

“Today is Indigenous Peoples' Day. It serves as an opportunity to celebrate the rich cultures, histories, and contributions of Indigenous peoples across our region, state, and nation. It also reminds us of the resilience and strength of Native communities and acknowledges the historical and ongoing impacts of colonization.

As part of Springfield Public School's commitment to fostering an inclusive and respectful learning environment, we encourage students and staff to engage in meaningful discussions about Indigenous history, culture, and rights.

By recognizing Indigenous Peoples' Day, we aim to promote awareness, appreciation, and reconciliation, inspiring our students to become informed and compassionate global citizens who honor and support Indigenous communities – not only today but in the future.

Together, let us learn, reflect, and celebrate the vibrant heritage of Indigenous peoples.”



SPRINGFIELD
PUBLIC SCHOOLS
Every Student, Every Day

REQUEST TO ADDRESS THE BOARD

Name Laura Farrelly Date 10/13/25
District Residency SHS Phone 541-514-6404
Email laura.farrelly@springfield.k12.or.us
Agenda Item or Topic Exit interviews

• • • • •
The meeting is being tape recorded. Please limit your comments to three minutes.

Martie Steigleder

From: james mattiace <jamesmattiace@yahoo.com>
Sent: Monday, September 22, 2025 8:23 PM
To: public comment
Subject: Elementary Civics Education

Dear Board of Education,

First of all, congratulations to my former colleague, Sally Golden, for her award as Lane Regional Teacher of the Year and nomination for Oregon Teacher of the Year.

My name is James Mattiace and I am a former Civics and Government teacher at Springfield High School. As a teacher of civics and political science I was always impressed by the students who came to high school class with memories and stories about their early learning from elementary school. Those foundational experiences helped embed the essential concepts of democracy and civic life in their spirit. There was always a clear difference between students who had good elementary civics education and students who did not. I would hope, you, as leaders of a district, elected through a democratic process, would recognize your own. Maybe you entered civic life later, maybe you always envisioned yourself as an active citizen. Regardless of when you made that mindshift, I think we would all agree that earlier is better.

Which is why I was disturbed to hear that the district is cutting elementary civics education in favor of more math and reading instruction. While math and literacy are essential skills to foster, there must be room in the daily classroom for science, civics, art, health and technology. As educational leaders, you need to set the key values and then let building principals build the daily educational program.

I have added my name to the SAfER petition and am attaching the demands below. They have my full support.

We call for:

- 1) **District leadership to publicly prioritize elementary school instruction aligned with Oregon's educational requirements and standards** in all essential subjects as defined by the Oregon Department of Education, **including science, social sciences, art, health, technology, and social-emotional skills**, changing their current model that values only reading, math, and fidelity to a particular curriculum.
- 2) **The immediate creation of a task force of all stakeholders** (parents, caregivers, students, teachers, school staff, administrators, community members) **to develop a long-term plan** that ensures that students are receiving a well-rounded education at every grade level.
- 3) **Redesign of elementary schools' schedules to allow for well-rounded instruction.** Increase the time devoted to standards-aligned instruction in science, social sciences, art, health, technology, and social-emotional skills.

4) **Reworking elementary school report cards** to adequately align with and track student performance in the subjects listed above.

5) **District leadership to guarantee that the district is current with Oregon's instructional materials adoption schedule** by completing the adoption process for elementary science and beginning the process for district-wide social sciences adoption before the end of the 2025-26 school year. This adoption must include aligned and appropriate professional development for our educators.

Sincerely,
James Mattiace

Martie Steigleder

From: Ingrid Jayne Nordstrom <ingridjayne@gmail.com>
Sent: Monday, October 13, 2025 1:33 PM
To: Ken Kohl; Heather Quaas-Annsa; Jonathan Light; graff@springfield.k12.or.us; Amber Langworthy;
public comment
Subject: Question about written comment submission

Hello!

At the September 8th board meeting, I shared concerns about the elementary school curriculum during the public comment portion of the meeting. Later that week I submitted my concerns via email as a written statement, and I have yet to hear back or receive any acknowledgment that my concerns are not just being seen but addressed. I am resubmitting my statement here and also sending it to each board member directly in hopes that I will hear back from someone. I will also attend the board meeting tonight in hopes to hear some discussion and transparency regarding the concerns that *hundreds* of teachers, parents, and community members have shared with you repeatedly. Thank you!

Take care,
Ingrid Nordstrom

—

Below is my statement:

WRITTEN COMMENT (delivered orally at the September 8, 2025 board meeting):

I'm a professor at Lane Community College and a proud parent of two elementary school kids in the district, and I have three concerns that I'd like to share tonight.

