



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

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

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

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.

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
April 14, 2025
Administration Building Board Room
640 A Street, Springfield, OR 97477

[En español](#)

5:30 PM Work Session

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

7:00 PM Board Meeting

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

AGENDA

TAB

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Call Meeting to Order <li style="padding-left: 20px;">A. Pledge of Allegiance <li style="padding-left: 20px;">B. Land Acknowledgement 2. Approval of the Agenda 3. Presentations <li style="padding-left: 20px;">A. Student Board Representative Communication <li style="padding-left: 20px;">B. Certified Appreciation Proclamation 4. Public Comments (Three (3) minutes each; maximum time 25 minutes. Speakers may not yield their time to other speakers.) 5. Action Items <li style="padding-left: 20px;">A. Approve Consent Agenda <ol style="list-style-type: none"> 1. February 24, 2025 Board Special Minutes 2. March 10, 2025 Board Meeting Minutes 3. Financial Statement, Resolution #24-25.046 4. Personnel Report, Resolution #24-25.047 <li style="padding-left: 20px;">B. Appoint Budget Committee Member, Resolution #24-25.048 <li style="padding-left: 20px;">C. Approve Bus Financing Agreement, Resolution #24-25.049 (5 minutes) <li style="padding-left: 20px;">D. Adopt Academic Calendar 2025-2026, Resolution #24-25.050 (10 minutes) <li style="padding-left: 20px;">E. Approve IG Application, Resolution #24-25.051 (15 minutes) 6. Reports and Information <li style="padding-left: 20px;">A. United Front Update (15 minutes) <li style="padding-left: 20px;">B. Superintendent Communication <li style="padding-left: 20px;">C. Board Communication and Comments 7. Next Meetings: April 28, 2025 - Board Special Meeting at 5:30 PM
May 8, 2025 - Budget Committee Meeting at 6:00 PM
May 12, 2025 – Board Business Meeting at 7:00 PM
May 15, 2025 – Budget Committee Meeting at 6:00 PM 8. 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. 9. Adjournment | <p>Board Chair Nicole De Graff</p> <p>Chair De Graff</p> <p>Ken Kohl</p> <p>Chair De Graff</p> <p>Chair De Graff</p> <p>Chair De Graff</p> <p></p> <p>Brett Yancey</p> <p>Dustin Reese</p> <p>Chair De Graff</p> <p>Brett Yancey</p> <p>David Collins</p> <p>David Collins</p> <p>Brian Richardson</p> <p>Superintendent Hamilton</p> <p>Chair De Graff</p> <p></p> <p>Chair De Graff</p> |
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JUNTA DE EDUCACIÓN
14 de Abril de 2025
Sala de Juntas del Edificio de Administración
640 A Street, Springfield, OR 97477

5:30 PM Sesión de Trabajo

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

7:00 PM Reunión de la Junta Directiva

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

AGENDA

PESTAÑA

- | | |
|---|--|
| 1. Apertura de la reunión | Presidenta de la Junta Directiva Nicole De Graff |
| A. Juramento a la bandera | Presidenta De Graff |
| B. Reconocimiento de tierras | Ken Kohl |
| 2. Aprobación del Orden del Día | Presidenta De Graff |
| 3. Presentaciones | |
| A. Comunicación del Representante de la Junta de Estudiantes | Presidenta De Graff |
| B. Proclamación de Apreciación de Empleados Certificados | 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. 24 de febrero de 2025 Minutas Especiales de la Junta | |
| 2. 10 de marzo de 2025 Minutas de la reunión de la Junta | |
| 3. Estado Financiero, Resolución #24-25.046 | Brett Yancey |
| 4. Informe de Personal, Resolución #24-25.047 | Dustin Reese |
| B. Nombrar a un miembro del Comité de Presupuesto, Resolución #24-25.048 | Presidenta De Graff |
| C. Aprobar el Acuerdo de Financiación de Autobuses, Resolución #24-25.049 (5 minutos) | Brett Yancey |
| D. Adopción del Calendario Académico 2025-2026, Resolución #24-25.050 (10 minutos) | David Collins |
| E. Aprobar la Solicitud IG, Resolución #24-25.051 (15 minutos) | David Collins |
| 6. Informes e información | |
| A. Actualización del Frente Unido (15 minutos) | Brian Richardson |
| B. Comunicación del Superintendente | Superintendente Hamilton |
| C. Comunicación y comentarios de la Junta Directiva | Presidenta De Graff |
| 7. Próximas reuniones: | |
| • 28 de abril de 2025 - Reunión especial de la Junta a las 5:30 PM | |
| • 8 de mayo de 2025 - Reunión del Comité de Presupuesto a las 6:00 PM | |
| • 12 de mayo de 2025 - Reunión de negocios de la Junta a las 7:00 PM | |
| • 15 de mayo de 2025 - Reunión del Comité de Presupuesto a las 6:00 PM | |
| 8. La Junta se reunirá 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. | |
| 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 April 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 Spring Play "Midsummer Night's Dream." A3 is working towards having performances that weave in multiple arts disciplines so students have the opportunity to stretch their exposure to many different professions and art forms. From learning about the back stage effects to performing as an actor to stagecraft, our dedicated staff worked around the clock to help support individual growth. The play was performed for the students on Friday before Spring break and then for 2 nights at the Wildish.

A3 continues to promote growth for our students by having a special esteemed guest at Multicultural Student Union and Student Voice groups. Dr. Lake spoke to the Multicultural Student Union and Student Voice groups (and several other students who wanted to be a part of Dr. Lake's dialogue) about privilege, community, and the importance of discipline over punishment. There were over 30 students in total who came to the talk.

He spoke about how important it is to recognize our own privilege and, after we're able to acknowledge that privilege, to use it for good. He told a story about the Underground Railroad and how white southerners used their privilege to help escaped slaves get out of the south.

He spoke about how some people, especially the billionaire class, don't want to lose their privilege because it would threaten their feeling of superiority. Therefore, the idea of equity itself threatens their ability to remain superior. He talked about how important it is to recognize that we all experience the world through our sense of self and, from there, form community with people outside of our self; others. We can't assume that everyone else around us has had anywhere close to the same upbringing as us. We all come from different families with different sensibilities that might not align with our own. We might slip up and say/do/post something harmful to the community without realizing the harm simply because our upbringing may have normalized that behavior or our social media may be poisoning our outlook. Because of that, it's important to engage in DISCIPLINE (aka teaching) as opposed to punishment.

A3 continues their pursuits in supporting families by hosting our amazing monthly community art nights. For March, students showcased their art and we offered 4 different classes for students of all levels to enjoy. People from all over the community enjoyed painting, making kaleidoscopes, and so much more! A3 has been dedicated to providing these art opportunities to help break down the barriers to accessing art, providing a free, safe family environment for activities.

Coming up: Dance Concert: April 25th

Springfield High School March School Report

Good evening, school board members, and thank you for letting me speak on behalf of Springfield High School.

Prior to spring break, Interact Club donated approximately \$300 in the form of gift cards to families who receive food boxes as a way to support them over break, especially for families whose students relied on school lunches.

On March 18th, Orchestra had their Pre-spring concert at 7:00 pm, where students showcased their hard work while demonstrating their amazing skills in their performance. In addition to that, SHS's annual talent show on March 21st was a huge success, with 11 amazing student performers taking the stage! Our talented hosts, Kaci Tanner, Brianna Hernandez, and James Glavin, awarded over \$500 in prizes to the top three acts: The first place winner was Maxwell Britton, with their original Song "Trust Myself", second place was Macey Green with their original Song "Flustered and Scared", and third place was Brianna Bird with their original Choreography to "Saturn"

Our leadership team has been working hard in preparation for student body officer elections: candidates campaigned from March 31st, until April 9th, when the voting application opened. The following week, from April 16th to April 24th, pre-applications for grade level officers will be open to the student body.

Our college and career center is hosting an LCC RTEC 101 class in our library on Tuesdays & Thursdays from April 1st to May 1st. It allows current seniors who are LCC-bound to experience college before they graduate, preparing them with the necessary tools and resources to become successful students.

The booster auction happened on April 5th, where many clubs and groups on campus, such as track, cross country, football, baseball, softball, yearbook, Interact, and many more were given the opportunity to raise money for their groups. Each group put together a live auction packet as well as baskets that were used in a raffle as a way for them to earn money. Each group provided a live auction item to be bid upon, along with many raffle baskets and gift cards.

On April 10th, we will be having our Incoming Freshmen Showcase from 6 pm to 8 pm. During the showcase, incoming Freshmen will be able to meet our teachers and learn about the programs our school has to offer, including electives, clubs, and sports.

Lane Community College, in partnership with Lane ESD, hosted its first-ever CTE Signing Day on April 8. The event celebrated high school seniors who plan to continue their

Career and Technical Education (CTE) pathways at LCC. We're proud to share that Springfield High School senior Mark Mowder was one of only two students from Springfield Public Schools selected to participate. The event brought together CTE students from across the region to connect with future classmates, meet LCC administrators, and be formally recognized for their commitment to continuing in CTE programs.

Six SHS students were nominated for this year's Springfield Arts and Culture Awards – Young Artists of the Year, held at the Wildish Theater on April 5th. I'm also proud to share the following winners: 1- Aliyah Roldan: *2D* Visual Art Winner. 2- The Cast and Crew of Hadestown: Teen Edition: Performing Arts/Theater Award, recognized for their outstanding work and strong community support. 3- Serenity Sevilla: Overall Young Artist of the Year, honored for her exceptional contributions as a dedicated senior theater technician.

We'd like to invite all of you to attend SHS's Acting Ensemble Spring Show, "The Fall of The House of Usher," which will run from April 17 to 19 at 7:00 pm each evening. We'd love to see you!

Thank you!

Thurston High School
April Student Report

Dear Board,

My name is Eliana Sanchez, and I am representing Thurston High School

Prepared - ready for what comes next

End of 3rd quarter - As we come back to school from spring break students find themselves at the near end of the quarter.

New College and Career Center Specialist - we welcomed a new college and career specialist Jess. We are so excited to have a wide guide to help us get across the finish line on scholarships, college decisions, and job applications.

Colt Night - Many clubs and activities help at colt night as we welcome in the community and give them an opportunity to let them know all that we have at Thurston high school. We hosted incoming students and their families last Thursday. It was a great night!

Caring - looking out for our community

Pageant Staff vs Student Basketball

The staff vs student basketball was a success as each team played hard even with obstacles to winning. The pageant is on the 19th of this month. All are invited!

Acting Ensemble Show - Acting ensemble will be performing Twelfth Night - 90s style by William Shakespeare. It is a limited run with only three performances - April 11 and 12th. There is a special matinee performance on Saturday, April 12th.

Brave - showing up, making our voices heard

2025-2026 ASB Elections - We held ASB elections right before spring break. Each running candidate gave a speech for why they ran for the position that they did and we held an assembly so the students could vote after the speeches. The following day we held a vote and announced the results.

Spring Sports - Spring Sports has had a strong start to the year, we will be excited to see where the rest of the year will take them.

Illuminating Tribal History and Culture of Thurston on April 21st. Our Native American Student Union and 5 Powers, in partnership with teachers and the

Springfield History Museum will be exploring state tribal history/shared history standards by bringing local tribal leaders and artifacts from the Illumination Exhibit directly to campus. We'll get to learn from local native tribal leaders about the history and culture of tribes from our immediate area - music, first foods, clothing, home building, art, language, and local histories. Installations from the exhibit will remain on campus through the month of April.

Colt Cash Skate Party

At THS, Students can earn Colt Cash from teachers and staff for demonstrating our campus values: Caring, Brave, Prepared. This quarter, we have a fun skate night where students can use Colt Cash to enter the spring Skate Party at the Bob Keefer Center on May 6th.

