



Public Written Comments
August 11, 2025

1-Mikell Harshbarger
2- Sandoval Van Brunt Salazar

1-Mikell Harshbarger

Good day and hello,

Please find attached a PDF file to be added to the written public comments for the SPS School Board meeting on August 11.

The document is concerned with a number of issues important to the board, especially instructional materials adoptions and the annual Division 22 Assurances reports presented to the board.

Please note that the document was signed by myself and 74 other teachers. I was selected to be the person to submit it to the members of the school board.

Thanks very much,

Mikell Harshbarger
Teacher, Elizabeth Page Elementary School
thegreath@comcast.net

Good day and hello honorable Springfield School District Board Members, We write to you with a request that you and the other members of the school board perform your duties of providing oversight of district policies and guaranteeing transparency for all stakeholders in our school community by directing district leadership to amend its Division 22 Assurances Report for 2023-24 to reflect the fact that the district was out of compliance in the area of District Curriculum 581-022-2030.

Please recall that the board was informed by a group of twenty-one teachers via email and by a written public comment in April, 2024 that the district was at that time out of compliance with ODE regulations with respect to science instruction. Under the Division 22 Assurances for District Curriculum 581-022-2030, it states: "Each school district shall provide a planned K-12 instructional program. The planned K-12 instructional program shall include Common Curriculum Goals adopted by the State Board of Education to include:



Content Standards as defined in OAR 581-022-0102 (10) for the following:

Language Arts

Mathematics

Science

Social Science (including, history, geography, economics, and civics)

The Arts

World Languages

Health Education

Physical Education...”

We believe that a common sense understanding of what constitutes a “planned K-12 instructional program” for a particular subject area should include the following:

1. An explanation of the “common curriculum goals”, i.e., specific grade level-aligned standards and student learning outcomes that were expected to be met.
2. A description of how this program linked grade level-aligned standards and student learning outcomes at one grade level to the next grade level, as well as articulation for the entire district from kindergarten to the high school level. In other words, there was a well-thought out plan that provided a throughline from kindergarten to twelfth grade for a child’s education in the subject area.
3. Evidence that the district adopted, purchased, and provided school staff with ODE-approved, grade level-aligned curriculum in order to implement its program.
4. Evidence that each school had sufficient instructional time allocated in its building schedule to make sure that the subject area instruction took place and student learning outcomes were assessed.

The district appears to be in compliance in the area of language arts instruction as it is clear that there is a “planned K-12 instructional program” in this subject area. Should you ask, we are confident that someone in district leadership could quickly provide you with documentation for 2023-24 concerning language arts instruction at the elementary level detailing what the priority grade-level standards were, what student learning outcomes needed to be met, how the student learning outcomes at one grade level were tied to those at other grade levels, the name of the ODE-approved, grade level-aligned language arts curriculum that was adopted, purchased, and distributed to buildings, and copies of building schedules showing how many minutes were allotted to language arts instruction each week.

We ask that you and the other board members request a report to be given to you within thirty days that provides specific information for 2023-24 regarding the “planned K-12 instructional program” in the areas of science, social studies, the arts, and health education. If the district had such an instructional program for 2023-24 for these subject areas, it would take very little time or effort for someone at the leadership level to provide you with evidence of this.



We assert that there was no such program for science, social studies, the arts, or health education that met all of the criteria above. We report that for the 2023-24 school year:

1. There was no district-wide K-12 instructional program shared with school staff detailing instruction or assessment with respect to “common curriculum goals” for science, social studies, or art.
2. There was no program articulated with teachers detailing how instruction in science, social studies or art were linked between grade levels, nor was there a plan shared that detailed a child’s educational throughline in these areas as they moved from kindergarten to twelfth grade.
3. There was no ODE-approved, grade-level standards aligned curriculum available for elementary teachers to use for science, social studies, or art instruction. (Please keep in mind that the Wonders language arts curriculum for grades K-5 is not approved by ODE as a curriculum for science or social studies instruction, and most of the reading passages in Wonders are not aligned with grade-level standards for science or social studies.)
4. The time allocated at the elementary level for instruction in these areas was insufficient for providing necessary and required instruction and assessment. In some buildings, zero minutes were allotted for art instruction, and a combined total of between 75 and 150 minutes were provided for teaching all three subjects of science, social studies, and health. This means an elementary teacher might only be able to teach 15 to 30 minutes of science or social studies or health per week. In contrast, most elementary students received between 550 and 700 minutes per week of language arts instruction.

At this time, these four items above are still currently true, meaning that the district continues to be out of compliance with ODE requirements for District Curriculum 581-022-2030.