First is the lack of instruction in subjects such as science, health, art, and social studies. I think we can all agree that these subjects — in addition to reading and math — are foundational to a meaningful education, because they foster critical thinking, creativity, and a deeper understanding of the world we live in. When I look at the work my kids bring home from school, I see a focus on reading and math, but what I don't see are opportunities for my kids to do science experiments or to study and practice art; I don't see my kids writing and illustrating stories; I don't see them studying important historical figures or learning how government works. Our kids need a more holistic and comprehensive education so that they can build confidence and discover and develop the critical and creative skills they need to become leaders and engaged citizens.

My second concern regards the lack of teacher autonomy at our schools. Teachers are highly trained professionals who know how to create supportive learning environments and respond to students' needs. But at our schools, teacher expertise and experience is being devalued — and our kids are paying the price. One of my kid's past teachers shared that the students in that particular class were more inquisitive than any group she had taught before. For example, during a math lesson, they asked questions about how what they were learning in the math lesson would work outside of the classroom. A dream come true for a teacher! But because she had to conform to the content and time constraints mandated by the district, she wasn't able to respond effectively to the students' curiosity. Restricting teacher autonomy stunts our kids' education and contributes to teacher burnout and attrition.

Finally, at the August 11 meeting, a community member shared her own curriculum-related concerns. She asked explicitly for answers, but at least publicly her questions were met with silence. At the August 25 meeting, the primary focus seemed to be on the superintendent's complaint against Director Light, a complaint that as a parent, I consider to be a complete misuse of time, an attempt to undermine Director Light's leadership, and a distraction from the more important issues on the table. I don't care about the politics of the

board; I care about our kids' education. Over and over again, the community is asking questions, but we aren't getting answers. I assume that behind the scenes you are discussing these issues, but I want to know what you're doing to address our concerns. If you have already begun to do something, tell us! Share more about the steps you are taking to ensure that our kids are being offered a meaningful education and that teachers are being treated with the respect they deserve. This is what we expect from our educational leaders.

I am looking forward to your response and to a more transparent discussion of these concerns at upcoming meetings. But in the meantime, thank you for the opportunity to express my concerns and for your time and commitment to public education.

POST MEETING REFLECTION:

I want to compliment the board as well as the administrators who presented on the changes schools are making in response to the governor's executive order on personal technologies. The administrators shared their experiences and impressions and board members asked thoughtful questions and expressed support. What I saw here was an example of radical collaboration: a collaborative effort to solve a complex, multifaceted challenge through open communication, shared power, and deep trust. I saw the board and upper administrators actively listening, engaging with respect, and carving out space for the administrators in the schools to share their impressions. Bravo!

I would love for the board and upper administrators to use this conversation as a model for solving the curriculum challenges we know we are facing. You need to trust and empower the teachers who are in the classrooms working with students and collaborate with them to find solutions, just as you are doing with the teachers and administrators who are on the ground working on the personal technologies policy. When the community you are elected to represent is asking for answers, it is your responsibility to do what you can to respond with honesty and integrity. This should not be about any individual's ego or resume; it should be about making education as inspiring, challenging, and holistic as possible so that our kids have every opportunity to figure out who they are and what they care about.

Please show teachers, students, and families who are concerned about the curriculum the same respect you demonstrated in this conversation about personal technologies.

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"I took a long, deep breath and wondered, as usual, where to start. You start where you are, is the secret of life. You do the next right thing you can see, then the next." Anne Lamott

Martie Steigleder

From: Ingrid Jayne Nordstrom <ingridjayne@gmail.com>
Sent: Thursday, September 18, 2025 12:50 PM
To: public comment
Subject: Written Public Comment

Name: Ingrid Nordstrom

District: Springfield

Email: ingridjayne@gmail.com

Topic: Curriculum concerns

At the last board meeting, I gave oral public comment regarding the curricular concerns I share with many teachers and parents in the Springfield School District. I wanted to share those as written public comment as well so that they can be entered into your records. I'm sharing those comments below with an additional reflection on the last board meeting that I would also like entered into public comment.

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WRITTEN COMMENT (delivered orally at the September 8, 2025 board meeting):

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Thank you!

Ingrid Nordstrom

"I took a long, deep breath and wondered, as usual, where to start. You start where you are, is the secret of life. You do the next right thing you can see, then the next." Anne Lamott

Martie Steigleder

From: Shana Stolarczyk <shana_stolarczyk@hotmail.com>
Sent: Monday, October 13, 2025 1:14 PM
To: public comment
Subject: Written Public Comment - 10/13/25
Attachments: Written Comment_SPS Board Meeting 10-13-25_Shana Stolarczyk.docx

Hello- please finding attached my written public comment for the Board Meeting today, October 13, 2025.

Information for written public comment:

- Name: **Shana Stolarczyk**
- District residency: **Springfield SD**
- Email address and/or phone number: **shana_stolarczyk@hotmail.com; 541-953-2026**
- Agenda item or topic: **Elementary School Curriculum**

Thank you,
Shana Stolarczyk

My name is Shana Stolarczyk and I am a parent of a 5th grader and an 8th grader in the Springfield School District.

