equestrian Team earned top placements across various events. The next competition will be held February 28th - March 2nd at the Oregon Horse Center.
- SHS Jazz Band performed before a packed audience at Roaring Rapids, participated in the Oregon Jazz Festival alongside other schools, and performed at the Springfield State of the City Address.

- Freshman AVID students will tour the Oregon State University campus on February 24th.
- The DECA Club is creating a school version of the famous TV show, Survivor. SHS school clubs, sports and groups may select a member to compete for a chance to win up to \$300 for their group. Challenges will be recorded for the student's viewing.
- SHS FAFSA Night was held early in January and was a great success in providing assistance to students and parents in filling out funding application forms for their higher education learning path.

### **Thurston High School THS**

*ASB President, Eliana Sanchez shared:*

ASB Vice President, Kennya Liberatore

- Class of 2024 celebrated the highest ever graduation rate of 87%.
- Juniors began their senior planning by meeting with their counselors and choosing classes. Future colt students were welcomed to campus.
- The Pageant contest is raising funds each month for Riverbend's PeaceHealth NICU. Events included will be a dodgeball game, basketball game and an April talent show.
- The coed Stunt and Cheer Team won the National Sideline Division, JAMZ Nationals in Las Vegas. The team will compete at State next week.
- Advisory Design students from 5 Powers and ASB Leadership provided updates to the advisory period, in hope of increasing the time available to access Academic Support and connect with teachers.
- Club meeting attendance has been high. New groups are forming, such as Magic the Gathering and a Jewish Student Union.
- A semester-two Attendance Challenge to reach 95% began. 9th grade was leading with the highest average attendance, of just above 90%.
- Incoming Parent Night - February 13th.

### **Willamette Leadership Academy WLA**

Cayden Finney was not present to provide an update.

- A ceremony was held for students who achieved the fifth rank and were promoted to sergeant.
- The end of the second-quarter term was marked by an encouraging speech from the principal and acknowledgment of a handful of students who graduated early.
- A small graduation ceremony was held on January 31st for six cadets.
- January 31st - School Dance. The theme was Glow in the Dark.

### **B. Classified Employees Appreciation Proclamation**

Vice Chair Heather Quaas-Annsa read aloud the proclamation, signed by each of the school board members in recognition of Classified Employee Appreciation Week.

### **Classified Employee Appreciation Week Proclamation, March 3-7, 2025**

**WHEREAS**, the education of youth is essential to the future of our community, state, country and world; and

**WHEREAS**, classified employees are the backbone of our public education system; and

**WHEREAS**, classified employees work directly with students, educators, parents,

volunteers, business partners and community members; and

**WHEREAS**, classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition and direct instruction of students; and

**WHEREAS**, our community depends upon and trusts classified employees to serve students; and

**WHEREAS**, classified employees, with their diverse talents and true dedication, nurture students throughout their school years.

**NOW, THEREFORE BE IT RESOLVED** that the Springfield Board of Education proclaims March 3 thru 7, 2025, to be Classified Employee Appreciation Week; and

**BE IT FURTHER RESOLVED** that the Springfield Board of Education strongly encourages all members of our community to join in this observance, recognizing the dedication and hard work of these individuals.

**DATED** this 10th day of February 2025.

#### **4. PUBLIC COMMENT**

Vice Chair Quaas-Annsa shared: This is the portion of our agenda for public comment. The Board provides three ways for community members to share public comment: written public comment, in person oral public comment and virtual public comment. Written public comment is received via email. Public comment received via email for this evening has been reviewed by the Board and has also been posted on the District's website. The deadline for submitting a request for oral public comment was today at 2:00 p.m. Those who requested an opportunity to speak this evening were notified by the board secretary about their request.

Time permitting, the board may also hear public comment from individuals who signed up in person at the Administration Office before the meeting.

We encourage groups with a common purpose to designate a spokesperson. If your comments will be covered by a group spokesperson, please indicate so when your name is called. I want to remind those members of the public who have indicated a desire to make comments that our policy provides for a limitation of three (3) minutes per person.

The Board will not hear comments regarding any school personnel. We ask those speaking to refrain from using names and titles of school personnel. Any complaints regarding a particular employee must be processed through the procedure set forth in Board policy KL, which requires that complaints be submitted in writing to the Superintendent. This procedure must be followed before there is any Board involvement with such issues. A compliment involving a staff member

should be sent to the superintendent, who will forward it to the employee, their supervisor and the Board.

Speakers are reminded that their public comments will be limited to three (3) minutes.

There were no request(s) received to publicly speak.  
There were no written statement(s) received.

## 5. ACTION ITEMS

### A. Approve Consent Agenda

1. January 13, 2025, Business Meeting Minutes
2. Financial Statement, Resolution #24-25.035
3. Personnel Report, Resolution #24-25.036

Brett Yancey  
Dustin Reese

Chair De Graff asked for a motion to approve the Consent Agenda for February 10, 2025 as presented.

**MOTION:** Director Kohl moved, Director Quaas-Annsa seconded the motion to approve the Consent Agenda.

Chair De Graff called for a roll call vote. Chair De Graff asked each Board member to indicate if they supported the motion in favor of approving the Consent Agenda: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, and Director De Graff – Yes.

**Motion passed, 4:0.**

### B. Approve 2025-2027 Lane ESD Local Service Plan, Year One, Resolution #24-25.037

Superintendent Hamilton

It is recommended that the Board of Directors approve the Lane ESD 2025-27 Local Service Plan – Year One and request Lane ESD to provide the services described during the 2025-26 (year one) fiscal year in accordance with ORS 334.175.