WLA BOARD REPORT - April 2025

Cayden, Finney

Good evening, this will be short

As WLA is quickly approaching the end of quarter and has a few things planned over the next few weeks. The first of them will be a dance on the 18th for any active students at WLA where students can have fun with friends and eat snacks together.

Finally we will have 2 of what we call Hootenannies, which is when for a large portion of the school day any students passing all classes get together and do planned activities often in the Gym or in the field.

Thank you for your time.



SPRINGFIELD
PUBLIC SCHOOLS
Every Student, Every Day

Teacher Appreciation Week Proclamation May 5 – 9, 2025

WHEREAS, teachers mold future citizens through guidance and education; and

WHEREAS, teachers encounter students of widely differing backgrounds; and

WHEREAS, our country's future depends upon providing quality education to all students; and

WHEREAS, teachers spend countless hours preparing lessons, evaluating progress, counseling and coaching students and performing community service; and

WHEREAS, our community recognizes and supports its teachers in educating the children of this community.

NOW, THEREFORE BE IT RESOLVED that the Springfield Board of Directors proclaims May 5 – 9, 2025 to be TEACHER APPRECIATION WEEK; and

BE IT FURTHER RESOLVED that the Springfield Board of Directors strongly encourages all members of our community to join with it in personally expressing appreciation to our teachers for their dedication and devotion to their work.

DATED this 14th day of April 2025.

Nicole De Graff, Chair

Heather Quaas-Annsa, Vice Chair

Ken Kohl

Jonathan Light

SPECIAL MEETING MINUTES

A Special Meeting of the Springfield School District No. 19 Board of Education was held on February 24, 2025.

1. CALL MEETING TO ORDER

Board Chair Nicole De Graff called the Springfield Board of Education special meeting to order at 5:32 PM.

- 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 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, Director and Jonathan Light.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Dustin Reese, Whitney McKinley, Taylor Madden, Jeff Fuller, Brian Megert, Martie Steigleder, Brian Richardson, Jeff Michna, Nicole Nakayama, Tyna Julian, Vincent Adams OSBA, Joyce Johnson, and Mindy LaRoux.

2. DISCUSSION

- A. Data Literacy – Student Success Instruction Team

The work session focused on the deeper analysis of data sets previously discussed, regarding balanced assessment systems. Board members rotated between three 20-minute table group meetings. Mindy LaRoux and Brian Megert discussed graduation rates and ninth-grade On-Track data. Joyce Johnson and Nicole Nakayama addressed elementary literacy, and Whitney McKinley and Jeff Fuller covered middle school mathematics. Available support for students experiencing poverty was also discussed. Each of the sessions were followed by personalized conversations with the Board.

BUSINESS MEETING MINUTES

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

1. CALL MEETING TO ORDER, FLAG SALUTE AND LAND ACKNOWLEDGEMENT

Board Vice Chair Nicole De Graff called the Springfield Board of Education meeting to order at 7:05 p.m. and led the Pledge of Allegiance. Following the Pledge of Allegiance, Director Quaas-Annsa read 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 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, Whitney McKinley, Taylor Madden, Anjali Smith, Cameron Stratton, Caleb Kostechka, Jody Barnhart, Troy Barnhart, Sahara Fisher, Cayden Finley, Miranda River, Leah Emmett, Sonja Ljungdahl, Kimberlee Pelster, Alexis DeLuna, Ame Beard, Andy Price, Kari Isham Skelton, Katie Dawson, Brandi Stark, Jose de Silva, Justin Martin, Nikki Danner, Joan Bolls, Kiana Johnson, and Jonathan Gault.

2. APPROVAL OF THE AGENDA

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

MOTION: Director Kohl moved, seconded by Director Light, to approve the March 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 March 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

Principal Ame Beard shared:

- Student-led conferences were recently held. A3 conducts three conferences per year.
- A3 worked with the Western Regional Education Network (WREN), a local service provided by Lane ESD to conduct student empathy interviews to find out what barriers students face when achieving excellence in their reviews.
- Special Education students were focused upon during student empathy interviews, as that demographic has shown to need extra support to be successful.
- Following the student empathy interviews, the WREN team will share their findings with staff, enabling them to assess where they are and plan for the next steps.
- A second set of empathy interviews will be conducted by WREN that will include one session for A3 parents and one for the students. The focus will be on attendance, state testing, participation and scores. This will help in the planning for greater success in these areas.
- Over half of A3 families come from other districts. A3 serves three counties and continues to support families through multiple information sessions, feeder school visits, portfolio reviews, shadow tours, and more. A comprehensive intake process is used to help the transition for both families and students.
- April - Prom
- March 14th. & 15th. - The spring play A Midsummer Night's Dream, to be held at the Wildish Theater at 7:00 p.m.

Gateways High School

Alexis DeLuna shared:

- A quarter-two assembly was held, recognizing those students with high attendance and high GPAs. Fun and games were included.
- Leadership organized fundraisers such as Pot of Gold and Pie a Teacher to raise funds for the upcoming prom.
- Month of February - Student Voice. A group of students were invited to share their concerns or appreciation for the school during the final 30 minutes of the day.
- Cap and gown orders are being placed, while class cohort senior meetings and meetings with counselors and within the College and Career Corner, are being held in preparation for graduation.
- Cosmetology students are completing their practical graduation requirements as they begin taking client applications for next year.

Springfield High School

ASB President, Sahara Fisher shared:

ASB Vice-President, Midori Rakestraw

- February 26th. - Advancement Via Individual Determination (AVID) Family Night
- AVID students toured the Oregon State University campus.
- Leadership implemented a new election process to ensure student body officer candidates are well qualified.
- Women's Basketball placed second in the league.
- Theater successfully presented Hadestown, which featured a motorized revolving stage built by SHS metals and wood shop students.
- Auditions for the production Clue are currently being held.
- February 28 - March 7th. - The Annual Orchestra Festival, featuring 14 orchestras and 350 student musicians.
- March 6th. - The Pre-Spring Concert
- March 7th. - The Lane Community College Choir Concert, featuring SHS Concert Choral
- March 20th. - Spring into Action, a student-led protest organized by the Social Justice League.
- DECA - Miller Mart earned gold certification at the State Clear Development Conference as a school-based enterprise for the second consecutive year and its student presenters placed seventh in State. A community-giving project supporting Miller Outfitters placed sixth overall. A student placed second in the quick-service restaurant category.
- Several musicians qualified for the OSAA or OMEA State Solo and Chamber Ensemble competitions in May.

Thurston High School

ASB President, Eliana Sanchez

ASB Vice President, Kennya Liberatore

Miranda River shared:

- Seniors are busy choosing their classes for next year.
- The counseling center is posting celebrations for students who report their awards.
- 350 students met the criteria for honors this past semester.
- The Dodgeball Pageant contest has raised over \$1,000 in support for the NICU at PeaceHealth River Bend.
- Regular attendance has consistently increased compared to last year's numbers.
- The musical James and the Giant Peach, wrapped up its final showings.
- Advanced Painting class held an art exhibit at the school.
- Boys Basketball advanced to the playoffs.
- Girls Wrestling placed first in State. Boys placed second in State.
- Swim had three individual medalists, and one Relay team earned medals. The Boys team earned third in State.
- A DECA student took third in State in Project Management, Business Solutions.
- Ten music students qualified for the State Solo and Ensemble District Contest.
- Two Robotics teams earned Team Recognition at State.
- Two dance routines by the Colt Dancers qualified for use at State this year.
- Colt Night - April 10th.
- Pageant - April 19th.
- Prom - May 17th.
- Graduation - June 6th.

Willamette Leadership Academy WLA

Cayden Finney shared:

March 10, 2025

3 of 9

- February 19th. - The Promotion and Reward Ceremony
- Sixth, seventh, and tenth-graders with the highest average GPAs will be rewarded with a field trip to DEFY Trampoline Park.
- February 27 & 28 - Parent Teacher Conferences
- March 4th. - Picture Retake Day

4. PUBLIC COMMENT

Vice Chair De Graff 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 2:00pm. 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.

— Springfield resident and student parent *Leah Emmett*, raised awareness about dyslexia, also providing the Board with several instructional and supportive resources.

— Springfield resident, student parent and Springfield High instructional coach *Caleb Kostechka* requested a full-day ban on cell phones, to improve student engagement and behavior.

5. ACTION ITEMS

A. Approve Consent Agenda

1. January 27, 2025 Special Meeting Minutes
2. February 10, 2025 Work Session and Business Meeting Minutes
3. Financial Statement, Resolution #24-25.040
4. Personnel Report, Resolution #24-25.041

Brett Yancey
Dustin Reese

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

Director Light requested Agenda Item four be pulled from the agenda.

MOTION: Director Light moved, Director Kohl seconded the motion to approve the Consent Agenda, excluding Item 4, Personnel Report Resolution #24-25.041.

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, excluding Item 4, Personnel Report Resolution #24-25.041: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, and Director De Graff – Yes.

Motion passed, 4:0.

Chair Light requested terminology clarifications for agenda item 4; Personnel Report, Resolution #24-25.041 of “probationary status, temporary and non-renewal and non-extensions and non-renewal.”

The Board discussed agenda Item 4, with a focus on terminology clarifications.

MOTION: Director Light moved, Director Kohl seconded the motion to approve the remaining Consent Agenda Item 4, Personnel Report Resolution #24-25.041.

Director Kohl announced a potential conflict of interest, as his spouse was listed on the Personnel Report.

Superintendent Hamilton expressed appreciation for the declaration, but noted that Director Kohl remained eligible to vote on the matter.

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 remaining Consent Agenda Item 4; Personnel Report, Resolution #24-25.041: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, and Director De Graff – Yes.

Motion passed, 4:0.

B. Adopt Instructional Materials, Resolution #24-25.042-44 Whitney McKinley
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.

MOTION: Director Kohl moved, Director Light seconded the motion to approve the request of: Live Well: Comprehensive High School Health, Human Kinetics, 2024 for instructional use in the High School Health program.

Chair De Graff asked if there was any discussion.

Director Light inquired about the teaching methods and time allocation for the program.

Chair De Graff called for a roll call vote. Chair De Graff asked each Board member to indicate if they approve the request of: Live Well: Comprehensive High School Health, Human Kinetics,

2024 for instructional use in the High School Health program: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Director Mason – Yes and Director De Graff – Yes.

Motion passed, 4:0.

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.

MOTION: Directors Kohl moved, Director Quaas-Annsa seconded the motion to approve the request of Pattern: High School Science for All. Portland Metro Stem Partnership, 2024, for instructional use in the High School Science program.

Chair De Graff asked if there was any discussion.

Board members inquired about State requirements and program credits.

Chair De Graff called for a roll call vote. Chair De Graff asked each Board member to indicate if they approve the request of Pattern: High School Science for All. Portland Metro Stem Partnership, 2024, for instructional use in the High School Science program.: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Director Mason – Yes and Director De Graff – Yes.

Motion passed, 4:0.

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.

MOTION: Director Kohl moved, Director Quaas-Annsa seconded the motion to approve the request of The Great Body Shop: Children’s Health Market, 2024, for instructional use in the K-8 health program.

Chair De Graff asked if there was any discussion.

Chair De Graff discussed the ability and importance for parents to opt-out of reproductive health lessons.

Board members inquired about State requirements and program credits.

Chair De Graff called for a roll call vote. Chair De Graff asked each Board member to indicate if they approve the request of The Great Body Shop: Children’s Health Market, 2024, for instructional use in the K-8 health program: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Director Mason – Yes and Director De Graff – Yes.

Motion passed, 4:0.

C. Approve OSAA Cooperative Sponsorship, Thurston High School and Mohawk High School Boys Volleyball, Resolution #24-25.045 **David Collins**

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.