I spoke to this Board last month at the meeting on September 8th regarding the need for the district to adopt high-quality elementary school curriculum in ALL subject areas, including science, social studies, technology, social and emotional skills, and art. In addition to curriculum adoption, daily time requirements for teachers should be adjusted to allow sufficient time to teach and assess all state required standards, and families should be provided with detailed report cards and other communication from schools that give evidence of our children's learning in content areas besides language arts and math.

These issues have been brought to the board and district leadership a number of times, however it seems that nothing has been done to address this to date. I also did not receive any response from the district that the concerns I summarized last month were being considered or reviewed by anyone.

In July of this year, board members received a letter signed by 75 SPS teachers explaining that children are being harmed by district policies that do not allow for adequate instruction in science, social studies, and art.

A petition sponsored by the Community Alliance for Public Education and signed by over 350 concerned individuals, including former United States Representative, Peter DeFazio, describes in great detail why the members of this community will no longer ignore the district's inaction with regard to clear and catastrophic deficiencies in our children's elementary education.

The district's decision to ignore the Oregon Department of Education's curriculum adoption schedule in both 2016 and 2023 was unacceptable. The fact that nothing is being done now to fix this by presenting the plan to adopt high-quality curriculum in all subjects as required by the state, is inexcusable.

The request from this Board by members of the community is simple – Do not allow the district Superintendent and other district leadership to ignore this issue by sweeping it under the rug any longer. Demand immediate accountability, and an explanation for why our students' education is not being prioritized. As elected representatives of this community, you have the ability and responsibility to ensure district leadership follows the state curriculum requirements. The community is paying attention to what your next move will be.

Since my comments from September 8th were not addressed, I am including those here as well to include as part of this written public comment.

September 8, 2025 SPS Board Meeting – oral public comment:

“Thank you for the opportunity to speak today. My name is Shana Stolarczyk and I am a parent of a 5th grader and an 8th grader in the Springfield School District. This will be our 4th year attending Springfield public schools since moving in this area from out of state. While I understand that no school district is perfect and there are many challenges facing our education system at every level, the difference we have noticed in the quality and scope of education at the elementary level in this district compared to our previous district, is striking. I also know from many discussions I have had with both parents and teachers in the district, that I’m not alone in my concern.

With little to no information from our school and teachers about what is being taught in the areas of science, social studies, technology, social and emotional skills, and art, I have had to rely on piecing together information from my children about what they have learned, and what they have not learned.

Topics covered during parent/teacher meetings, work sent home with my students, and report card details have been almost exclusively related to English Language Arts and Math. One line each is allotted on the two-page elementary school report card for Science, Health, Social Studies, Art and Technology, with the only options for feedback from teachers being related to whether students demonstrated Consistent or Inconsistent effort in these areas, or to indicate that individual assessment was not even done.

In a recent discussion with my elementary school administrator, I was told that there is some type of curriculum used to cover these content areas, but it was essentially implied that I should take his word on that since curriculum could not be sent home for me to view due to copyright. With no formal, state-approved curriculum adopted by the district in most of these subjects, insufficient time in a day allotted for teachers to cover the materials they do have, and no clear and detailed evidence provided to parents, the only conclusion to make is that our elementary students are not receiving the well-rounded and high-quality education they deserve.

As our elected School Board, you have the privilege and responsibility of ensuring Springfield elementary students have the materials and resources they need for a foundation to be successful as they move up to higher grade levels.

I believe I speak for many Springfield parents and teachers in asking for district leadership to adopt high-quality elementary school curriculum in ALL subject areas, and to adjust the daily time requirements for teachers to allow sufficient time to teach and assess ALL state required standards. Families should also be provided with detailed report cards and other communication from schools that give evidence of our children’s learning in content areas besides language arts and math.

I look forward to seeing how these issues will be addressed by this school board and the Springfield district superintendent. Thank you for your time."

Thank you,

Shana Stolarczyk, concerned parent and Springfield resident

Martie Steigleder

From: Jennifer Potter <jpotter583@gmail.com>
Sent: Monday, October 13, 2025 7:02 AM
To: public comment
Subject: Written Public Comment

Dear members of the school board,

As a long-time Springfield resident, I urge you to look at the petition from CAPE, and to take seriously the recommendations. Our students absolutely need to learn to read and do math, but they also need adequate time to learn about science, health, social studies and art. In order to have future Springfield citizens who know how to take care of themselves and understand the world we live in, they must start to learn about health, science, and social studies at a young age. Please begin a process to rework the elementary school schedule to allow more time for these crucial subjects.