**MOTION:** Director Kohl moved, Director Light seconded the motion to approve the Lane ESD 2025-27 Local Service Plan – Year One and request Lane ESD to provide the services described during the 2025-26 (year one) fiscal year in accordance with ORS 334.175.

Chair De Graff asked if there was any discussion.

There was no further discussion.

Chair De Graff called for a roll call vote. Chair De Graff asked each Board member to indicate if they approve Lane ESD 2025-27 Local Service Plan – Year One and requests Lane ESD to provide the services described during the 2025-26 (year one) fiscal year in accordance with ORS 334.175.: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Director Mason – Yes, and Director De Graff – Yes.

**Motion passed, 4:0.**

### **C. Adopt Policy Updates, A/B & K/L**

Superintendent Hamilton

It is recommended that the Board of Directors adopt the revised policies in Sections A/B (Board Governance and Operations) and K/L (District-Community Relations) as presented.

**MOTION:** Director Kohl moved, Director Quaas-Annsa seconded the motion to adopt the revised policies in Sections A/B (Board Governance and Operations) and K/L (District-Community Relations) as presented.

Chair De Graff asked if there was any discussion.

There was no further discussion.

Chair De Graff called for a roll call vote. Chair De Graff asked each Board member to indicate if they approve to adopt the revised policies in Sections A/B (Board Governance and Operations) and K/L (District-Community Relations) as presented.

Chair De Graff asked if there was any discussion: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, and Director De Graff – Yes.

**Motion passed, 4:0.**

### **D. Approve Out of State Travel, Springfield High School, Band/Choir** David Collins

It is recommended the Board approve Springfield High School Band/Choir/Mariachi/Theater/Orchestra class's request to travel to Anaheim, California to perform at Disneyland. Dates of travel will be May 23-27, 2025.

**MOTION:** Director Light moved, Director Kohl seconded the motion to approve Springfield High School Band/Choir/Mariachi/Theater/Orchestra class's request to travel to Anaheim, California to perform at Disneyland. Dates of travel will be May 23-27, 2025.

Chair De Graff asked if there was any discussion.

Director Light commented that this trip will be a behind-the-scenes look to see how the illusions are created. The educational workshops are taught by Los Angeles area professionals and will provide the students the opportunity to talk with those connected in the entertainment, music and arts community in L.A.

Chair De Graff called for a roll call vote. Chair De Graff asked each Board member to indicate if they approve Springfield High School Band/Choir/Mariachi/Theater/Orchestra class's request to travel to Anaheim, California to perform at Disneyland. Dates of travel will be May 23-27, 2025: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, and Director De Graff – Yes.

**Motion passed, 4:0.**

### **E. Board Appointment**

Chair De Graff

Chair De Graff shared a few reminders about using parliamentary procedures for nominations.

Chair De Graff asked if there were any more nominations. There were none. Chair De Graff instructed the Board to vote in the order the nominations were made.

#### **BOARD VOTE:**

Chair De Graff asked each Board member to indicate if they vote for Amber Langworthy to serve until June 30, 2025 as Board Position 5 on the Springfield Public School Board or if they chose to abstain from the vote: Director Quaas-Annsa – Abstain, Director Light – Yes, Director Kohl – Abstain, and Director De Graff – Yes.

**Vote: 2 for, 1 abstained.**

Chair De Graff asked each Board member to indicate if they vote for Heather Gray to serve until June 30, 2025 as Board Position 5 on the Springfield Public School Board or if they chose to abstain from the vote. Director Quaas-Annsa – Abstain, Director Light – Abstain, Director Kohl – Yes, and Director De Graff – Abstain.

**Vote: 1 for, 2 abstained.**

**VOTE: There was no majority achieved for either nominee and no additional nominations were made.**

The Board moved on to the next agenda item.

## **6. Discussion**

### **A. Instructional Materials Adoption**

Whitney McKinley

McKinley provided a brief overview of the State's process and the District's process for selecting high-quality instructional materials. McKinley expressed appreciation for the dedicated teachers, administrators, and content specialists who have been part of the adoption teams. They work diligently to review, learn the materials, rubrics and listen to the recommendations, as well as locate strengths and gaps.

#### The Adoption Cycle

- The State adoption cycle includes a request for a waiver for high school science, which is due now. The team is prepared to make a recommendation for high school science.
- The team is looking at K12 health for use in classrooms this fall.
- Oregon has a limited source of materials to choose from because of additional legislative criteria included in the selection process. This limits which publishers and programs meet the state's criteria. The programs chosen for recommendation meet the legislative criteria and rigor of the high-quality instructional materials list.
- The selection of the Great Body Shop to be used for K-8 health and Live Love to be used for high school health. Their alignment with state standards and flexibility for teachers was emphasized.
- Lane ESD conducted a full-independent adoption of Patterns, because multiple districts were interested in learning whether or not the program would meet the criteria. The Patterns program far surpassed the State and District's criteria.
- The adoption of the Patterns program for high school science, meets Next Generation Science Standards (NGSS).

## The Patterns Program

- Is a phenomenon-based program, student centered, fully aligned within the NGSS and three-dimensional learning, equity focused and accessible for all learners.
- Has a strong emphasis on data analysis and scientific reasoning and easy implementation and teacher support.
- The Patterns program, after having been compared with other state-approved materials, has been unanimously recommended by the District's science teachers.
- Each of the content areas can create lessons that are related directly to our area.
- Community invited to preview and discuss the materials during varied scheduled sessions, which will be advertised on the school district's website.