MOTION: Director Kohl moved, Director Quaas-Annsa seconded the motion to support the OSAA Cooperative Sponsorship Application for Boys Volleyball between: Thurston High School and Mohawk High School.

Chair De Graff asked if there was any discussion.
There was none.

Chair De Graff called for a roll call vote. Chair De Graff asked each Board member to indicate if they support the OSAA Cooperative Sponsorship Application for Boys Volleyball between: Thurston High School and Mohawk High School: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, and Director De Graff – Yes.

Motion passed, 4:0.

6. Discussion

A. 2025-2026 Academic Calendar (15 minutes)

David Collins

Collins provided an overview of the 2025-2026 Academic Calendar, mentioning that no action was required that evening.

Two options were considered:

- A calendar similar to the current year's elementary calendar and a calendar similar to the current year's semester calendar.
- The recommended calendar aligns with the current year's elementary calendar for the next school year.
- The 2025-2026 Academic Calendar will be brought forward for approval at the April board meeting.

B. Integrated Guidance (15 minutes)

David Collins

Collins introduced the Integrated Guidance application for 2025-2027, providing background information and context for the funding streams.

- The Integrated Guidance application for 2025-2027 will be brought forward for approval at the April board meeting.
- The application process runs on a biennial cycle, with the last application having been presented in 2023.
- The State is aligning multiple areas and initiatives into a larger integrated application process, including early literacy.
- The process includes engaging with different stakeholder groups to assess and update focus areas.
- The application includes funding sources and areas of emphasis, such as academic impact, attendance, career connected learning, and high school success.

Community Engagement and Student Investment Account

- The Student Investment Account supports health and safety, increasing classified support, and class size reduction at the elementary level.
- Mechanisms have been placed, such as PBIS efforts and data sets to track outcomes and effectiveness.

- The application also includes investments in early literacy, extended learning programs, high dosage tutoring, and culturally relevant curriculum materials.
- The importance of engaging with community stakeholders to receive feedback and improve services and support.

Additional Discussion Topics

- Engagement strategies and community partnerships
- Ongoing engagement and targeted groups
- ODE application requirements
- Quality Assurance and Learning Panel (QALP)

7. Reports and Information

A. Educational Equity Advisory Committee Update (15 minutes) **Taylor Madden**

Chair De Graff introduced Taylor Madden, the liaison between the EEAC and the Board. Student representative Miranda Ryker and parent representative Anjali Smith were welcomed.

- The EEAC focuses on historically underserved student groups, including students of color, those experiencing homelessness, and others.
- Madden noted the most recent committee meetings, a focus on student voice programs, Senate Bill 1502, and nutrition services.
- Ryker shared insights from the Student Voice Program and highlighted ongoing engagement with District leaders and actionable items.
- The impact of Senate Bill 1502 on the EEAC meeting, privacy and sensitivity of discussions.
- Smith shared insights from a meeting with nutrition services leadership, covering topics such as serving sizes, culturally diverse food offerings, and ease of accessing food.
- Smith read aloud a letter drafted by the committee to the superintendent, expressing their concerns and requesting advocacy from the Board and legislators.
- Madden acknowledged and plans to discuss the concerns of the committee with local legislators and relevant organizations.

B. United Front Preview (15 minutes) **Brian Richardson**

The United Front consortium will travel to Washington, D.C. to advocate for regional needs in education and community services.

- The consortium aims to highlight regional needs and facilitate policy discussions on issues like affordable housing, climate resiliency, and educational resources.
- The upcoming trip to Washington D.C. is scheduled for April 6-10, with meetings planned with various government and nonprofit organizations.
- The consortium will also meet with the Oregon Congressional Delegation to discuss specific needs and potential legislative support.
- The upcoming trip booklet and meetings with the Department of Education were discussed. The trip booklet is expected to be available by spring break.

C. Superintendent Communication **Superintendent Hamilton**

Superintendent Hamilton expressed appreciation for presenters, the Educational Equity Advisory Committee (EEAC), and the instruction department for their work on data literacy.

- Hamilton reminisced about John Svoboda’s contributions to the community and schools, highlighting his unique perspective and hard-asked questions. The process to fill his Budget Committee vacancy was outlined.
- Classified Employee Appreciation Week was celebrated, thanking them for their essential roles.
- The success of the second annual Black Student Union Summit was recognized.
- Various school events, including the Springfield Orchestra Festival, Hadestown performance, and a choir concert with LCC, were praised.

D. Board Communication and Comments

Chair De Graff

Director De Graff shared:

- She was looking forward to the week and returning to the SEF board meeting.
- SEF will be volunteering for the OBOB on Saturday.
- The grant award applications for innovative teachers are open until April 1st.

Director Light shared:

- Various spring events, including the Springfield Orchestra Festival, Hadestown performance, and a concert with LCC.
- Praised the talent and interdisciplinary cooperation showcased in these events, thanking everyone involved.

Director Kohl shared:

- LCOG recently held their first meeting since September, however he was not able to attend. The next board meeting will be held in April.

Director Quaas-Annsa did not share any updates.

8. NEXT MEETINGS

March 13, 2025 – Budget Committee Work Session at 6:00 p.m.

April 14, 2025 - Board Business Meeting at 7:00 p.m.

April 28, 2025 - Board Special Meeting at 5:30 p.m.

Chair De Graff thanked everyone for attending.

9. ADJOURNMENT

With no other business, Chair De Graff adjourned the meeting at 8:52 p.m.

(Minutes recorded by Trenay Ryan, LCOG)

**SPRINGFIELD PUBLIC SCHOOLS
2024-2025 Revenue/Expenditure Forecast
As of March 31, 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. In addition to the State School Fund for the current year, the district is estimating to receive approximately \$800,000 in High-Cost Disability reimbursement, paid through the School Fund Formula mechanism. This amount is included in the revenue report.
- 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). In an effort to offset anticipated budget reductions for 2025-26, the district is transitioning staffing expenses to grant funds with expiring balances at the end of the current fiscal year. The current projection of 93.43% 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 92.58% 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 \$19,516,920. 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
3/31/2025

	BUDGET	ACTUAL through 03/31/25	ESTIMATED from 03/31/25 to year end	PROJECTED 2024-2025	PROJECTED as % of BUDGET
REVENUES:					
Property taxes - current	32,435,783	31,583,777	852,006	32,435,783	100.00%
Property taxes - prior years	375,000	241,923	133,077	375,000	100.00%
Other local sources	850,000	1,940,613	400,000	2,340,613	275.37%
County School Fund	190,000	0	190,000	190,000	100.00%
State School Fund	88,974,235	73,244,951	16,226,064	89,471,015	100.56%
Common School Fund	1,237,062	1,491,900	0	1,491,900	120.60%
Total revenues	124,062,080	108,503,163	17,801,147	126,304,311	101.81%
Beginning fund balance	19,038,670	20,260,981	0	20,260,981	106.42%
Total Beginning fund balance	19,038,670	20,260,981	0	20,260,981	106.42%
Total resources	143,100,750	128,764,144	17,801,147	146,565,292	102.42%
EXPENDITURES:					
Personal services	72,574,717	43,385,295	24,420,036	67,805,331	93.43%
Employee benefits	39,292,023	22,508,787	13,866,147	36,374,934	92.58%
Purchased services	11,386,648	7,337,867	4,048,781	11,386,648	100.00%
Supplies & materials	4,064,299	2,677,689	1,386,610	4,064,299	100.00%
Capital outlay	1,138,590	379,545	759,045	1,138,590	100.00%
Other objects	1,539,222	1,587,727	0	1,587,727	103.15%
Fund transfers	4,690,842	4,690,842	0	4,690,842	100.00%
Total expenditures	134,686,341	82,567,752	44,480,619	127,048,371	94.33%
Unappropriated	7,614,409	0	0	0	-
Contingency	800,000	0	0	0	0.00%
Total appropriations	143,100,750	82,567,752	44,480,619	127,048,371	88.78%
Total resources		128,764,144	17,801,147	146,565,292	
Total appropriations		82,567,752	44,480,619	127,048,371	
Ending fund balance		46,196,393	(26,679,472)	19,516,920	
Less: contingency		0	0	0	
Net fund balance		46,196,393	(26,679,472)	19,516,920	

**SPRINGFIELD PUBLIC SCHOOLS
2024-2025 Investment Report
As of March 31, 2025
Please see attached report**

Investment Guidelines:

- Investments shall comply with Federal and State laws including applicable Oregon Revised Statutes regarding investment public funds – type of investments and investment percentages.
- Credit risks minimized by limiting investments to safest types of securities and diversification of portfolio. Credit worthiness of security user or backer of an investment.
- Interest rate risk – matching investment maturities with cash requirements so that sales prior to maturities are minimized.
- Maintain sufficient daily liquid operating cash to pay bond construction obligations.
- Attain a market rate of return throughout budgetary cycles consistent with applicable Federal and State laws.

District Process & Philosophy:

- Invest in safe securities.
- Investments will not exceed a 3-year maturity.
- Investment in assets that fit within the cash flow forecast – limit interest rate risk of early sell off.
- Invest in items that generate a yield greater than the Local Government Investment Pool (currently at 4.64%).
- Maintain sufficient liquid operating cash – liquid cash in LGIP account for current spend needs.
- Comply with arbitrage regulations when investing debt funds.

Financial Summary:

- In the current market, the rate of return is 4.64% on the LGIP account and 4.33% on the Banner Bank money market account (cash equivalent account). In comparison, current Treasury rates are as follows:
 - 3 months 4.28%
 - 6 months 4.14%
 - 1 year 4.04%
 - 2 years 3.73%
 - 3 years 3.66%
- Based on cash flow needs and the liquidity of investments, funds remain in the LGIP account, as well as a smaller portion in the Banner Bank money market account. The LGIP maximum limit is \$61,749,000. We are currently \$308,395

over the limit; however funds will be transferred to the general bank account for payroll expenditures later this month.

- As the Federal rates decline, the LGIP rates will also decline. It would be prudent to look at long-term Treasuries prior to this projected decline and cash flows to determine if investing in Treasuries is feasible and makes sense.

SPRINGFIELD SCHOOL DISTRICT 19
INVESTMENT AND CASH EQUIVALENT
as of
3/31/25

Local Government Investment Pool			LGIP - General Account	LGIP - Debt Fund	LGIP - PERS Trust	Total LGIP
Annual Interest Rate	Interest Income					
		Beginning Balance	\$ 28,470,558	347,094	160,431	\$ 28,978,082
Jul-24	5.27%	164,941	35,806,586	364,952	1,210,779	\$ 37,382,316
Aug-24	5.30%	178,919	35,721,283	386,412	1,824,293	\$ 37,931,988
Sep-24	5.30%	174,746	28,079,405	403,200	2,440,382	\$ 30,922,987
Oct-24	5.11%	144,948	27,129,008	413,641	3,058,791	\$ 30,601,439
Nov-24	4.99%	156,062	53,872,162	1,717,742	3,679,208	\$ 59,269,111
Dec-24	4.85%	253,159	50,309,699	5,725,976	3,779,152	\$ 59,814,827
Jan-25	4.73%	246,100	52,707,368	5,811,092	4,402,257	\$ 62,920,718
Feb-25	4.70%	236,242	50,581,930	5,880,925	5,025,883	\$ 61,488,738
Mar-25	4.64%	250,198	50,366,996	6,036,772	5,653,626	\$ 62,057,395

Banner Bank Money Market			Money Market Account
Annual Interest Rate	Interest Income		
		Beginning Balance	\$ 18,709,820
Jul-24	5.31%	70,755	13,280,574
Aug-24	5.31%	54,443	8,835,018
Sep-24	5.31%	37,657	8,872,675
Oct-24	5.00%	35,753	6,908,428
Nov-24	4.79%	31,751	9,440,179
Dec-24	4.59%	44,267	11,484,446
Jan-25	4.45%	39,072	12,514,142
Feb-25	4.34%	40,780	12,554,941
Mar-25	4.33%	42,989	10,097,930