Sincerely,
Jennifer Potter
Springfield Ward 3 resident

Willamalane and Springfield Public Schools Partner Program Summary



Collaborative Projects: Summer Activity 1Pass



2012 – Launch

- Willamalane + LTD + local attractions
- ~1,000 passes sold

2016 – Expansion

- City of Eugene Recreation joins
- Eugene pools added

2018–2020 – Steady Growth

- Participation increases across Lane County

2021 – Partner Enhancements

- Travel Lane County & cultural destinations added
- SPS's first year as a formal partner

2025 – Record Year

- 11,000 passes sold
- 3,500 passes distributed to Springfield students

The 1Pass Mission

Program Mission:

To provide access to healthy activities, education, transportation, culture, and recreation to as many kids as possible (18 and younger) in Springfield and Eugene.



- Get Air Trampoline Park
- Emerald Lanes Bowling
- Camp Putt
- Amazon Pool
- Splash Pool
- Echo Hollow Pool
- Willamalane Park Swim Center
- Bob Keefer Center
- Eugene Science Center
- Sheldon Pool
- River Road Park Pool
- Laurelwood Golf Course
- Natural History Museum
- Oregon Disc Golf
- Springfield Drifters baseball
- Eugene Emeralds baseball
- Adventure Children's Museum

1Pass: Big Picture For SPS Families

Every Springfield Public
Schools student who
signed up for the 1Pass
lottery received a pass.

2025

Students who received a 1Pass courtesy of SPS	Total passes sold by Willamalane (SOLD OUT)	% of total Willamalane passholders that represented SPS students
3,435	5,500	63%

Number of times 1Passes were used

79,940*

*An increase from 69,441 uses in 2024

1Pass: Distribution by School

High School

School	Number of passes	% of SPS Passes
Springfield High	327	10%
Thurston High	255	7%
Academy of Arts & Academics (A3)	56	2%

Middle School

School	Number of passes	% of SPS Passes
Agnes Stewart Middle	180	5%
Thurston Middle	244	7%
Hamlin Middle	239	7%
Briggs Middle	161	5%

1Pass: Distribution by School

School	Number of passes	% of SPS Passes
Mt. Vernon Elementary	213	6%
Yolanda Elementary	190	6%
Thurston Elementary	187	5%
Riverbend Elementary	180	5%
Two Rivers-Dos Rios Elementary	173	5%
Ridgeview Elementary	165	5%
Centennial Elementary	157	5%
Douglas Gardens Elementary	150	4%
Elizabeth Page Elementary	121	4%
Walterville Elementary	121	4%
Maple Elementary	119	3%
Guy Lee Elementary	114	3%

1Pass: Distribution by School

Specialty Schools

School	Number of passes	% of SPS Passes
Willamette Leadership - Middle/High	29	1%
Brattain Campus	26	1%
SPSOnline	23	1%
CTP	2	0.06%

School Based SPS and Willamalane Shared Programs



Childcare Youth Programs Totals

- Kids Club
- Winter Break
- Spring Break
- No School Days



2023-24 School Year	2024-25 School Year	Difference
• 355 Kids Club participants • 137 Winter Blast registrations • 46 Spring Break participants • 428 registrations for No School Days • 38 Kids Club families on waitlist	• 424 Kids Club participants • 152 Winter Blast registrations • 62 Spring Break participants • 515 registrations for No School Days • 0 Kids Club families on waitlist	• 19% increase • 11% increase • 35% increase • 20% increase

Middle School Sports

Program is facilitated in partnership with Springfield Public Schools.



Program	Participants
Volleyball	224 (9% increase from 2023-24)
Flag Football	68 (2% increase)
Cross Country	55
Basketball	327
Track	142 (16% increase)
Soccer	250 (9% increase)
Total Participants	1,093 (5% increase)

After-School All Stars

Program is
facilitated in
partnership with
Springfield
Public Schools.

- **Programs**
 - 4th & 5th grade girls basketball
 - 4th & 5th grade boys basketball
 - K-3 basketball and track and field clinics
 - 4th and 5th grade track and field
- 420 total participants (45% increase from 2023-2024)
- 2nd year of this program. Added clinic based programming for K-3rd graders.



4th Grade Swim Lessons

Program is
facilitated in
partnership with
Springfield
Public Schools.

- Two week sessions. 45 minute classes.
- 681 total participants from 12 schools. 4% increase from last year.
- 615 participants (90%) graduated to a higher swim level.

This is the 62nd year partnering with SPS to offer swim lessons to 4th grade students at no cost.



Thank You!!!!!!





Division 22 Standards Assurances for the 2024-25 School Year

October 13th, 2025

David Collins, Mindy LeRoux, Joyce Johnson, Jeff Fuller, Nicole Nakayama

Overview

What are the Division 22 Standards?



- Standards for Public Elementary and Secondary Schools: all Oregon administrative rules (OARs) set out in Chapter 581, Division 22.