## 7. Reports and Information

### B. Superintendent Communication

Superintendent Hamilton

#### *Superintendent Hamilton shared:*

- Updates on federal level changes and their impact on K-12 education.
- The District closely monitors federal updates and will communicate any changes in policies and/or practices.
- Highlighted recent graduation rates, noting significant increases at Thurston, Springfield, and Gateways High Schools.
- The Cosmetology program's first graduate was celebrated, proving the success of non-traditional programs.
- The District's response to inclement weather had the road crews out on the road by 4:00 a.m. to ensure students safely got to school on time or delayed.
- There is a potential weather impact for Thursday's scheduled Budget Committee work session. The Board will be alerted to any meeting changes.
- Reiterated the importance of the District's classified staff, and their impact to the organization.

### C. Board Communication and Comments

Chair De Graff

*Director Kohl* shared that he had visited Gateways and A3 High Schools, where he enjoyed student-led tours of those facilities. Kohl serves on the Lane Council of Governments (LCOG) board, however they have not met since September. The next scheduled meeting is this month.

*Director Light* expressed appreciation for the classified staff and their contributions to the District's success.

*Director Quaas-Annsa* acknowledged the informative and inspirational Black History Month resources provided by the District.

*Director De Graff* provided updates on the Springfield Education Foundation (SEF) and the ongoing acceptance of innovative grant applications.

## 8. NEXT MEETINGS

February 13, 2025 – Budget Committee/Board Work Session at 6:00 PM

February 24, 2025 – Work Session at 5:30 PM

Chair De Graff thanked everyone for attending.

Chair De Graff recessed at 7:56 PM.

**9.** The Board will move into **Executive Session** (non-public) pursuant to ORS 192.600(2)(d) to conduct deliberations with persons designated by the governing body to carry on labor negotiations.

Chair De Graff called the Executive Session to order at 8:04 PM.

**10. ADJOURNMENT**

With no other business, Chair De Graff adjourned the executive session meeting at 8:21 PM

*(Minutes recorded by Trenay Ryan (LCOG))*

**SPRINGFIELD PUBLIC SCHOOLS  
2024-2025 Revenue/Expenditure Forecast  
As of February 28, 2025  
\*\*Please see attached report\*\***

**REVENUES:**

- Both current year and prior year tax collections are projected for 100% collection. To date there has been approximately \$30.9 million in current year tax revenue received and \$225,039 in prior year tax revenue received. This report is based on the information received through the Lane County Tax and Assessment office.
- The district's most significant portion of revenue is the district's scheduled Basic School Support payments through the Oregon Department of Education. The district projects to receive approximately \$88.67 million for the current year based on the higher of the 2023-24 or 2024-25 ADMw. Currently the district is funded on the 2023-24 ADMw. This projection is provided by the Oregon Department of Education (updated 2/21/2025). As the district continues to realize a decline in enrollment, future year's State School Fund estimates may be impacted similarly.
- The district is anticipating receiving approximately \$190,000 in County School Funds. To date the district has not received anticipated funds.
- The district anticipated receiving approximately \$1.24 million in Common School Funds. To date the district has received \$1.41 of anticipated funds.

**EXPENDITURES:**

- Projected salary expenditures are based upon staff allocations adopted during the budgeting process and is estimated using actual and projected data (per previous year-end estimates). The current projection of 94.9% expenditures for salary related items.
- Benefit amounts are based upon projected staffing expenditures and are directly tied to the salary assumptions and are currently anticipated to be 93.7% expended. This projection will change as the year advances, substitute employee costs are solidified and stipend positions continue to be filled during the spring season.
- The purchased services, supplies and capital outlay expenditure projections are based upon budgeted expenditures and anticipated to be expended similar to past trends, however are shown at 100% expended at this point in the year.
- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2024-2025 adopted budget.

- Fund transfers allocated during the 2024-2025 budget process include \$2.2 million (Co-Curricular Fund), \$800,000 (Instructional Materials Fund), \$800,000 (Technology Fund) and \$890,842 (Debt Service Fund).

Additional Notes: For the 2024-2025 budget year the current estimate of ending fund balance is \$16,876,285. Included in this number is the audited ending fund balance from the 2023-2024 fiscal year (\$20,260,981). As with previous years, this is an early estimate and accounts for the assumptions made in the current year operating budget, as well as the use of reserves as a strategy for adjusting to the unanticipated loss of enrollment.

Submitted by:

Brett M. Yancey  
Chief Operations Officer

**SPRINGFIELD SCHOOL DISTRICT 19**  
**2024-2025 REVENUE/EXPENDITURE FORECAST**  
as of  
**2/28/25**

	BUDGET	ACTUAL through 02/28/25	ESTIMATED from 02/28/25 to year end	PROJECTED 2024-2025	PROJECTED as % of BUDGET
<b>REVENUES:</b>					
Property taxes - current	32,435,783	30,898,976	1,536,807	32,435,783	100.00%
Property taxes - prior years	375,000	225,039	149,961	375,000	100.00%
Other local sources	850,000	1,591,325	400,000	1,991,325	234.27%
County School Fund	190,000	0	190,000	190,000	100.00%
State School Fund	88,974,235	65,852,555	22,818,460	88,671,015	99.66%
Common School Fund	<u>1,237,062</u>	<u>1,491,900</u>	<u>0</u>	<u>1,491,900</u>	<u>120.60%</u>
 Total revenues	 124,062,080	 100,059,794	 25,095,228	 125,155,022	 100.88%
 Beginning fund balance	 <u>19,038,670</u>	 <u>20,260,981</u>	 <u>0</u>	 <u>20,260,981</u>	 <u>106.42%</u>
 Total Beginning fund balance	 19,038,670	 20,260,981	 0	 20,260,981	 106.42%
 Total resources	 <u><u>143,100,750</u></u>	 <u><u>120,320,775</u></u>	 <u><u>25,095,228</u></u>	 <u><u>145,416,003</u></u>	 <u><u>101.62%</u></u>
 <b>EXPENDITURES:</b>					
Personal services	72,574,717	37,509,839	31,345,492	68,855,331	94.88%
Employee benefits	39,292,023	19,495,707	17,329,227	36,824,934	93.72%
Purchased services	11,386,648	6,516,585	4,870,063	11,386,648	100.00%
Supplies & materials	4,064,299	2,255,649	1,808,650	4,064,299	100.00%
Capital outlay	1,138,590	379,545	759,045	1,138,590	100.00%
Other objects	1,539,222	1,579,074	0	1,579,074	102.59%
Fund transfers	<u>4,690,842</u>	<u>4,690,842</u>	<u>0</u>	<u>4,690,842</u>	<u>100.00%</u>
 Total expenditures	 134,686,341	 72,427,242	 56,112,477	 128,539,718	 95.44%
 Unappropriated	 7,614,409	 0	 0	 0	 -
Contingency	<u>800,000</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0.00%</u>
 Total appropriations	 <u><u>143,100,750</u></u>	 <u><u>72,427,242</u></u>	 <u><u>56,112,477</u></u>	 <u><u>128,539,718</u></u>	 <u><u>89.82%</u></u>
 Total resources		 120,320,775	 25,095,228	 145,416,003	
Total appropriations		<u>72,427,242</u>	<u>56,112,477</u>	<u>128,539,718</u>	
 Ending fund balance		 47,893,534	 (31,017,249)	 16,876,285	
Less: contingency		<u>0</u>	<u>0</u>	<u>0</u>	
 Net fund balance		 <u><u>47,893,534</u></u>	 <u><u>(31,017,249)</u></u>	 <u><u>16,876,285</u></u>	

**PERSONNEL ACTION**

RELEVANT DATA:

Each month the board of Directors is asked to approve personnel action involving licensed employees. Tonight the Board is being asked to approve the attached new hire, resignations, retirement, leave of absence, and the following contract renewals: administrative probationary, administrative and teacher, probationary teacher, temporary non-renewals, and non-extensions/non-renewals. If the Board of Directors would like to discuss any of these recommendations in executive session, in accordance with ORS 192.660(2)(f) Exempt Public Records, the employee should be identified by the number and it will be withdrawn pending further instruction from the Board. Dustin Reese is available for questions.

RECOMMENDATION:

It is recommended the Board of Directors approve the personnel action for licensed employees as reflected in this resolution and any addendum presented along with this resolution. Categories include:

- Resignations
- Retirement
- Leave of Absence
- Administrative Probationary Renewals
- Administrative and Teacher Contract Renewals
- Probationary Teacher Renewals
- Temporary Non-Renewals
- Non-Extensions/Non-Renewals

SUBMITTED BY:

Dustin Reese  
Executive Director, Human Resources

APPROVED BY:

Todd Hamilton  
Superintendent

<b>NAME OR EMPLOYEE ID</b>	<b>CURRENT STATUS</b>	<b>FTE</b>	<b>EFFECTIVE DATE(S)</b>	<b>NOTES</b>
<b>RESIGNATIONS</b>				
2759144	PROBATIONARY 2	FT	02/23/2025	RESIGNATION
2758385	PROBATIONARY 1	FT	04/30/2025	RESIGNATION
2374285	PROBATIONARY 1	FT	06/13/2025	RESIGNATION
<b>RETIREMENT</b>				
393223	CONTRACT TEACHER	FT	06/13/2025	RETIREMENT
<b>LEAVE OF ABSENCE</b>				
1255819	CONTRACT TEACHER	FT	8/26/25-1/30/26	FULL TIME LEAVE OF ABSENCE
<b>ADMINISTRATIVE PROBATIONARY RENEWALS</b>				
2906171	PROBATIONARY 1	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 2
2906198	PROBATIONARY 1	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 2
390372	PROBATIONARY 1	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 2
2344211	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3

2759306	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
1785591	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2759047	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
887080	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
385239	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
1995987	PROBATIONARY 3	FT	2025-2028	RECOMMEND MOVE TO CONTRACT ADMINISTRATOR
742104	PROBATIONARY 3	FT	2025-2028	RECOMMEND MOVE TO CONTRACT ADMINISTRATOR
2333198	PROBATIONARY 3	FT	2025-2028	RECOMMEND MOVE TO CONTRACT ADMINISTRATOR
294241	PROBATIONARY 3	FT	2025-2028	RECOMMEND MOVE TO CONTRACT ADMINISTRATOR
2432110	PROBATIONARY 3	FT	2025-2028	RECOMMEND MOVE TO CONTRACT ADMINISTRATOR
385204	PROBATIONARY 3	FT	2025-2028	RECOMMEND MOVE TO CONTRACT ADMINISTRATOR
<b>ADMINISTRATIVE &amp; TEACHER CONTRACT RENEWALS</b>	<b>CURRENT STATUS</b>	<b>FTE</b>	<b>EFFECTIVE DATE(S)</b>	<b>NOTES</b>
1077546	CONTRACT ADMINISTRATOR	FT	2025-2028	CONTRACT RENEWAL
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393932	CONTRACT ADMINISTRATOR	FT	2025-2028	CONTRACT RENEWAL
395129	CONTRACT ADMINISTRATOR	FT	2025-2028	CONTRACT RENEWAL

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395331	CONTRACT ADMINISTRATOR	FT	2025-2028	CONTRACT RENEWAL
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1974238	CONTRACT TEACHER	FT	2025-2027	CONTRACT RENEWAL