Investment Allocation Limits:

	Allowable:	Allocation:
US Treasury	100.0%	0.0%
US Government Agencies	100.0%	0.0%
LGIP Investment Pool	100.0%	100.0%
Banker's Acceptance	50.0%	0.0%
Certificates of Deposit	25.0%	0.0%
Commercial Paper - Oregon	25.0%	0.0%
Single Commodity Pool Operator (CPO) Security	10.0%	0.0%
Commercial Paper - National	10.0%	0.0%
Single Capital Protected Note (CPN) entity	5.0%	0.0%
State & Local Securities	10.0%	0.0%
Passbook Savings Accounts	10.0%	0.0%

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 resignations and retirements. 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

SUBMITTED BY:

Dustin Reese
Director of Human Resources

APPROVED BY:

Todd Hamilton
Superintendent

NO	NAME OR EMPLOYEE ID	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	RESIGNATIONS				
1	2602342	PROBATIONARY 2	FT	06/13/2025	RESIGNATION
2	2430851	PROBATIONARY 3	FT	06/13/2025	RESIGNATION
3	2759144	PROBATIONARY 2	FT	02/23/2025	RESIGNATION
4	2349523	PROBATIONARY 1	FT	06/13/2025	RESIGNATION
5	2431688	CONTRACT TEACHER	FT	06/13/2025	RESIGNATION
6	394068	CONTRACT ADMINISTRATOR	FT	06/30/2025	RESIGNATION
7	2759373	PROBATIONARY 2	PT	06/13/2025	RESIGNATION
8	2374285	PROBATIONARY 1	FT	06/13/2025	RESIGNATION
	RETIREMENTS				
9	1038613	CONTRACT TEACHER	FT	06/13/2025	RETIREMENT
10	393312	CONTRACT TEACHER	FT	06/30/2025	RETIREMENT
11	393444	CONTRACT TEACHER	FT	06/13/2025	RETIREMENT
12	887099	CONTRACT TEACHER	FT	06/13/2025	RETIREMENT
13	911313	CONTRACT TEACHER	FT	06/13/2025	RETIREMENT

BUDGET COMMITTEE APPOINTMENTS

RELEVANT DATA:

Oregon Budget Law requires that each local government establish a budget committee. Appointive members of the budget committee are appointed for three-year terms (unless filling a mid-term vacant position) and selected by the governing Board of Directors on an at-large basis.

Springfield Public Schools currently has one (1) vacant member position due to a resignation mid-term. Based on direction from the Board, staff sent out news releases to the media and posted information about the openings on social media outlets and the district website. In addition, each of the current committee members whose terms are expiring were contacted and invited to reapply for the position.

Four (4) completed applications were received by the established deadline and meet the necessary requirements of: living within the boundaries of the school district; are not an officer or employee of the school district; and are a qualified voter of the school district.

Interviews with the candidates were held prior to the Board Meeting on April 15, 2025 and tonight Board members are asked to appoint one (1) budget committee member for the remaining term, effective immediately through December 31, 2026.

RECOMMENDATION:

It is recommended that the Board of Directors appoint one (1) individual to serve as a member of the Springfield Public Schools Budget Committee, effective immediately through December 31, 2026:

Position 4:

SUBMITTED BY:

Brett M. Yancey
Chief Operations Officer

RECOMMENDED BY:

Todd Hamilton
Superintendent

RESOLUTION#: 24-25.049

DATE: APRIL 14, 2025

SCHOOL BUS PURCHASE AGREEMENT

RELEVANT DATA:

At the September 9, 2024 school board meeting the Board authorized the purchase of four (4) new Type 20 Ford Transit activity buses and three (3) Blue Bird Vision Conventional buses.

The buses have been ordered and delivery is estimated in mid-April. Upon delivery, the district will need to submit payment for these new buses using previously identified resources. Similar to the purchases made in the past the district is recommending the utilization of a full faith and credit note payable over a ten (10) year timeframe, which aligns with the depreciation schedule reimbursed by the Oregon Department of Education. This lease purchase agreement is a ten-year agreement at a market driven interest rate associated with municipal notes. The estimated rate for this issue is 5.23% due to current market conditions.

Payments for the agreement will be made solely from the Equipment Replacement Fund (Fund 297) on an annual basis. Additionally, the State reimburses our district for 70% of the cost of purchasing a new school bus (including interest on the lease program). This reimbursement comes to the district over a ten-year period and can only be used for the purchase of school buses and related equipment. The district places this money into Fund 297 and there are no additional General Fund resources being used for this purchase.

Brett Yancey is available to answer any questions.

RECOMMENDATION:

It is recommended that the Board approve the resolution as presented (attached), authorizing the issuance and negotiated sale of full faith and credit note in an aggregate amount not to exceed \$1,164,814, including the designation of authorized representatives and appointment of special counsel.

Submitted by:

Brett Yancey
Chief Operations Officer

Recommended by:

Todd Hamilton
Superintendent

RESOLUTION NO. 24-25.049

A RESOLUTION OF SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON AUTHORIZING A MASTER TAX-EXEMPT INSTALLMENT PURCHASE AGREEMENT AND ESCROW AGREEMENT; DESIGNATING AN AUTHORIZED REPRESENTATIVE AND SPECIAL COUNSEL; AUTHORIZING EXECUTION AND DELIVERY OF RELATED DOCUMENTS, AND RELATED MATTERS

WHEREAS, Springfield School District No. 19, Lane County, Oregon (the “District”) is authorized pursuant to the Constitution and laws of the State of Oregon, namely Oregon Revised Statutes (“ORS”) section 271.390 and applicable sections of ORS chapter 287A to (i) enter into contracts to finance the cost of real and personal property the District determines is needed, (ii) secure the District’s obligations under the contract by a security interest in the property to be financed under the contract, (iii) pledge the full faith and credit of the District, and (iv) pay the costs of issuance of such financing agreements.

WHEREAS, the District desires to finance new school buses of the District, and pay costs of issuance of the financing (the “Project”), and hereby determines the Project is needed.

WHEREAS, the estimated dollar weighted average life of such financing will not exceed the estimated dollar weighted average life of the Project being financed.

WHEREAS, it is advantageous for the District to authorize and enter into a Master Tax-Exempt Installment Purchase Agreement and Escrow Agreement to finance the Project.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON AS FOLLOWS:

Section 1. Authorization. The Board of Directors of the District hereby authorizes the execution and delivery of a Master Tax-Exempt Installment Purchase Agreement (the “Master Agreement”), Property Schedule No. 1 (together with the Master Agreement, the “Agreement”), and Escrow Agreement (the “Escrow Agreement”), and related documents, to finance the Project. The aggregate principal amount of the Agreement shall not exceed \$1,164,814.

Section 2. Payments. The payments under the Agreement shall be payable from the general, non-restricted revenues of the District and other lawfully available funds which may be available for that purpose, including taxes levied within the restrictions of Sections 11 and 11b, Article XI of the Constitution of the State of Oregon. The obligation of the District to make payments under the Agreement shall be a full faith and credit obligation of the District, and is not subject to appropriation. Additionally, the District is authorized to secure the District’s obligations under the Agreement by a security interest in the property to be financed with the proceeds the Agreement. The lender shall not have a lien or security interest on any other real or personal property of the District.

Section 3. Designation of Authorized Representative. Pursuant to ORS 287A.300(4), the District hereby authorizes the Superintendent or the Chief Operations Officer, or the designee of either of those individuals (the “Authorized Representative”) to act on behalf of the District and determine the remaining terms of the Agreements as specified in Section 4 of this Resolution.

Section 4. Delegation of Final Terms of the Agreements and Additional Documents. The Authorized Representative is hereby authorized, on behalf of the District, to:

- a. negotiate the terms of, and execute and deliver financing documents, including the Agreement and the Escrow Agreement;
- b. establish the dated date, final maturity date, interest payment dates, interest rate, principal payment dates and maturities, and principal amounts; establish prepayment provisions for payments under the Agreement and the Escrow Agreement; and determine all other terms under which the Agreement and the Escrow Agreement shall be executed and delivered;
- c. prepare the Agreement and the Escrow Agreement which the Authorized Representative determines to be in the best interest of the District, and execute and deliver the Agreement and the Escrow Agreement; and
- d. determine which fund or funds are available to pay the Agreement;
- e. engage the services of any professionals, enter into any other agreements, execute any other certificates or documents, and take any actions the Authorized Representative determines are necessary to finance the Project in accordance with this Resolution;
- f. execute and deliver a certificate specifying the action taken pursuant to this Resolution, and any other documents, agreements or certificates that the Authorized Representative determines are necessary or desirable in accordance with this Resolution; and
- g. Perform any and all other things or acts necessary for the financing of the Project.

Section 5. Tax-Exempt Status.

A. Preservation of Tax Exemption for Interest on the Agreement. The District covenants that it will take all actions necessary to prevent interest on the Agreement from being included in gross income for federal income tax purposes, and it will neither take any action nor make or permit any use of proceeds of the Agreement or other funds of the District treated as proceeds of the Agreements at any time during the term of the Agreement which will cause interest on the Agreement to be included in gross income for federal income tax purposes.

B. Small Governmental Issuer Arbitrage Rebate Exception. The District finds and declares that:

(a) it is a duly organized and existing body corporate under the laws of the State of Oregon and has general taxing power;

(b) no portion of the Agreement is a “private activity bond” within the meaning of Section 141 of the Code;

(c) at least 95% of the net proceeds of the Agreement will be used for local governmental activities of the District (or of a governmental unit the jurisdiction of which is entirely within the jurisdiction of the District);

(d) the aggregate face amount of all tax-exempt obligations (other than private activity bonds and other obligations not required to be included in such calculation) issued by the District and all entities subordinate to the District (including any entity which the District controls, which derives its authority to issue tax-exempt obligations from the District or which issues tax-exempt obligations on behalf of the District) during the calendar year in which the Agreement is issued is not reasonably expected to exceed \$15,000,000 of which at least \$10,000,000 will be attributable to the financing of capital expenditures made after December 31, 2001, for the construction of public school facilities; and

(e) the amount of tax-exempt obligations, including the Agreement, designated by the District as “qualified tax-exempt obligations” for the purposes of Section 265(b)(3) of the Code during the calendar year in which the Agreement is issued does not exceed \$15,000,000. The District therefore certifies that the Agreement is eligible for the special \$15,000,000 arbitrage rebate exception under Section 148(f)(4)(D) of the Code.

C. Designation of Agreement as “Qualified Tax-Exempt Obligations.” The District has determined and certifies that (a) the Agreement is not a “private activity bond” within the meaning of Section 141 of the Code; (b) the reasonably anticipated amount of tax-exempt obligations (other than private activity bonds and other obligations not required to be included in such calculation) which the District and any entity subordinate to the District (including any entity which the District controls, which derives its authority to issue tax-exempt obligations from the District or which issues tax-exempt obligations on behalf of the District) will issue during the calendar year in which the Agreement is issued will not exceed \$10,000,000; and (c) the amount of tax-exempt obligations, including the Agreement, designated by the District as “qualified tax-exempt obligations” for the purposes of Section 265(b)(3) of the Code during the calendar year in which the Agreement is issued does not exceed \$10,000,000. The District designates the Agreement as “qualified tax-exempt obligations” for the purposes of Section 265(b)(3) of the Code.

The covenants contained in this Section 5 and any covenants in the closing documents for the Agreement shall constitute contracts with the owners of the Agreement and shall be enforceable

by them. The Authorized Representative may enter into covenants on behalf of the District to protect the tax-exempt status of the Agreement.