Example: 581 - 022 - 0102 Definitions
Chp. Div. Rule Title

- The standards that the Oregon legislature or the State Board has determined must be met in order to be a standard school district.
- Compliance with these rules ensures a baseline level of service across the state.

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What are the requirements for each of the rules?

Consult the following resources for information:

Resource	Description
ODE's Rules at a Glance Summary	Provides a high-level summary of each rule
Secretary of State's Oregon Administrative Rules Database	Consult the text of the OAR for all of the specific details
ODE's Division 22 Standards Newsletter	Biannual publication that highlights new/revised rules, clarifies existing rules; provides insights on how the standards intersect with current issues and trends in K-12 education, as well as resources and promising practices

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What are the Division 22 Standards Assurances?

Combined Accountability Model

Districts report annually on compliance with each of the standards and include an explanation and corrective action plan for any rule with which the district is out of compliance.

Local Accountability

Districts must:

- report to their local school board by Nov 1
- make a report available on the district website by Nov 1



State Accountability

- Districts must submit assurances to ODE by Nov 15
- ODE reviews all submissions and follows up with districts that have self-reported as being out of compliance



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What happens if the district is out of compliance?



- ODE reviews the district's proposed corrective action plan and either approves or rejects it.
- If the plan is not approved as submitted, ODE contacts the district and provides technical assistance and support.
- Once the district has an approved plan in place, ODE specialists may continue to provide support, as needed.
- If a district fails to come back into compliance after an opportunity for corrective action, ODE may withhold a portion of the district's State School Fund monies.

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Report for the 2024-25 School Year

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Division 22 Waivers for 2024-25

- [581-022-2115\(3\) Assessment of Essential Skills:](#)
 - **Essential Skills Graduation Requirements** are waived for students graduating through the end of the 2027-28 school year.
 - Note: Local Performance Assessment requirement in Section (2) remains in effect.
- [OAR 581-022-2120 Essential Skill Assessments for English Language Learners](#)
 - This related policy requirement has also been waived through the end of the 2027-28 SY.



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Rule Revisions in Effect for the 2024-25 SY



Oregon Department of Education

OAR 581-022-2030 District Curriculum

Beginning in 2024-25, districts must have had:

- a planned K-12 instructional program for Social and Emotional Learning; and
- a planned 9-12 instructional program which includes the Personal Financial Education and Higher Education and Career Path Skills content standards.

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Rule Revisions in Effect for the 2024-25 SY



Oregon Department of Education

Modified Diploma, Extended Diploma, and Certificate of Attendance

Districts must annually provide parents information about diploma availability and requirements, and disclosure about certificates of attendance. On-site access to all courses is required for a diploma at all high schools.

OAR 581-022-2045 Substance Use Prevention and Intervention Plan

Requires a written comprehensive plan for substance use prevention and intervention. Includes K-12 substance use prevention education that meets the Health Education Standards; **requires a minimum of 1 ODE Opioid Prevention Education lesson in grades 6, 7, and 8 and once in High School (SB 238 – 2023).**

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District Report on Compliance with Division 22 Standards

Springfield Public Schools is meeting in 59 of 61 assurance areas.

Areas of non-compliance include:

581-022-2055 Career Education

581-022-2060 Comprehensive School Counseling

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Corrective Action Plan and Timeline

Springfield Public Schools staff are currently in contact with ODE Division 22 Assurance office to receive technical assistance as we prepare to come into compliance.

As we engage with ODE, these areas will be updated to reflect that support.

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Next Steps

We will post our finalized report to our website by November 1st, 2025.

We will finalize our report and submit to the state by November 15th, 2025.

We will include updates to assurances, as appropriate and with support from ODE.

DATE: October 13, 2025

DIVISION 22 ASSURANCES REPORT

RELEVANT DATA:

Each district in Oregon is required to adhere to the requirements for public education outlined in OAR Chapter 581, Division 22.

In response to requests from districts to Oregon Department of Education to lessen the reporting burden, the 2024-25 Assurance submission includes responses to questions about Oregon Administrative Rules.

The attached document indicates areas of compliance with OARs for Springfield Public Schools.

Springfield Public Schools has met compliance standards in all areas for the 2024-25 school year except:

[581-022-2055 Career Education](#)

We are currently working with ODE staff and ODE specialists to develop the plan and will bring together a work group to develop a correction plan.

[581-022-2060 Comprehensive School Counseling](#)

We are currently working with ODE staff and ODE specialist to develop plan and utilize Compliance tool. We will bring together a work group to develop a correction plan.

SPRINGFIELD SCHOOL DISTRICT #19
Report on Compliance with Public School Standards
2024-25 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of **Springfield** School District's compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2024-25 school year. For each rule reported as out of compliance, **Springfield** School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2026-27 school year.

What are the requirements of the standards? For a general overview of what each rule/standard requires, consult this high-level [Rules at a Glance summary](#). For specific, comprehensive requirements, use the links below for each individual rule.