<b>PROBATIONARY TEACHER RENEWALS</b>	<b>CURRENT STATUS</b>	<b>FTE</b>	<b>EFFECTIVE DATE(S)</b>	<b>NOTES</b>
2861828	PROBATIONARY 1	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 2
2906856	PROBATIONARY 1	PT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 2
1472631	PROBATIONARY 1	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 2
1528939	PROBATIONARY 1	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 2
2175886	PROBATIONARY 1	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 2
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2759128	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
1385992	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2759241	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2759349	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2759020	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3

2089017	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2759225	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
394475	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2759322	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
393991	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
298530	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
395013	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2759160	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2591022	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2759209	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
1847732	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2662760	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2590638	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2591146	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2424908	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
288381	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2759276	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2526271	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3

549959	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2759268	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
1754114	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2759187	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2759330	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
879029	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2759039	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
1047507	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
1472976	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2759098	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2759055	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
384704	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2759314	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
1038494	PROBATIONARY 2	PT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2759012	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2759365	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2759292	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2759632	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3

1526057	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2759373	PROBATIONARY 2	PT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2086913	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2178931	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
34258	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
669598	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
674869	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2659166	PROBATIONARY 2	FT	2025-2026	RECOMMEND MOVE TO PROBATIONARY 3
2592266	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2500450	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2591510	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2591839	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
947547	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2483270	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2070596	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2089238	PROBATIONARY 3	PT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
1738941	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER

2591847	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2483297	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
1948113	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2483300	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
940267	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2591413	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2431092	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
1127020	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2430851	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2425629	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
536601	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2590808	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2590824	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2483327	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2238802	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2591316	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2483335	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER

2592606	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2401983	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
1617389	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2590646	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
1039040	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2591200	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2591243	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
1828703	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2590557	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2592053	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2298260	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
1147382	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
1575988	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2087464	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
1594591	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
1271059	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
741477	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER

2591456	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
1997351	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
1177133	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2510812	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2590948	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2297841	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2026031	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2113813	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2590867	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
1280694	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
1908995	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
1522914	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2511215	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2591634	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2591685	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2591766	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
2591782	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER

393460	PROBATIONARY 3	PT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
387983	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
688223	PROBATIONARY 3	FT	2025-2027	RECOMMEND MOVE TO CONTRACT TEACHER
<b>TEMPORARY NON-RENEWALS</b>	<b>CURRENT STATUS</b>	<b>FTE</b>	<b>EFFECTIVE DATE(S)</b>	<b>NOTES</b>
2911817	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
2855410	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
2556642	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
1862049	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
2659107	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
2238764	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
2200848	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
2485621	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
1078526	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
2858347	TEMPORARY	PT	06/13/2025	TEMPORARY NON-RENEWAL
2421151	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
2906635	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL

945498	TEMPORARY	PT	06/13/2025	TEMPORARY NON-RENEWAL
2651750	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
2681234	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
2238705	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
2906880	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
2906449	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
2647125	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
2906457	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
879460	TEMPORARY	PT	06/13/2025	TEMPORARY NON-RENEWAL
2959720	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
1952072	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
393908	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
2959739	TEMPORARY	PT	06/13/2025	TEMPORARY NON-RENEWAL
2591936	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
1860925	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
2838265	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL
2824531	TEMPORARY	FT	06/13/2025	TEMPORARY NON-RENEWAL

NON-EXTENSIONS/NON-RENEWALS	CURRENT STATUS	FTE	EFFECTIVE DATE(S)	NOTES
287814	CONTRACT	FT	2025-2026	NON-EXTENSION IN ACCORDANCE WITH ORS 342.845
2297884	CONTRACT	FT	2025-2026	NON-EXTENSION IN ACCORDANCE WITH ORS 342.865
1880519	CONTRACT	PT	06/30/2025	NON-EXTENSION IN ACCORDANCE WITH ORS 342.865
394068	CONTRACT	FT	2025-2027	NON EXTENSION IN ACCORDANCE WITH ORS 342.845

High School Health

INSTRUCTIONAL MATERIALS ADOPTION

RELEVANT DATA:

In accordance with Board Policy IIA, Instructional Resources/Instructional Materials, the title(s) listed below are presented to the Board for approval for the High School Health program.

This title provides health components correlated to the Oregon State Standards and reflect the recommendation of the Springfield Public Schools Health Adoption Committee.

David Collins and Whitney McKinley are available for questions.

RECOMMENDATION:

It is recommended that the Board of Directors approve the request of:

*Live Well: Comprehensive High School Health. Human Kinetics, 2024*

For instructional use in the High School Health program.

SUBMITTED BY:

David Collins  
Assistant Superintendent

APPROVED BY:

Todd Hamilton  
Superintendent

High School Science

INSTRUCTIONAL MATERIALS ADOPTION

RELEVANT DATA:

In accordance with Board Policy IIA, Instructional Resources/Instructional Materials, the title(s) listed below are presented to the Board for approval for the High School Science program.

This title provides Science components correlated to the Oregon State Standards and reflect the recommendation of the Springfield Public Schools Science Adoption Committee.

David Collins and Whitney McKinley are available for questions.

RECOMMENDATION:

It is recommended that the Board of Directors approve the request of:

*Pattern: High School Science for All. Portland Metro Stem Partnership. 2024*

For instructional use in the High School Science program.

SUBMITTED BY:

David Collins  
Assistant Superintendent

APPROVED BY:

Todd Hamilton  
Superintendent

K-8 Health

INSTRUCTIONAL MATERIALS ADOPTION

RELEVANT DATA:

In accordance with Board Policy IIA, Instructional Resources/Instructional Materials, the title(s) listed below are presented to the Board for approval for the K-8 Health program.