Section 6. Resolution to Constitute Contract. In consideration of the purchase and acceptance of the Agreement, the provisions of this Resolution shall be part of the contract of the District with the lender and shall be deemed to be and shall constitute a contract between the District and the lender. The covenants, pledges, representations and warranties contained in this Resolution and in the closing documents executed in connection with the Agreement, including without limitation the District's covenants and pledges contained in Section 2 hereof, and the other covenants and agreements herein set forth to be performed by or on behalf of the District shall be contracts for the equal benefit, protection and security of the lender.

Section 7. Reimbursement. The District hereby declares its official intent to reimburse itself with the proceeds of the Agreement for any of the Project expenditures incurred by it from its general funds prior to the issuance of the Agreement.

Section 8. Appointment of Special Counsel. The District hereby appoints Foster Garvey P.C. as special counsel to the District in connection with the Agreement.

Section 9. Effective Date. This resolution shall take effect on the date of its adoption.

ADOPTED by the Board of Directors of Springfield School District No. 19, Lane County, Oregon, this 14th day of April 2025.

SPRINGFIELD SCHOOL DISTRICT NO. 19
LANE COUNTY, OREGON

By _____
Chair

ATTEST:

By _____
Superintendent

RESOLUTION #24-25.050

DATE: APRIL 14, 2025

2025-2026 ACADEMIC CALENDAR

RELEVANT DATA:

The attached 2025-2026 academic calendar is presented to the Board for approval.

This calendar includes 174 school days for students, one (1) full day collaboration for staff (January 5), 12 early release / collaboration days.

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 approve the 2025-2026 academic calendar as presented.

SUBMITTED BY:

RECOMMENDED BY:

David Collins
Assistant Superintendent

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
JULY 2025				
	1	2	3	(4)
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
AUGUST 2025				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	(26)	(27)	(28)	(29)
SEPTEMBER 2025				
(1)	(2)	(3)	(4)	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	(26)
29	30			
OCTOBER 2025				
		1	2	3
6	7	8	9	(10)
13	14	15	16	17
20	21	22	23	(24)
27	28	29	30	31
NOVEMBER 2025				
				1
3	4	5	6	7
10	(11)	12	13	(14)
17	18	19	20	(21)
24	25	26	(27)	(28)
DECEMBER 2025				
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
August	
26-29	Staff Inservice Day
September	
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)
October	
10	Inservice Day - No School (staff report)
24	Early Release - Collaboration Day (all students)
November	
7	No School-Grading (Sec Only)-End of 1st Qtr
11	No School - Veterans Day Holiday
14	Early Release - Collaboration Day (all students)
21	No School-Conf Day (Sec Only)
27 & 28	Holiday - Thanksgiving - No School
December	
12	Early Release - Collaboration Day (all students)
22-31	Winter Break - No School
January	
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 (Sec Only), End of 1st Sem
February	
13 & 27	Early Release - Collaboration Day (all students)
16	No School - Non-Contract Holiday (all students)
March	
13	Early Release - Collaboration Day (all students)
23 - 27	No School - Spring Break
April	
10 & 24	Early Release - Collaboration Day (all students)
17	No School-Conf/Grading Day (Sec Only)-End of 3rd Qtr
May	
8 & 22	Early Release - Collaboration Day (all students)
25	Holiday - Memorial Day
June	
11	Last Day of School - Full Day (all students)
12	No School - Staff Grading Day

M	T	W	T	F
JANUARY 2026				
			(1)	2
(5)	6	7	8	9
12	13	14	15	(16)
(19)	20	21	22	23
26	27	28	29	(30)
FEBRUARY 2026				
2	3	4	5	6
9	10	11	12	(13)
(16)	17	18	19	20
23	24	25	26	(27)
MARCH 2026				
2	3	4	5	6
9	10	11	12	(13)
16	17	18	19	20
23	24	25	26	27
30	31			
APRIL 2026				
		1	2	3
6	7	8	9	(10)
13	14	15	16	(17)
20	21	22	23	(24)
27	28	29	30	
MAY 2026				
				1
4	5	6	7	(8)
11	12	13	14	15
18	19	20	21	(22)
(25)	26	27	28	29
JUNE 2026				
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
JULY 2025					August		JANUARY 2026				
	1	2	{ 3 }	{ 4 }	26-29	Staff Inservice Day				{ 1 }	2
7	8	9	10	11	September		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	
AUGUST 2025					4	First Day of School - 1/2 Kinders, Gr 7, 8 & 10-12	FEBRUARY 2026				
				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	October		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)	MARCH 2026				
SEPTEMBER 2025					November		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			December		APRIL 2026					
OCTOBER 2025					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	January		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)	MAY 2026				
NOVEMBER 2025					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	February		25	26	27	28	29
17	18	19	20	21	13 & 27	Early Release - Collaboration Day (all students)	JUNE 2026				
24	25	26	27	28	16	No School - Non-Contract Holiday (all students)	1	2	3	4	5
DECEMBER 2025					March		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	April						
22	23	24	25	26	10 & 24	Early Release - Collaboration Day (all students)					
29	30	31			May						
Key:					8 & 22	Early Release - Collaboration Day (all students)					
	End of Trimester				25	Holiday - Memorial Day					
	Non-Contract Holiday				June						
	First & Last Day of School				11	Last Day of School - Full Day (all students)					
	Holidays				12	No School - Staff Grading Day					
	Grading-Planning Days/ Parent Conference Days										
	Inservice Days: Staff Dev, Planning & Colla										
	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.

2025 Aligning for Student Success:
Integrated Guidance for ODE Initiatives Application

RELEVANT DATA:

In 2022, the Oregon Department of Education (ODE) implemented a new initiative referred to as Aligning for Student Success: Integrated Guidance. This initiative has expanded to include nine ODE programs. The intent of the Integrated Guidance initiative is to streamline the grant application process while simultaneously aligning strategies to provide better outcomes for students. The nine grants that are a part of the initiative include:

- High School Success (HSS) is focused on improvement of graduation rates as well as career and college readiness.
- Student Investment Account (SIA) is focused on reducing academic disparities while increasing academic achievement and meeting the mental and behavioral health needs of students.
- Continuous Improvement Planning (CIP) is focused on continuous improvement of educational opportunities.
- Career and Technical Education (CTE/Perkins) is focused on development of academic knowledge in addition to technical and employability skills for secondary students.
- Every Day Matters (EDM) is focused on addressing chronic absenteeism through increased attention on student engagement, school culture, climate and safety, culturally sustaining pedagogy, and family and community involvement.
- Early Indicator and Intervention Systems (EIS) is focused on creating and supporting cohesive systems of data collection and analysis, interventions, and supports.
- Early Literacy Success School District Grants (ELSSDG)
- Career Connected Learning (CCL)
- Federal School Improvement for Comprehensive or Targeted Supports (FSI)

SPS developed a plan that can benefit all students while targeting investments for our historically underserved students.

In March 2023, the Board approved the plan, process, and investments outlined in our Integrated Application. In March 2025, we reviewed the updated Integrated Guidance initiative process. The 2025-27 updated application is now submitted for approval.

RECOMMENDATION:

It is recommended that the Board of Directors approve the Springfield Public Schools *Aligning for Student Success: Integrated Guidance for Nine ODE Initiatives Application* as presented.

SUBMITTED

David Collins
Assistant Superintendent

RECOMMENDED BY

Todd Hamilton
Superintendent

- [Needs Assessment Summary](#)
- [Equity Advanced](#)
- [Well-Rounded Education](#)
- [Engaged Community](#)
- [Strengthened Systems and Capacity](#)
- [Early Literacy Inventory](#)
- [Feedback](#)
- [Plan Summary](#)
- [Links](#)
- [Attachments](#)
- [Assurances](#)

Needs Assessment Summary

1. Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

Our needs assessment team consisted of district and school administrators, educators, student support staff, and representatives from our focal student groups. The process involved analyzing state and local data, engaging in regional data dives with our Educational Service District (ESD), and gathering feedback from students, families, and staff.

We reviewed multiple data sources, including:

- **State assessment scores:** 3rd-grade reading (declined from 36% to 31%) and 8th-grade math (increased from 16% to 21%)
- **9th-grade on-track data:** Remained at 80%
- **Attendance data:** Regular attenders increased from 56% to 61%
- **Career and Technical Education (CTE) participation data,** including disaggregated participation rates by student demographics

Through our analysis, we identified key trends. Across all students, we saw improvements in middle school math and attendance, but declines in early literacy and no change in 9th-grade on-track data. When disaggregated, we noticed persistent gaps for historically underserved student groups, particularly in reading and on-track graduation rates. Additionally, our CTE

data revealed underrepresentation of female students and students receiving Special Education services.

As a result of this needs assessment, we have prioritized the following in our plan and budget:

- Strengthening early literacy supports through targeted interventions and professional development
- Expanding differentiated instruction to support diverse learners in math
- Enhancing attendance initiatives by increasing family outreach and intervention supports
- Investing in two-way family engagement strategies, particularly for focal student groups
- Addressing CTE access disparities by working with Lane CTE to expand opportunities and increase representation
- **Deepening our implementation of MTSS (Multi-Tiered System of Supports) and PBIS (Positive Behavioral Interventions and Supports) frameworks to provide proactive, tiered academic and behavioral supports**

Each of our schools identified for Targeted Supports (TSI) engaged in customized needs assessments with families of focal student groups. A common theme was the desire for more meaningful two-way communication with schools, as well as better access to attendance resources and support. These findings further reinforce our focus on MTSS and PBIS as frameworks for ensuring all students receive the academic, behavioral, and social-emotional supports they need to succeed.

With support from the ESD, we conducted a deep review of CTE data, focusing on 90% participation trends. The findings reinforced the need for regional efforts to address underrepresentation of female students and students receiving Special Education services in CTE programs. Lane CTE will provide targeted support in the next biennium to increase equitable access and engagement.

By using this comprehensive needs assessment, we have refined our strategies to ensure that our plan and budget directly respond to student needs, improve academic outcomes, and expand opportunities for all learners. Our continued focus on MTSS and PBIS will help sustain these efforts by ensuring a systemic, data-driven approach to student support across all schools.

Equity Advanced

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support [prioritized focal student groups](#). **(250 words)**

Our equity lens was used throughout planning and budgeting as we reviewed district level disaggregated data, looking for disparities among student groups and considering the essential question: *which groups of students are being well served by our current practices and which groups of students are not?* Additionally, we employed an equity lens and a deeper consideration of the essential question through dialogue with students in our District Student Voice group and parents/caregivers through surveys and in-person engagement opportunities.

We prioritized ODE Student Success Plan students and focal group students, including but not limited to students of color, students experiencing poverty and homelessness, students with disabilities, and migrant students in our planning process.

The following outcomes/strategies in our plan demonstrate our prioritization of these groups of students:

- Increase academic outcomes in math and language arts / Improve early literacy and numeracy
- Increase attendance and reduce absenteeism rates
- Increase the rate of 9th grade on-track
- Increase graduation rates
- Support students as they transition to and through middle school and as they transition to and through high school to maintain and improve academic performance
- Foster student safety through access to affinity group and events related to racial/ethnic, cultural, and LGBTQ2SIA+ identities.
- Develop and maintain a Student Voice program composed of current focal group students, who provide District-level and school-specific recommendations for improvement in instruction and school culture/climate
- Provide training & support for all school staff to understand Oregon laws regarding bias and discrimination for all protected classes to better support focal group students

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students? **(250 words)**

To address the cultural, social, emotional, and academic needs of students, including those of focal group students, we plan to offer a range of professional development for teachers, staff, and administrators throughout the biennium 2025-2027.

In collaboration with building administrators, district level equity & inclusion staff will provide school-based professional development for classroom staff focused on understanding and practical applications of educational equity, inclusion, othering and belonging. This training supports the cultural, social, and emotional safety and well being of focal group students and in general serves to improve school climate and learning conditions for all students. Additionally, all staff will receive comprehensive training, and periodic refreshers on Oregon's Every Student Belongs law and the District's bias-incident response procedure.