Category: High-Quality Learning Experiences for All Students

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In compliance	Added the new credit requirement areas to transcripts in 2024-25 SY Developed Curriculum Maps for the new courses aligned to the standards in 24-25 SY All classes taught in 25-26 SY	Not applicable
581-022-2010 Modified Diploma	In compliance	For all students: Information provided to counselors, passed on to parents through standard procedures. For students with IEPs: Information is provided to parents (at least annually) with special education procedural safeguards.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2015 Extended Diploma	In compliance	Information is provided to parents (at least annually) with special education procedural safeguards.	Not applicable
581-022-2020 Certificate of Attendance	In compliance	Information is provided to parents (at least annually) with special education procedural safeguards.	Not applicable
581-022-2050 Human Sexuality Education	In compliance	These standards are covered through our district adopted Health materials. K-8 Great Body Shop. K-8 Second Step. Child Protection Unit. Revised full plan through the Health adoption process. HS Health . Great Body Shop Live Well Child Protection Unit	Not applicable
581-022-2055 Career Education	Out of compliance	We are currently working with ODE staff and ODE specialist to develop the plan and will bring together a work group to develop a correction plan.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	In compliance	Sample Elementary Building Schedule & Specials Schedule; MS schedule (all students have 3Qs of PE and 1Q of Health. Additional PE minutes integrated into health class. Link to further evidence of MS health/PE	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	In compliance	Sample MS schedule (all students have 3Qs of PE and 1Q of Health. Additional PE minutes integrated into health class.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		Link to further evidence of MS health/PE Link to further evidence of MS health/PE	
581-022-2340 Media Programs	In compliance	Supporting documentation	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2355 Instructional Materials Adoption	In compliance	Implementing corrective action plan.	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	In compliance	Same as corrective action plan, and submitted waivers. Link:	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	In compliance	Ashlock Series A lists of teachers who have been trained. Revised Dyslexia training list by site.	Not applicable
581-022-2500 Programs and Services for TAG Students	In compliance	Link to SPS website	TAG plan resources on ODE website
581-022-2505 Alternative Education Programs	In compliance	Agencies approved to contract with the district through board approval and/or ODE school approval letter.	Reminder: Alt Ed Data Collection is open every spring, closing at the beginning of May.

Category: Aligned and Focused Educational Systems

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2025 Credit Options	In compliance	Board policy available online; Proficiency	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		credit process in place at high schools	
581-022-2030 District Curriculum	In compliance	New SEL standards are integrated in the health standards. We have State approved health materials K-12 that meet State requirements for teaching SEL. We meet all requirements for Personal Financial Education and Higher Education and Career Path Skill content standards	Not applicable
581-022-2060 Comprehensive School Counseling	Out of compliance	We are currently working with ODE staff and ODE specialist to develop plan and utilize Compliance tool. We will bring together a work group to develop correction plan.	Working to develop a corrective action plan.
581-022-2100 Administration of State Assessments	In compliance	Springfield Public Schools has been conducting these assessments as part of ongoing assessment administration prior to being added to the assurance requirements.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	Standard procedures and annual reminder to certified staff.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
Performance Assessment Requirement			
581-022-2120 Essential Skill Assessments for English Language Learners	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2250 District Improvement Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260 Records and Reports	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2300 Standardization	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2315 Special Education for Children with Disabilities	In compliance	Board Policies and Special Education Manual	Not applicable
581-022-2320 Required Instructional Time	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	In compliance	District TAG Plan	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2335 Daily Class Size	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Engaged Partners and Communities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2005 Veterans Diploma	In compliance	This is included in School Board Policy IKF	Not applicable
581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2330 Rights of Parents of TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
** 581-022-2307 Educational Equity Advisory Committees D22 reporting for the 2024-25 SY is only required for school districts with an	In compliance	District website - EEAC	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
average daily membership (ADM) of 10,000 or more			
581-022-2330 Rights of Parents of TAG Students	In compliance	District TAG Plan	Not applicable
581-022-2370 Complaint Procedures	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Safe & Inclusive Schools