This title provides Health components correlated to the Oregon State Standards and reflect the recommendation of the Springfield Public Schools Health Adoption Committee.

David Collins and Whitney McKinley are available for questions.

RECOMMENDATION:

It is recommended that the Board of Directors approve the request of:

*The Great Body Shop: Children's Health Market. 2024*

For instructional use in the K-8 health program.

SUBMITTED BY:

David Collins  
Assistant Superintendent

APPROVED BY:

Todd Hamilton  
Superintendent

[OAR 581-022-2350](#) Independent Adoptions of Instructional Materials

Local Independent Adoption Form for Districts (optional)

This form can be used by districts to provide required information to their local school board prior to placing independently adopted instructional materials into use in their local schools. If you have questions about independent adoptions of instructional materials, please contact ODE's instructional materials coordinator at [ODE.instructionalMaterials@ode.oregon.gov](mailto:ODE.instructionalMaterials@ode.oregon.gov).

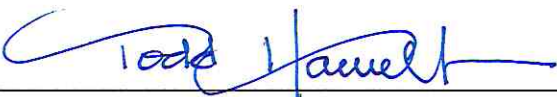
(1)	Subject	Science
(1)	Category	3
(1)	Grade Level	9-12
(2)	Title	<a href="#">Patterns - High School Science for All</a>
(3)	Publisher	Portland Metro STEM Partnership
(4)	Copyright Date	<a href="#">Attribution-NonCommercial-Sharealike Creative Commons License.</a>
(5)	Date of installation for use in the school system	Fall, 2025

(6) [Attach or link a completed criteria checklist](#) showing the degree to which the instructional materials meet the [adoption criteria](#) established by the State Board of Education.

(7) **NIMAS (National Instructional Materials Accessibility Standard) Agreement:** The instructional material provider agrees to comply with the most current NIMAS specifications regarding accessible instructional materials (see below for template contract language).

Does the program meet the above requirements for NIMAS?       Yes       No

Date of school board approval:

Superintendent signature: 

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# Oregon Instructional Material Evaluation Tool (OR-IMET) Summary

## Science (2024-2031)

### Overall Rating

Publisher:	<b>OER</b>
Title:	<b><u>Patterns - High School Science for All</u></b>
Publishing Date:	OER - 2024
Category:	HS
Review Date:	1-Feb-24

Legal Requirements Yes

Course Sequence	Bio	Chem	Phy
<b>Part 1: Oregon Science Baseline Criteria</b>			
Criterion 1.1 Alignment to Three-Dimensional (3D) Learning	2	2	2
Criterion 1.2 Science Phenomena & Engineering Design-Based Engagement	2	2	2
Criterion 1.3 Learning Progressions & Coherent Storylines	2	2	2
<b>Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria</b>			
Criterion 2.1 Engagement & Motivation	2	2	2
Criterion 2.2 Culturally Responsive Instructional Support	2	2	2
<b>Part 3: Technical Usability Criteria</b>			
Criterion 3.1 Supports for Teachers	2	2	2
Criterion 3.2 Supports for Students	2	2	2
Criterion 3.3 Digital Learning Design Elements*	2	2	2
<b>Part 4: Assessment Criteria</b>			
Criterion 4.1 Formative Assessment Process	1	2	2
Criterion 4.2 Performance Assessments	2	2	2
Criterion 4.3 Integrated Assessment System*	1	1	1

Overall Rating	MEETS	MEETS	MEETS
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*\*This criterion is not required. Quality indicators are provided for evaluation if digital design elements and/or integrated assessment systems are present.*

## OSAA Cooperative Sponsorship

### RELEVANT DATA:

Full member schools, located in the same geographic area, may apply for cooperative sponsorship for an OSAA activity when a school has difficulty sponsoring the activity by itself.

For the 2024-25 through 2026-27 academic years, the following program is applying for cooperative sponsorship:

- Boys Volleyball – Thurston High School and Mohawk High School

Support for this application will make activities available for students that would not be available in their resident school because of a lack of numbers if joint sponsorship did not occur.

### RECOMMENDATION:

It is recommended that the Board of Directors support the OSAA Cooperative Sponsorship Application for Boys Volleyball between: Thurston High School and Mohawk High School.

SUBMITTED BY:

David Collins  
Assistant Superintendent

APPROVED BY:

Todd Hamilton  
Superintendent

FIRST READING

DATE: MARCH 10, 2025

2025-2026 ACADEMIC CALENDAR

RELEVANT DATA:

The attached 2025-2026 academic calendar includes 174 school days for students, one (1) full day collaboration for staff (January 5), 12 early release/collaboration days.

This calendar is for first reading, and as such, may require adjustments to fit projected budget conditions prior to Board approval in June.

David Collins will be available to answer any questions the Board may have about the academic calendar for the 2025-2026 school year.

RECOMMENDATION:

It is recommended that the Board of Directors review, as a first reading, the 2025-2026 academic calendar as presented.