To address the academic needs of all students at the K-2 level, including focal group students, teaching staff will continue ongoing professional development on the Science of Reading. Additionally, all elementary level teaching staff will engage in learning focused on mathematical discourse and implementation of high quality teaching materials.

In the 24-25 school year, teachers across all levels K-12 have engaged in All high school teachers meet two times/month in their PLC, utilizing their current classroom data, organized around answering the four questions to improve our classroom instruction:

1. What knowledge, skills and dispositions must students learn?
2. How will we know when they have learned?
3. How will we respond when they don't learn?
4. How will we extend the learning for students who are already proficient?

3. What policies and procedures do you implement to ensure inclusion of children and youth navigating homelessness in all programs and activities?(250 words)

Students experiencing homelessness/houselessness in our district are supported by the district level McKinney-Vento Liaisons and our dedicated family resource assistants at each of our schools. Our Liaisons ensure that proper documentation is in place to ensure that families who qualify under McKinney-Vento are supported through: continuous enrollment of their school of origin, transportation services, access to extra-curriculars, sports and enrichment activities (fees paid/waived, transportation, access to food, free supplies, etc.). The family resource assistants at each school ensure that families are provided the necessary, immediate supports/services/supplies at the school level. This includes, but is not limited to shoes, sports uniforms, hygiene kits, and other basic needs. If the needs go beyond the immediate

assistance available, the family resource teams work with the Liaisons to connect the family with more robust, community-based services. Additionally, the Liaisons provide professional development to secretarial, administrative, and classified staff members in the area of trauma informed practices and McKinney-Vento laws.

4. Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated. **(250 words)**

Student fees have been eliminated for all Career and Technical Education (CTE) programs, removing financial barriers that previously prevented participation due to economic status. This shift ensures all students can access high-quality programming and gain valuable experience.

By removing prerequisites such as teacher approval and minimum grade requirements, students are empowered to take academic risks in areas of interest without unnecessary barriers. Staff are encouraged to support this open access philosophy to promote student choice.

We actively engage students in the development and refinement of our school's CTE offerings. Field trips and guest speakers have increased student interest and provide authentic insights into various industries. All students in CTE courses are invited to attend, with meals provided to ensure economic status is not a barrier.

Our meaningful community partnerships within related industries have enabled curriculum alignment, bridging the gap between education and workforce demands. For example, our collaboration with Lane Community College (LCC) facilitates dual credit opportunities and curriculum alignment, allowing a smooth transition to college.

Additionally, we focus on strategies such as Career and Technical Student Organizations (CTSOs), Work-Based Learning (WBL), and industry-recognized credentials to prepare students for non-traditional fields.

Well-Rounded Education

1. Explain any changes or updates to your program review based on the Program Review Tool and [Oregon's Early Literacy Framework](#). **(250 words)**

We have revised our Program Review Tool section “Foundational Skills PRT5” to strengthen foundational skills instruction. Rather than relying solely on enhancement materials to address gaps, we have adopted *Magnetic Reading Foundations* as a supplemental program for grades K–2. This program, grounded in the Science of Reading, is designed to teach essential foundational skills during the core reading block.

To support effective implementation, professional learning now centers on both the *Magnetic Reading Foundations* program and the research-based principles of the Science of Reading. All staff providing instruction in grades K–2 participate in this professional learning to ensure consistent, evidence-based instructional practices.

This update reflects our commitment to aligning instruction with the Science of Reading and providing students with a strong foundation in phonological awareness, phonics, fluency, vocabulary, and comprehension.

We continue to use our collaboration schedule to review data, make instructional adjustments, and provide just-in-time professional learning to staff.

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. *No narrative response required. A Smartsheet link will be provided.*
3. How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?(250 words)

Our district is dedicated to providing a guaranteed and viable curriculum for all students. Collaborative teams of teachers, specialists, and instructional coaches create standards-aligned curriculum maps that integrate adopted programs with effective strategies, assessments, and unit plans. These maps are reviewed and updated annually to align with best practices and meet student needs.

We follow the state’s rigorous adoption process for instructional materials. Educator teams analyze research, standards, and district data to guide material selection. Using ODE evaluation tools and a district-developed equity tool, we ensure programs align with the Science of Reading, promote evidence-based practices, and support equitable access for English Language Learners, Special Education students, and those needing extended learning opportunities.

Teachers and administrators collaborate yearly to review standards, update curriculum maps, and design common formative assessments. Our multi-tiered system of support (MTSS) provides all students access to high-quality instruction and materials. Embedded coaching in

every school supports teachers in implementing standards-based resources, applying evidence-based strategies, and using data to meet students' needs in real-time.

The district's licensed Teachers on Special Assignment (TOSAs) play a key role in staff support. TOSAs assist with implementing best practices, instructional materials, and balanced assessments. They also collaborate with educators to design professional learning through Professional Learning Communities (PLCs) and personalized coaching.

These efforts, grounded in the Science of Reading, demonstrate our commitment to equity, excellence, and ensuring every student has the tools for success.

4. Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. **(250 words)**

Our district is committed to fostering a sustainable culture of continuous professional learning for all staff. To support new teachers, we have established a three-year mentoring program that pairs each new teacher with a mentor. Together, they engage in professional learning focused on high-expectation teaching, lesson design, formative assessments, visible thinking, and student engagement. Mentors actively participate in this learning, conducting classroom observations and collaborating with instructional coaches through impact cycles.

In addition to the mentoring program, we have implemented a comprehensive K-12 instructional coaching model. Each school is staffed with a full-time instructional coach who receives support from district-level coaches during weekly Professional Learning Communities (PLCs). Investments in staff have provided embedded collaboration opportunities within our school days at our K-8 school. These collaborative opportunities allow administrators and staff time to meet to review student achievement data and respond with classroom and site based adjustments to meet the needs of all students.

Our district's comprehensive Growth and Evaluation system further supports best teaching practices. This system not only evaluates teacher performance but also prioritizes professional growth and development. Based on Charlotte Danielson's *Framework for Teaching*, it focuses on four key domains: planning, classroom environment, instruction, and professional responsibilities.

Through these initiatives, we aim to enhance teaching quality, promote collaboration, and ensure continuous improvement for all educators in our district.

5. How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug

use, gangs, violence?(250 words) ☒

Our district strives to ensure our students, staff, community members and partners experience a safe and welcoming environment on each of our campuses, and develop a sense of belonging.

We utilize a variety of strategies to ensure our campuses are safe, secure, welcoming, and supportive of all student populations. At the most basic level, we strive to ensure that all of our facilities are secure, especially during the school day. We have single points of entry at each school; they are monitored by dedicated staff and controlled by electronic locking systems. This ensures that we have knowledge of every individual that enters our campuses. We also have positive school culture teams at every school. The team is charged with encouraging parent involvement/partnership in a variety of ways, supporting student voice efforts, connecting students with positive/trusted adults, and engaging in a continuous improvement model utilizing data for decision-making. These building level teams are supported by district level staff to ensure that proper supports are provided when problematic areas are highlighted. Professional development in the area of trauma informed practices, culturally responsive approaches, and positive school culture is provided on a quarterly basis.

6. ☒ How do you ensure students have access to strong school library programs?(250 words)
☒

Our district has a certified media specialist that oversees all Library Media Assistant positions at each of our schools. The district media specialist works closely with educators, our district Equity and Inclusion Coordinator, curriculum specialists, State librarians, and community members to curate and manage library collections and digital resources that are aligned with State standards and represent all students. The district media specialist develops and provides monthly professional learning seminars for all library staff focused on technology skills and library standards. The media specialist also updates the scope and sequence documents for media lessons through a facilitated process that includes library staff, teachers, and administrators.

7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation? (250 words)

We have many students who experience depression, anxiety and stress who have externalizing and internalized behaviors. Supports for students who experience these concerns are provided through our core social/emotional learning program, therapeutic

services provided by internal staff and partner community organizations, and through our highly trained behavior interventionists/deans of students. For the most part, we monitor the effectiveness of these interventions by measuring the level of engagement in each of these areas. We track the implementation of the core programming at each grade level (Second Step at K-8, Sources of Strength at 9-12). We also track the level of engagement between skilled adults and students in-need regarding supplemental programming. Specifically, we report the number of students in 'check-in/check-out' programs, the number of students receiving services from mental health specialists (and the students on waitlists), and how many students access the mobile mental health unit that visits each of the high schools every week. Finally, we monitor the number of individualized, intensive behavioral support plans, and their successful outcomes for each student. In the wide variety of ways that students display internalizing and externalizing behaviors associated with depression, anxiety, and stress, we are continuing to refine our efforts associated with monitoring the successful outcomes when interventions are provided.

8. How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?(250 words)

Within our Multi-Tiered Systems of Support (MTSS), school teams meet weekly to analyze academic and behavioral data. These teams examine individual and focal student group data in comparison to overall student data to identify effective strategies and areas needing improvement. Collaboration with school administration ensures targeted support for all students.

Elementary and middle schools incorporate weekly collaboration times for teachers and specialists to address the needs of individual students and small groups, focusing on core subjects like Math and Language Arts. Schools use Learning by Doing strategies to emphasize Co-teaching opportunities, supported by special education teachers, foster inclusive practices and address academic and behavioral needs within general education settings.

In Career and Technical Education (CTE), a program specialist analyzes student data, particularly retention rates among focal groups, and explores professional development and marketing strategies to enhance recruitment and retention. CTE engages students, counselors, and teachers in focus groups to identify and address academic and technical needs, ensuring all students succeed.

For Talented and Gifted (TAG) students, we meet state expectations with school-level TAG plans updated annually. Teachers differentiate instruction based on student readiness,

interests, and learning profiles, using strategies like higher-level questioning, curriculum compacting, independent projects, and flexible grouping.

Middle school schedules include 45-minute flex periods for interventions or extensions, while high schools offer College Now and Advanced Placement opportunities. These efforts reflect our commitment to meeting diverse student needs and promoting success across all grade levels.

9. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken. **(250 words)**

We are not planning to develop any new CTE Programs of Study.

10. What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities. **(250 words)**

Through the Lane ESD CTE Consortium, we receive support in developing equitable and accessible work-based learning (WBL) opportunities. This includes creating classroom workplace simulations and partnering with the "Real World" program, where teachers and industry professionals co-develop industry-connected project-based learning units.

Several of our programs already integrate WBL, and we are expanding these opportunities using feedback from advisory committees. The district has begun implementing and tracking WBL for each CTE pathway. District TOSA and CTE staff ensure equitable access to WBL experiences, aligning with ODE standards. Our priority is to offer WBL opportunities during the school day to reduce time and access barriers to the experience. To support this, CTE staff participate in training and one-on-one sessions to effectively integrate WBL into classrooms.

The district CTE TOSA works closely with teachers to design WBL experiences tailored to each program of study. Together, they connect with industry partners to identify and create meaningful opportunities. For example, in our Cosmetology pathway, all students participate in a two week internship during the summer between their first and second year of the pathway.

Additionally, we partner with Connected Lane County's Elevate program, which provides career-connected learning such as internships, career exploration events, financial literacy training, and career readiness support. These initiatives enhance student access to real-world experiences, preparing them for future success.

11. ☒ Do your students have the opportunity to earn [CTE college credit while in high school](#)? If yes, no explanation required. If no, please explain. **(250 words)** ☒

College Now opportunities are available in every CTE career learning area through Lane Community College (Lane CC) and other community colleges statewide. With support from Lane ESD, students can access alternative dual-credit certification options through the Lane Regional Promise. Additionally, the Lane Career Academy allows students to earn up to 12 Lane CC credits in Construction and Manufacturing.