In addition to amending the Division 22 Assurance Report for 2023-24, we request that you immediately call for a written report to be shared with all stakeholders detailing how the district will get in compliance with a “planned K-12 instructional program” for science, social studies, the arts, and health education for the years to come, especially with regard to grades K-5. In particular, this report should describe how the district will get in compliance in the area of science for the 2025-26 school year. According to ODE’s schedule for curriculum adoption, science curriculum adoption was supposed to happen in 2023 - 24, so we are already behind schedule. Please do not allow another year to pass with our district failing to meet the needs of its youngest students when it comes to instruction in science, social studies, the arts, and health.

Sincerely,

Concerned teachers of the Springfield Public Schools:

Lenora Davis



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PUBLIC SCHOOLS
Every Student, Every Day

Emily Miller
Anya Petroff-Howarth
John Lovdokken
Dante Fumagalli
Cliff Schutte
Terese Wagner
Lee Corette
Cheyenne Verano
Samuel Pabst
Ilsa Trumer
Meridien Howe
Andrew Davis
David Frost
Carrie Patterson
Kim Winkelman
Laura Farrelly
Cynthia Sleight
Aaron Mowery
Veronica Elsner
Haley Alexander
Shoshana Brice
Sierra Squires
Emma Mullen
Jill Smith
John Whisler
Clark Morberg
Nikki Danner
Trista Meduna
Jeffrey Perry
Scott Crowell
Christine Sales
Pascale Eugenio
Karen Blachly
Tinamarie Stanley
Leah Taylor
Lionel Clemons
Lelia Zsiga
Jessica Orsini
Jennifer Stern
Kyle Johnson
Jim Olsen



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Kimberlee Montoya
Leah Price
Brenda Ogan
Franchesca Sandoval
Laura Nelson
Mark Bond
Caleb Kostechka
Sarah Bowman
Ryan Elliot
Adam Fine
Alex Watson
Erin Allman
Harmony Diaz
Hannah Arnold
Kate Aly-Brady
Allison Sharpe
Bryanna Jones
Brandon Ferguson
Kristin Woodford
Tracy Lindsey
Sonja Ljungdahl
Morgan Rees
Amy Techau
Michael White
Mariah Stevens
Tim Eastland
Scott Boyer
Miranda Wilborn
Mikell Harshbarger
Paul Keppo
Kathy Smith
James Down
Keaton Lovendahl



2- Sandoval Van Brunt Salazar

I live in the Springfield Public Schools district

Topic: Thurston High School Schedule

Email:

Written comment:

I urge both Thurston and Springfield High School to keep their traditional bell schedule. The new advisory schedule cuts into valuable passing period time, lunch time, and even class time which would likely lead to a big rise in daily tardiness.

Also, under this new schedule the times which classes begin are odd, harder to memorize numbers which will only lead to more confusion surrounding this new schedule, especially for incoming freshmen.

Furthermore, advisory is already unpopular among students and adding 12 minutes to it, while making it a mandatory class will definitely decrease attendance and engagement.

As a final point, the widespread unpopularity of this schedule change is overwhelming clear as this petition has gathered nearly 1,000 signatures in a short period of time and this change has prompted concern from students, parents, and teachers alike. Any schedule change that prompts such opposition should be heavily modified if not abandoned altogether.

Jonathan Light

2023-24 Board Development and Future Agenda Topics – Summary

Board Dots	Topic	Staff Dots
1	Board goals (e.g., What is important?)	6
2	Board development (e.g., retreat, trust and respect, code of conduct, boardsmanship, self-evaluation, onboarding, efficient meetings, sharing and applying learning from conferences)	5
2	Board learning together (e.g., book study, article reviews)	2
3	Board member engagement with community (e.g., listening sessions, town hall meetings)	2
1	Safe and Healthy Facilities (e.g., environmental reports, HVAC updates)	
1	Facility Improvements (e.g., future needs and improvements, green space and sports fields, naming process)	
1	What does our benchmark data say about student performance?	2
3	What are we doing to close the student performance gaps?	5
	What updates do we need to know and track for graduation? (e.g., essential skills changes, new course expectations)	1
6*	Student achievement (e.g., wholistic review, demographics, baseline data, school- vs. district-level, student perspectives, frequency of updates)	3
2	Student behavior (e.g., school behavior plans, students' rights and responsibilities, PBIS/MTSS, mental health supports)	5
1	Diversity, equity, and inclusion efforts and updates (e.g., Ed. Equity Advisory Committee, school- and district-level efforts)	4
	Cell phones in schools	1
	Human Resources (e.g., staff recruitment and retention, hiring processes)	
1	Communications (e.g., promoting success, sharing SPS stories)	1
	Implementing legislative requirements	