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2045 Substance Use Prevention and Intervention Plan	In compliance	Completed spring of 24 for implementation in fall 25	Not applicable
581-022-2205 Policies on Reporting of Child Abuse	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	This is an NFHS training that is required every four years for all coaches and athletic directors and we report to OSAA the updated information annually.	Not applicable
581-022-2215 Safety of School Sports – Concussions	In compliance	All coaches complete a course (Interscholastic Coaching Course) once, then annually they complete an NFHS training prior to coaching. We report to OSAA the updated information through	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		the year.	
581-022-2220 Health Services	In compliance	The District health services plan is linked here.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	In compliance	Report shared with School Board in weekly communication, as required by HASS plan.	Compliance Confirmation received by ODE 7/8/2025
581-022-2225 Emergency Plans and Safety Programs	In compliance	Annual online safety training emailed to staff with a due date of 10/31/2024. Drill reports sent to business operations department monthly ensuring all schools maintain compliance. Accident reports made available online and submitted to business operations department.	Not applicable
581-022-2230 Asbestos Management Plans	In compliance	Included in HASS plan and maintained at the facilities department. Mandatory training was provided to all custodial and maintenance staff on 8/21/2024 with a sign in sheet verifying attendance.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	Report available on the District website and provided to the board.	Not applicable
581-022-2308 Agreements Entered Into with Voluntary Organizations	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2312 Every Student Belongs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	In compliance	Audit conducted by ODE pupil transportation and nutrition services on an ODE determined schedule. Facilities are maintained in a safe, healthy and instruction conducive environment.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	In compliance	District plan Posted on district website	Not applicable
581-022-2515 Menstrual Dignity for Students	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Committed and Supportive Staff

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2405 Personnel Policies	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2415 Core Teaching Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable



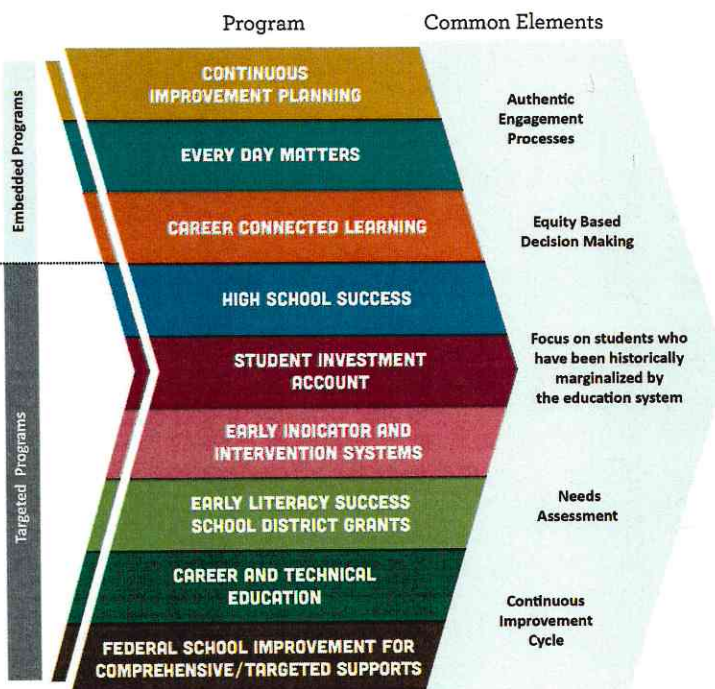
SPRINGFIELD PUBLIC SCHOOLS

Every Student, Every Day

24-25 Integrated Programs Annual Report Presentation

October 13, 2025

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Integrated Guidance Programs include 9 Programs providing support across all schools in SPS K12 system.

- Students of color and families of students of color
- Students with disabilities and families of students with disabilities
- Students and families who are navigating poverty, houselessness, and foster care
- Students who identify as LGBTQ2SIA+ and families
- Students and families who recently arrived
- Migratory students and families of migratory students
- Justice involved youth
- Families of justice involved youth as appropriate
- Students who are pregnant, parenting, and/ or students who experience any pregnancy related condition
- Students and families experiencing active duty military service
- Emerging bilingual students and families of emerging bilingual students

\$27,203,841 for 2025-2027 Biennium

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Annual Reporting Requirements

- ODE's annual report consists of two narrative questions
- Throughout the year, grant recipients have been asked to report expenditures, three overall reflection narrative questions, and report on progress markers which will help inform overall progress and annual report.

3

SIA Annual Report Requirements

- SIA recipients are required by statute to:
 - review their own progress on an annual basis through an annual progress report and financial audit
 - present their annual report to their governing board at an open meeting with opportunity for public comment (cannot be consent agenda item),
 - and post the report to the district or charter school website.
- If grantee set LPGTs and LOM:
 - In Year 1 of biennium: Affirm progress has been reviewed towards meeting the LPGTs in the grant agreement (Assurance)
 - In Year 2 of biennium: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. (Narrative Question)

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Annual Report Narrative #1

As we review progress markers, plan implementation, and overall reflections, we see our work contributing meaningfully to the Outcomes and Strategies outlined in our plan and to our Longitudinal Performance Growth Targets (LPGTs) and Local Optional Metrics (LOMs). While we continue to face challenges in some outcome areas, evidence of growth—particularly in focal group performance, early literacy implementation, and 9th-grade on-track rates—indicates that our strategies are beginning to yield positive results.