We prioritize equity by expanding access and removing barriers through intentional discussions focused on the students most impacted. Dual-credit courses offer early access to college education, enabling students to earn post-secondary credits while completing high school requirements. These efforts prepare students for the demands of college coursework in a student's relevant field of interest.

Students can access over 22 CTE programs of study, offering hands-on experiences in fields that align with their interests and career goals. These programs foster the development of technical skills essential for workforce success. Areas of study include technology, engineering, health sciences, business management, manufacturing, fine arts, performing arts, natural resources, early childhood education, and cosmetology.

By providing these opportunities, we equip students with the knowledge and skills to thrive academically, creatively, and professionally.

Engaged Community

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced? **(250 words)**

Over the past two years, our K-12 building administrators have prioritized deeper, more meaningful engagement with our focal students, families, and staff. We believe the best way to engage our focus groups is through building-based engagement, ensuring that our efforts are responsive to the specific needs of each school community. To do this, we gather input from our building leadership teams alongside insights from regional listening forums, student voice sessions, and survey results.

We have intentionally shifted from primarily celebratory or performance-based family events to opportunities that foster authentic, two-way communication. Schools have implemented structured conversations with families about student needs, academic supports, and attendance interventions. In addition to in-person events held outside of the school day, surveys are regularly distributed to families of identified focus groups to gather feedback on engagement activities and support systems. Some schools have crafted events at the urging of families, including interactive workshops, student-led learning showcases, and culturally specific gatherings that reflect the diverse identities within our communities.

Despite these improvements, barriers persist. Scheduling conflicts and accessibility concerns continue to impact participation, particularly for families with work or childcare constraints. Additionally, language and cultural differences can create challenges in ensuring all voices are equitably heard. We remain committed to refining our strategies to remove these barriers, fostering deeper trust, and strengthening collaboration between families, staff, and students.

2. Who was engaged in any aspect of your planning processes within these initiatives? (Check all that apply)

- 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 of students who identify as LGBTQ2SIA+
- 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
- Licensed staff (administrators, teachers, CTE teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Local or regional business and/or industry community
- Local Community College CTE Deans and/or Instructors
- Local or Regional Workforce Development Board
- CTE Regional Coordinators

- Representatives from agencies serving at risk, houseless, out of school youth and adults, foster youth, military families
- Other _____

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required) **(250 words)**

Over the past year, our schools have strengthened engagement with focal student and family groups through targeted outreach, surveys, and student voice initiatives. Across K-12, we prioritize building-based engagement to ensure families and students feel heard and supported.

Schools have facilitated focus groups for students receiving SPED and ELD services, Black and African American-identifying students, and affinity groups, creating spaces for two-way dialogue. While turnout has been varied, families who participated expressed appreciation. Family engagement surveys have been distributed through newsletters, emails, and websites to assess satisfaction with communication, access to information, and translation needs. Insights from these surveys have led to adjustments in engagement strategies.

Student voice efforts have expanded, with multiple schools incorporating advisory-based discussions, student-led presentations, and affinity group leadership. Surveys on student belonging and engagement—administered 2-3 times a year—help refine school practices. Schools have also worked to ensure student voice is integrated into decision-making structures, including PBIS teams and instructional leadership discussions.

As we continue this work, we are revising survey approaches, refining advisory discussions, and ensuring feedback is shared with staff to inform practice. While barriers such as participation rates and accessibility remain, we are committed to creating inclusive opportunities for all families and students to engage in meaningful dialogue about their educational experiences.

4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.) **(250 words)**

When writing the integrated plan, we engaged both classified and certified staff in listening sessions. We also held staff listening sessions where students shared their perspective and requests for support from staff, to build greater staff empathy and skill in responding to incidents of racism in order to cultivate affirming community spaces for African American and Black students. All high school staff participated in the 15th Night Community Needs

assessment, which informed our next steps in supporting our students navigating houselessness.

Evidence of Engagement

You will be asked to upload at least five artifacts of engagement that are the strongest examples of authentic engagement that relate to and contributed to this plan. If a sponsored charter is applying with a district, the district will need to submit one artifact from each charter school showing evidence of engagement, in addition to your five district artifacts.

5. Artifact one needs to demonstrate focal group engagement. Which focal group(s) does this artifact show you engaged with? What was the biggest learning from this engagement effort? **(250 words)**

Artifact 1: 2024-25 Parent Engagement

Artifact 1 is parent site council meeting notes where we engaged staff, parents, and students. Our biggest learning from this engagement was the need for improved communication and support strategies. Students expressed frustration with testing and highlighted the importance of developing a positive approach to assessments, along with a clear explanation of their purpose. Parents also shared concerns about feeling out of the loop regarding classroom activities, grades, and student progress. This feedback emphasizes the need for a more effective system to regularly share curriculum updates, student performance, and academic milestones. Additionally, both parent and student surveys indicated that fostering stronger relationships within the school community is essential for creating a supportive environment. By building these connections, we can help students better understand the value of education and increase their engagement in both academic and extracurricular activities.

6. Artifact two needs to demonstrate staff (classified and/or certified) engagement. Which staff group does this artifact show you engaged with? What was the biggest learning from this engagement effort? **(250 words)**

Artifact 2: Educational Equity Advisory Committee (EEAC)

Artifact 2 is from our Educational Equity Advisory Committee survey where we engaged parents and students representing various focal student groups, including students of color, students with disabilities, students experiencing poverty, and LGBTQ+ students. Our biggest learning from this engagement was that while respondents are generally pleased with the quality of teaching and support, there are critical areas for improvement. Specifically, there is a need for greater focus on social-emotional growth, particularly among the younger female student population. Additionally,

participants emphasized the importance of offering more diverse and inclusive programming for minority groups, which would better reflect their needs and experiences. Respondents also called for an increase in professional development opportunities for staff working with diverse student populations to better support their unique needs. While the efforts to diversify staff and provide Career and Technical Education pathways were appreciated, the survey highlighted these key areas for further improvement in order to foster a more inclusive and supportive environment for all students.

7. Artifact three needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort? **(250 words)**

Artifact 3: Summary of Migrant Education Program Family Engagement

Artifact 3 is from our Migrant Education Program Family Engagement event where we engaged staff, parents, and students identified as Latine/Latino/Hispano from all grade levels. Our biggest learning from this engagement was the positive feedback regarding the overall school experience, particularly in areas such as transportation and after-school programs. Parents and staff reported effective communication, which strengthened the partnership between families and the school. The most accessed services were Migrant Education, Summer Programming, English Language Development (ELD), Mental Health Support, Special Education, and AVID, indicating strong support systems in place. The feedback also highlighted the success of ELD programming, which was well received. However, participants suggested several areas for improvement, including an increased availability of tutoring and academic support specifically for bilingual students. Additionally, there was a noted need for enhanced psychological support services and a stronger focus on cultural inclusivity in school programs to ensure all students feel represented and supported. This feedback provides valuable insight into how we can further improve the educational experience for Latine/Latino/Hispano students and their families.

8. Artifact four needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort? **(250 words)**

Artifact 4: Thurston High CSI/TSI

Artifact 4 is from our Thurston High School Targeted Support School Plan where we engaged staff (administrative, certified, and classified), parents, and students. Our biggest learning from this engagement was the importance of creating classroom and campus environments that are welcoming in order to increase students' sense of belonging. Additionally, there was a clear need to increase access to academic support, interventions, and behavioral, health, and wellness resources to improve student engagement and learning.

To address these needs, we plan to provide equitable access to academic, behavioral, and

wellness support services. Staff will receive training in trauma-informed and restorative practices to better meet students' academic, physical, and social-emotional needs. We will also prioritize student celebrations, rewards, and recognition through the PBIS framework to strengthen students' connection to school and foster a sense of belonging.

Our goal is to increase graduation rates for all students, focusing on demographic groups that may need additional support. This will be accomplished through evidence-based instructional practices and promoting College and Career Readiness programs. Additionally, we will implement a K-12 multi-tiered system of support, utilizing grade-level data teams to connect students with individualized interventions, ultimately improving student learning outcomes and ensuring every student has the support they need to succeed.

9. Artifact five needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort? **(250 words)**

Artifact 5: Student Voice (SHS)

Artifact 5 is from our high school student voice sessions where we engaged staff and students. Our biggest learning from this engagement was that students expressed a clear need for more support in behavioral health, mentorship, and opportunities for personal connection.

Specifically, students requested access to a behavioral health professional, such as a psychiatrist or therapist, and an advanced pathway for Behavioral Health careers. They also identified a desire for adult mentors to inspire and increase graduation rates, a more diversified staff, and additional time for affinity group meetings and activities.

To address the student identified needs to support student personal and academic growth, we plan to:

Expand behavioral health support by integrating a health professional on campus to provide counseling and support services.

Explore an advanced pathway in Behavioral Health to offer students opportunities to explore careers in this field and build relevant skills.

Establish a mentorship program to connect students with adult mentors who can provide guidance, inspiration, and support for graduation and beyond.

Diversify staff through targeted recruitment efforts to ensure representation that reflects the diverse student body.

Provide more time for affinity groups by adjusting the school schedule to allow for dedicated time for group meetings and activities that promote student identity and connection.

10. **Response required only if applying with a sponsored charter.** If a sponsored charter is applying with a district, one artifact per charter needs to be submitted and should demonstrate focal group, staff, or community engagement. Who was engaged in each charter artifact? What was the biggest learning from the engagement effort(s)? **(250 words)** (Please note: If the charter has the same outcomes and strategies as the district, this is not a requirement.)

Outcome of Engagement

11. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning. **(250 words)**

Reflecting on our community engagement efforts during the 2023-2025 school years, we have gathered valuable insights from students, families, and staff that have directly influenced our district and school planning. Across K-12, input has shaped decisions in academics and instruction, campus climate and culture, and holistic student support.

A key takeaway from students was the importance of belonging and feeling engaged in their school communities. This feedback led to expanded student voice initiatives, including student panels, advisory discussions, and leadership opportunities within affinity groups. Additionally, students and families expressed a need for greater academic rigor with differentiated instruction, prompting schools to refine instructional strategies to better meet diverse learning needs.

Staff input highlighted the need to strengthen data-informed decision-making and improve Professional Learning Community (PLC) structures to be more student-focused. As a result, we are increasing professional development around using data to drive instruction and ensuring PLCs are grounded in improving student outcomes.

In addition to these academic shifts, our engagement efforts underscored the need for stronger social and mental health supports. This has led to a continuum of schoolwide interventions, particularly at the secondary level, to better support student well-being.

Moving forward, we remain committed to deepening these engagement efforts, refining our practices based on feedback, and ensuring that all students and families feel heard, supported, and challenged in their learning.

Strengthened Systems and Capacity

1. What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? **(250 words)**

The district supports new teachers by pairing them with mentors and providing job-alike support. Mentors receive training on effective mentoring strategies, including instructional feedback and supporting educators' social and emotional well-being.

Our beginning teachers participate in a Summer Jump Start program, where they work with the District Instruction Department to cover topics such as equity, MTSS (RtI/PBIS),

instructional coaching, trauma-informed practices, and available support systems. Additionally, each school has an instructional coach, and professional development opportunities are available during the ten early-release Fridays throughout the school year.

To recruit staff, the District's Human Resource Department participates in professional educator fairs, engages with specialized associations like the National Association of Bilingual Educators (NABE), and runs an internal 'Pathways' program to help diversify the workforce. Pathways offers tuition-free teacher preparation programs for current classified staff at local and online universities.

Efforts to recruit and retain educators and leaders that reflect student focal groups include targeted outreach to professional associations, promising candidates, bilingual proficiency stipends, affinity group support, and dedicated affinity mentors.

This comprehensive approach ensures the district attracts, supports, and retains diverse, highly qualified educators.