SUBMITTED BY:

David Collins  
Assistant Superintendent

RECOMMENDED BY:

Todd Hamilton  
Superintendent



# 2025-2026 DISTRICT CALENDAR

## Staff - Secondary: Semester IMPORTANT DATES

Draft B - 174  
same as 24/25 final

M	T	W	T	F
<b>JULY 2025</b>				
	1	2	3	(4)
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
<b>AUGUST 2025</b>				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	(26)	(27)	(28)	(29)
<b>SEPTEMBER 2025</b>				
(1)	(2)	(3)	(4)	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	(26)
29	30			
<b>OCTOBER 2025</b>				
		1	2	3
6	7	8	9	(10)
13	14	15	16	17
20	21	22	23	(24)
27	28	29	30	31
<b>NOVEMBER 2025</b>				
	3	4	5	6
10	(11)	12	13	(14)
17	18	19	20	21
24	25	26	(27)	(28)
<b>DECEMBER 2025</b>				
1	2	3	4	5
8	9	10	11	(12)
15	16	17	18	19
22	23	24	(25)	26
29	30	31		

Day	Month
<b>August</b>	
26-29	Staff Inservice Day
<b>September</b>	
1	Labor Day Holiday
2	Staff Inservice Day
3	First Day of School - 1/2 Kinders, Gr 1-5, 6 & 9
4	First Day of School - 1/2 Kinders, Gr 7, 8 & 10-12
26	Early Release - Collaboration Day (all students)
<b>October</b>	
10	Inservice Day - No School (staff report)
24	Early Release - Collaboration Day (all students)
<b>November</b>	
6&7	No School-Grading/Conf Day ( <b>Sec Only</b> )-End of 1st Qtr
11	No School - Veterans Day Holiday
14	Early Release - Collaboration Day (all students)
27 & 28	Holiday - Thanksgiving - No School
<b>December</b>	
12	Early Release - Collaboration Day (all students)
22-31	Winter Break - No School
<b>January</b>	
1	Holiday - No School (all students)
2	Winter Break
5	No School - Collaboration Day AM: Teacher Directed/ PM: District/Building Directed (staff report)
16	Early Release - Collaboration Day (all students)
19	No School - Non-Contract Holiday (all students)
29 & 30	No School - Grading Day ( <b>Sec Only</b> ), End of 1st Sem
<b>February</b>	
13 & 27	Early Release - Collaboration Day (all students)
16	No School - Non-Contract Holiday (all students)
<b>March</b>	
13	Early Release - Collaboration Day (all students)
23 - 27	No School - Spring Break
<b>April</b>	
10 & 24	Early Release - Collaboration Day (all students)
17	No School-Conf/Grading Day ( <b>Sec Only</b> )-End of 3rd Qtr
<b>May</b>	
8 & 22	Early Release - Collaboration Day (all students)
25	Holiday - Memorial Day
<b>June</b>	
11	Last Day of School - Full Day (all students)
12	No School - Staff Grading Day

M	T	W	T	F
<b>JANUARY 2026</b>				
			(1)	2
(5)	6	7	8	9
12	13	14	15	(16)
(19)	20	21	22	23
26	27	28	29	(30)
<b>FEBRUARY 2026</b>				
2	3	4	5	6
9	10	11	12	(13)
(16)	17	18	19	20
23	24	25	26	(27)
<b>MARCH 2026</b>				
2	3	4	5	6
9	10	11	12	(13)
16	17	18	19	20
23	24	25	26	27
30	31			
<b>APRIL 2026</b>				
		1	2	3
6	7	8	9	(10)
13	14	15	16	(17)
20	21	22	23	(24)
27	28	29	30	
<b>MAY 2026</b>				
				1
4	5	6	7	(8)
11	12	13	14	15
18	19	20	21	(22)
(25)	26	27	28	29
<b>JUNE 2026</b>				
1	2	3	4	5
8	9	10	(11)	(12)
15	16	17	18	19
22	23	24	25	26
29	30			

- Key:**
- End of Quarter
  - Non-Contract Holiday
  - First & Last Day of School
  - Holidays
  - Grading-Planning Days/  
Parent Conference Days
  - Inservice Days:  
Staff Dev, Planning & Collab
  - Early Release
  - Collaboration Days  
(certified & classified report)

\*This is Springfield Public School's district-wide calendar. For specific information pertaining to your school, please contact your school.

**Should more than two school days be missed for inclement weather, those days will be added during the year or to the end of the school year in order to meet minimum instruction minutes required by the State. See 'Other Key Dates' for details.**