3rd Grade Reading

Slow progress on state measures is anticipated due to the timing of our new ELA adoption and realignment of curriculum maps. Implementation required a significant learning curve for staff and revealed gaps in both supplemental materials and professional learning. In response, during 2024–2025 we invested in professional learning for all K–2 teachers on the Science of Reading (SOR) and adopted Magnetic Reading Foundations to address foundational literacy needs. These adjustments have already led to strong growth on interim local assessments, and we anticipate this momentum will extend to state outcomes in 2025–2026 as all K–5 teachers complete SOR professional learning. This progress reflects the importance of early literacy in achieving our long-term LPGTs and demonstrates that our adaptive strategy is moving us toward closing equity gaps in reading.

Graduation and On-Track Measures

Our graduation outcomes show both progress and areas of continued focus. This reinforces our focus and the importance of strengthening persistence supports, especially for students requiring a fifth year. Efforts such as mentoring, advising, CTE expansion, and postsecondary transition planning are being scaled to address these gaps.

Our 9th Grade On-Track rate appears to be exceeding the baseline target, and showing particularly strong gains for focal groups. Given the predictive nature of 9th-grade success, these results affirm that our investments in early identification, targeted tutoring, and family engagement are positively impacting outcomes and setting the stage for higher graduation rates in future cohorts.

Attendance

Attendance continues to present a significant barrier to achieving our goals. Despite investments in behavior interventionists, transition specialists, and family resource supports, outcomes remain below target due to systemic challenges such as transportation, scheduling conflicts, and cultural/linguistic barriers. Through refinement of our tiered Care & Connection system, enhanced family outreach, and integration of attendance supports into MTSS structures, we are building stronger, equity-centered systems to address chronic absenteeism. Sustained focus in this area is critical, as consistent attendance is foundational to success across all other outcomes.

Overall, while we have not yet met all state and local targets, evidence of growth—particularly in literacy implementation and 9th-grade on-track performance—demonstrates that our strategies are working and contributing directly to our LPGTs and LOMs. Continued focus on early literacy, graduation persistence supports, and attendance interventions will allow us to sustain and expand these gains, ensuring that more students graduate prepared for postsecondary success.

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Positive Trending

- 3rd Grade Reading
- 9th Grade On Track Measures
- 4 year Cohort rates

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Annual Report Narrative #2

A barrier has been in the area of attendance, where outcomes remain below target despite intentional investments.

Persistent challenges identified include transportation difficulties, family scheduling conflicts, and cultural/linguistic barriers that hinder effective school-home communication.

Student Voice and TSI family sessions further confirmed that families want more accessible, two-way communication and easier access to supports. While our tiered Care & Connection system and added staff (e.g., transition specialists, family resource EAs, and behavior interventionists) have improved responsiveness, consistent implementation and stronger systemic supports are needed to reduce chronic absenteeism and close equity gaps.

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Flat Trending

- **Attendance**
 - Varied areas of focus:
 - communication
 - transportation barriers
 - family scheduling conflicts
 - access to supports
 - Focus on site based implementation and access to resources

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Annual Report Narrative #3

Springfield Public Schools fell short of 2023–24 Grade 3 ELA proficiency targets. This was anticipated during the first year of curriculum adoption. In 2024–25, all K–2 teachers engaged in Science of Reading training, and new foundational materials were introduced. Early interim results show growth, and expanded K–5 professional learning is expected to accelerate proficiency gains.

Graduation outcomes show steady progress. The 4-year cohort nearly met targets and focal groups posted meaningful gains, while the 5-year cohort dipped slightly, underscoring the need for stronger persistence supports. The 9th-grade on-track rate exceeded targets, with focal groups outperforming historical averages. Investments in credit recovery, MTSS, CTE pathways, and predictive supports are strengthening equity and momentum.

Attendance remains below target despite added staffing and supports, with barriers in transportation, scheduling, and communication. Families have called for more accessible engagement. In response, SPS is refining its tiered Care & Connection process, embedding attendance into MTSS, and expanding outreach, incentives, and transportation supports to reduce chronic absenteeism.

Overall, the district is making measurable progress in focal group achievement and early literacy growth, while sharpening strategies in persistence and attendance. These refinements are designed to close equity gaps and ensure more students graduate prepared for postsecondary success.

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Student Progress

- **Reading** Growth - 2%
- **Math** Growth - 1.9%
- **Science** Growth - 1.7%
 - 11th Grade science 0.4% behind State Average - Healthy System data
- **9th Grade On Track** data - exceeds LPGT targets for growth
- **4 year cohort** positive based on grad info from last year, **5 year cohort** seems to be in slight decline. We will get ODE graduation reports later this winter.
- **Attendance** not meeting target and will continue to be a priority area of focus

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Next Steps

- Continued quarterly reporting (November, February, August)
- Re-engagement process with ODE related to our Longitudinal Performance Growth Targets (LPGT'S)
- Continuous Improvement Cycle process to assess impact of investments and student outcomes as related to the requirements of the funding streams