**NOTE: In the event of budget constraints, the school board reserves the right to adjust the district's calendar**



# 2025-2026 DISTRICT CALENDAR

## Staff -Elementary: Trimester IMPORTANT DATES

Draft B - 174  
same as 24/25 final

M	T	W	T	F	Day	Month	M	T	W	T	F
<b>JULY 2025</b>					<b>August</b>		<b>JANUARY 2026</b>				
	1	2	{ 3 }	{ 4 }	26-29	Staff Inservice Day				{ 1 }	2
7	8	9	10	11	<b>September</b>		5	6	7	8	9
14	15	16	17	18	1	Labor Day Holiday	12	13	14	15	16
21	22	23	24	25	2	Staff Inservice Day	19	20	21	22	23
28	29	30	31	3	First Day of School - 1/2 Kinders, Gr 1-5, 6 & 9	26	27	28	29	30	
<b>AUGUST 2025</b>					4	First Day of School - 1/2 Kinders, Gr 7, 8 & 10-12	<b>FEBRUARY 2026</b>				
				1	5	Kinder Teacher Collaboration Day - Only Kinder students do not report	2	3	4	5	6
4	5	6	7	8	26	Early Release - Collaboration Day (all students)	9	10	11	12	13
11	12	13	14	15	<b>October</b>		16	17	18	19	20
18	19	20	21	22	10	Inservice Day - No School (staff report)	23	24	25	26	27
25	26	27	28	29	24	Early Release - Collaboration Day (all students)	<b>MARCH 2026</b>				
<b>SEPTEMBER 2025</b>					<b>November</b>		2	3	4	5	6
{ 1 }	{ 2 }	{ 3 }	{ 4 }	{ 5 }	11	No School - Veterans Day Holiday	9	10	11	12	13
8	9	10	11	12	14	Early Release - Collaboration Day (all students)	16	17	18	19	20
15	16	17	18	19	24-26	No School-Grading/Conf Day (Elem Only)/End of 1st Trimester	23	24	25	26	27
22	23	24	25	26	27 & 28	Holiday - Thanksgiving - No School	30	31			
29	30			<b>December</b>		<b>APRIL 2026</b>					
<b>OCTOBER 2025</b>					12	Early Release - Collaboration Day (all students)			1	2	3
				1	22 - 31	Winter Break - No School	6	7	8	9	10
6	7	8	9	10	<b>January</b>		13	14	15	16	17
13	14	15	16	17	1	Holiday - No School (all students)	20	21	22	23	24
20	21	22	23	24	2	Winter Break	27	28	29	30	
27	28	29	30	31	5	No School - Collaboration Day AM: Teacher Directed/ PM: District/Building Directed (staff report)	<b>MAY 2026</b>				
<b>NOVEMBER 2025</b>					16	Early Release - Collaboration Day (all students)	4	5	6	7	8
				3	19	No School - Non-Contract Holiday (all students)	11	12	13	14	15
3	4	5	6	7	30	Teacher Prep Day (Elementary Only) - staff report	18	19	20	21	22
10	{ 11 }	12	13	14	<b>February</b>		25	26	27	28	29
17	18	19	20	21	13 & 27	Early Release - Collaboration Day (all students)	<b>JUNE 2026</b>				
24	25	26	27	28	16	No School - Non-Contract Holiday (all students)	1	2	3	4	5
<b>DECEMBER 2025</b>					<b>March</b>		8	9	10	11	12
				1	13	Early Release - Collaboration Day (all students)	15	16	17	18	19
1	2	3	4	5	20	No School-Grading Day/End of 2nd Trimester (Elem Only)	22	23	24	25	26
8	9	10	11	12	23-27	No School - Spring Break	29	30			
15	16	17	18	19	<b>April</b>						
22	23	24	25	26	10 & 24	Early Release - Collaboration Day (all students)					
29	30	31			<b>May</b>						
<b>Key:</b>					8 & 22	Early Release - Collaboration Day (all students)					
	End of Trimester				25	Holiday - Memorial Day					
	Non-Contract Holiday				<b>June</b>						
	First & Last Day of School				11	Last Day of School - Full Day (all students)					
	Grading-Planning Days/ Parent Conference Days				12	No School - Staff Grading Day					
	Inservice Days: Staff Dev, Planning & Collaboration										
	Early Release										
	Collaboration Days (certified & classified report)										
	Kinder Only										

\*This is Springfield Public School's district-wide calendar. For specific information pertaining to your school, please contact your school.

**Should more than two school days be missed for inclement weather, those days will be added during the year or to the end of the school year in order to meet minimum instruction minutes required by the State. See 'Other Key Dates' for details.**

**NOTE: In the event of budget constraints, the school board reserves the right to adjust the district's calendar**

# KEY POINTS ABOUT THE 2025-2026 ACADEMIC CALENDAR

This calendar represents the best efforts of the District, in collaboration with staff associations, to strike a balance as it reinvests its limited resources in ways that allow it to continue improving student achievement. It also represents what the School Board believes to be best for the instructional program as a whole, working within current budget limitations.

***Should more than two school days be missed for inclement weather, those days will be added to the end of the school year in order to meet minimum instruction minutes required by the State.***

## School Start and End Times

Begin and end times for schools are as follows:

- Elementary Schools: 8:35 a.m. - 2:50 p.m.
- Middle Schools: 8:15 a.m. - 3:05 p.m.
- High Schools: 8:00 a.m. - 3:05 p.m.

## First Week of School

Springfield schools will start on **Sept 3rd** for grades 1-5, 6 and 9; and **Sept 4th** for grades 7, 8 and 10-12. To support smooth transition to school, kindergarten students will have a special schedule the first week. **Kindergarteners will begin the school year on a staggered start schedule, with half attending on Sept 3rd and half on Sept 4th. Friday, Sept 5th, will be a no school day for kinders only. All kindergarten students will resume school on Sept 8th.**

## Early Release for All Grades

The District has once again designated a number of days for collaboration. Collaboration time allows staff to work together and plan the best ways to support individual students without requiring additional no-school days. This collaboration time is key to allowing schools to build the networks of support that can help all students achieve our vision of *Every Student a Graduate Prepared for a Bright and Successful Future*.

There are 12 early release dates identified on the calendar for all grades. High schools will provide more information about their early release schedule at registration in August.

The early release times are staggered at different levels to ensure bus availability

- All elementary schools will be released at 12:30 p.m.
- All middle and high schools will be released at 1:15 p.m.

**Elementary bus riders will be dropped off at their bus stops 2 hours and 20 minutes earlier than their regular time. Middle and high school students will arrive 2 hours earlier**

All students in grades K-12 will be served lunch just as they are on a regular school day.

## Other Key Dates

- Winter Break is December 22-January 2. Spring Break is March 23-27.
- The last day of school is **June 11**.
- There are 174 student contact days, including early release days for collaboration.
- All District elementary schools are on trimester grading systems, while all middle and high schools are on semester calendars. This public calendar contains information relevant to both systems. Please note that A3 and charter schools Willamette Leadership Academy (Middle & High), have completely different calendars, which are available by contacting those schools.

*Contact your child's school for more information or for any other questions about this calendar. Transportation schedules will be available shortly after school registration events in August.*