2. What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?(250 words)

The district's Instruction team collaborates with Human Resources to ensure equitable hiring processes and staffing assignments that align teachers' expertise with the diverse needs of students, including students of color, those experiencing poverty, English learners, and students with disabilities. Annually, the district reviews the licensure status of all staff to ensure teachers are properly licensed or actively working toward full licensure. In recent years, the district has utilized grant and general fund resources to provide additional support and professional development for new teachers or those on restricted licensure.

In line with MTSS (RtI/PBIS), the district continuously reviews instructional and student achievement data to evaluate the effectiveness of programs. Teams of teachers—based on grade level or content area—analyze data collaboratively and adjust instruction as needed. This may involve changes in the general education setting or targeted intervention strategies. The district's coaching model supports all teachers, with district-level coaches meeting regularly with building-level coaches and principals to ensure coaching plans are properly implemented.

Additionally, the district promotes co-teaching models for English learners and students with disabilities, fostering more inclusive practices and enhancing teaching strategies to better meet the needs of all students.

3. ☒ Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. **(250 words)** ☒

The district's Multi-Tiered System of Supports (MTSS) framework integrates School-Wide Positive Behavioral Interventions and Supports (SWPBIS) with trauma-informed, restorative, and equitable practices. This approach fosters a school culture that is kind, inclusive, and supportive for all students.

Every school has an active PBIS leadership team that meets three times annually for training and planning. These sessions allow teams to review data and adjust support systems as needed. The PBIS framework provides tiered levels of support, ensuring small groups of students receive targeted assistance, while individual students access intensive interventions when necessary.

At the elementary level, a certified behavior interventionist works with students needing small-group or one-on-one support. This ensures they can fully participate in general education while developing behavioral and emotional regulation skills.

In middle and high schools, staff receive training in restorative practices and trauma-informed approaches, including the Inclusive Skill-Building Learning Approach (ISLA), which serves as an alternative to exclusionary discipline.

Additionally, the district collaborates with local mental health organizations to provide on-site therapy and support during the school day, ensuring students have access to critical mental health services within the educational setting.

4. What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools? **(250 words)**

For students transitioning from outside programs into our schools, we support them through some traditional structures, in the same fashion as other students. We also provide more intensive support, when needed. When students transition from LTCT sites (residential and day-treatment), we assign a school psychologist or special education teacher to act as a liaison with the sending agency. We ensure that a proper file review is conducted and observations occur. This provides an opportunity for the receiving team to build a support plan that is tailored for the student, prior to enrollment. The team communicates and works with the LTCT treatment team throughout the transition so that the skills that the student is working on in out-patient therapy is reinforced in our school setting. For students who are on parole,

probation, or returning from detention, our assigned Youth Authority Liaison works directly with the juvenile counselors (POs). The liaison ensures that proper communication takes place between law enforcement and school staff. The liaison works directly with the family and the juvenile counselor to ensure that the proper supports are in place for the student, prior to enrollment. The liaison maintains regular contact with the parent, student, and counselors until the case is no longer active with law enforcement.

5. How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce? **(250 words)**

The district operates two Preschool Promise classrooms and partners with agencies to host four Early Education Program classrooms and two Early Childhood Cares classrooms for preschoolers with disabilities, totaling eight early childhood classrooms. To support these programs, we created an early education hub at one elementary school, housing four preschool classes. This hub provides administrative support, resources, and specialized equipment, including a developmentally appropriate playground. Critical staff, such as a Behavior Interventionist, are available to consult on individualized plans and tiered support. Preschool staff have access to district professional learning opportunities and an annual conference of their choice.

We coordinate individualized spring transition meetings for preschoolers entering their neighborhood schools. Additionally, we host four Kids in Transition to School (KITS) classrooms, which include 24 sessions promoting social-emotional and early literacy skills for children, and 12 parent workshops focusing on early literacy and positive parenting practices. The KITS curriculum supports readiness before and during the transition to kindergarten.

We facilitate smooth transitions at all levels. Kindergarten Round-Up events invite families to tour schools, meet teachers, and see classrooms. Middle schools visit feeder elementary schools to explain classes and schedules, with follow-up communication for families. Similarly, high school transitions include multiple registration days for students to meet counselors and plan schedules, supplemented by in-person and virtual information sessions.

For post-secondary transitions, our College and Career Center connects students with technical schools, colleges, and universities across Oregon, ensuring students are prepared for their next steps.

6. ☒ What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. **(250 words)** ☒

Our district partners with a regional network of industry professionals eager to engage with K-12 classrooms through presentations, student project support, and hands-on events. Using Grouptrail, a regional database, we connect students to collaborative opportunities like SLICE (regional culinary event), Fire School, MedSplash (health career exploration), Youth Trades Academy, and other events hosted by Lane CC and Connected Lane County, such as Hands-on Career Day, Diesel Day, and Middle School Career Expos. Students also participate in job shadows, internships, and paid summer opportunities through ConnectEd Lane County.

Teachers benefit from the Educator Externships program, which keeps them informed about career trends and connects classroom learning to industry standards. Students can access pre-apprenticeship programs in Construction Trades (PACT) and Manufacturing (PAM) through BOLI Lane.

Career readiness begins in 8th grade, when students explore CTE pathways during forecasting. High schools implement Naviance starting in 9th grade, guiding students through career awareness, exploration, and work-based learning (WBL). Dedicated counselors and administrators at each school ensure alignment between student interests and coursework, while certifications like OSHA 10 and industry-recognized credentials prepare students to meet workforce demands.

CTE programs currently include 22 pathways, offering industry-aligned credentials, CNA and CMA, Wildland Fire Red Card, Toyota T-TEN, and NCCER CORE. CTSOs like DECA, HOSA, and SkillsUSA span three schools, and FNRL. These initiatives ensure students gain leadership, technical skills, and hands-on experience for future career success.

7. For districts required to engage in Tribal Consultation only: Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs. **(250 words)**

In order to ensure that school professionals who are new to the Indigenous community are prepared to work with Indigenous children and that all teachers who will be involved in

programs under this guidance have been properly trained to carry out such programs, we are proud to provide the following professional development opportunities designed to build cultural awareness, instructional capacity, and community connections.

For teachers and school professionals new to the Indigenous community, we offer new teacher orientation sessions that provide foundational knowledge on equity issues, focused on ensuring all students, including Native Youth, experience a sense of belonging in our schools and classrooms.

All teachers involved in programs under this guidance receive ongoing professional development, which may include:

- **Equity training** led by our district's Equity Coordinator, Equity TOSA, and or Indian Education Coordinator, which includes attention to Native history, traditions, and contemporary issues.
- **Instructional strategies workshops** that integrate Indigenous perspectives into curriculum and pedagogy. This includes curriculum adoptions that account for Tribal History / Shared History instructional requirements.
- **Collaborative learning communities**, where teachers can engage in discussions, share best practices, and receive support in implementing culturally relevant teaching strategies.
- **Guest speakers, site visits, and community partnerships** that provide educators with firsthand experiences and connections to Native communities. Teachers are also welcome to join us at our monthly family events at the Chifin Native Youth Center.

These opportunities are provided through consultation and collaboration with local tribes and the Lane ESD Native Youth Wellness Specialist. Through these professional development efforts we ensure that all educators are equipped with the knowledge and skills necessary to create inclusive and supportive learning environments for Native students, fostering their academic success and cultural identity.

Early Literacy Inventory

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

1. Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.*
2. What is the name of the funding source for the 25% match for early literacy?

21st Century Grant is the funding source for the 25% match for early literacy.

Feedback

1. How can ODE support your continuous improvement process? **(250 words)**

To support our district in engaging with a continuous improvement process, ODE can enhance its assistance in several key areas. First, we'd benefit from more tailored guidance on integrating and analyzing disaggregated data across multiple sources—like state assessments, CTE participation, and focal group outcomes—to pinpoint inequities and refine interventions. While ESD data dives are helpful, ODE could provide advanced tools or training to streamline this process, ensuring actionable insights for our MTSS framework.

Second, ODE could expand professional development offerings, particularly around culturally responsive practices and the Science of Reading, with a focus on practical, classroom-ready strategies. Webinars or regional workshops that include follow-up coaching would help sustain implementation, especially for new teachers and those supporting focal groups like Special Education and English Learners.

Third, we'd appreciate more robust support for community engagement. ODE could offer templates or facilitated sessions to deepen two-way communication with families and focal students, building on our efforts like parent councils and student voice panels. This would

strengthen our equity lens application and ensure diverse perspectives shape our plan.

Finally, ODE could simplify the Smartsheet platform by providing clearer instructions or live support during the March-April window, reducing technical barriers and allowing us to focus on strategic planning. These enhancements would empower our district to align resources, address needs assessment gaps (e.g., CTE representation), and achieve our LPGTs more effectively.

Plan Summary

Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. **(500 words or less)**

Over the next two years, Springfield Public Schools will continue to deepen aligned strategies to support high school students in meeting graduation goals and preparing for post-secondary success. These strategies include the schoolwide use of AVID practices, robust Professional Learning Communities (PLCs), timely credit recovery, expanded access to CTE pathways, and equitable assignment to advanced coursework. These approaches are yielding positive results and becoming embedded in our district's high school practices.

In our middle schools, we are focused on improving student outcomes through collaborative, data-informed instruction. Embedded collaboration periods are now dedicated to PLCs, enabling educators to analyze student data, create common assessments, and adjust instruction in real time. We are also strengthening our Multi-Tiered Systems of Support (MTSS) through refined leadership teams and enhanced core instruction. Grounded in the Oregon RtI framework, our focus on disciplinary literacy is designed to build deeper mathematical understanding and ensure responsive, equitable support for all learners.

At the elementary level, our priority is high-quality literacy instruction. K–2 teachers, specialists, and administrators are engaged in yearlong professional learning focused on the Science of Reading, alongside the adoption of new K–2 literacy curriculum rooted in explicit, systematic instruction. Staff meet twice weekly in PLCs to collaboratively plan, assess, and refine the implementation of a guaranteed and viable curriculum with frequent progress monitoring.

Districtwide, we are committed to expanding professional learning in cultural competence and responsiveness over the next four years. This focus aims to improve academic experiences for focal student groups in literacy, math, and beyond. We are also growing co-curricular programs—such as student affinity groups, Student Voice, and cultural identity summits—to foster belonging, purpose, and agency. Engagement with families is another key priority; we

are developing focal parent advisory groups, launched in early 2025 and expanding in 2025–26, to strengthen family-school connections.

To support students with unique needs—including those experiencing homelessness, disabilities, adjudication, language barriers, or mental health challenges—we prioritize a prevention- and intervention-based MTSS approach. Staff across the district work to ensure inclusive, supportive learning environments, and when typical structures fall short, experts are mobilized to provide targeted services. Through our work with Learning Growth and Progress Teams (LGPTs), we monitor outcomes for historically underserved students to ensure that the right supports are in place and making a measurable difference.

Links

1. Outcomes and Strategies
2. Integrated Planning and Budget Year 1 (2025-2026)
3. Integrated Planning and Budget Year 2 (2026-2027)
4. Quarter 1 Integrated Planning and Budget Year 1 (2027-2028)
5. Tiered Planning
6. Early Literacy Inventory
7. Early Literacy Allowable Use Descriptions

Attachments

- Equity lens utilized
- Community engagement artifacts
- Board meeting minutes which expressly state the plan presentation to the governing board, with an opportunity for public comment, and formal approval by the board (non-consent agenda item)
- Optional - Perkins Needs Assessment Documentation
- Direct Perkins Recipients Only- Perkins Improvement Plan (if applicable)
- Affirmation of Tribal Consultation - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)

- Tribal Consultation Worksheet- - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
- District Charter Program Agreement (DCPA), if applicable
- Memorandum of Understanding(MOU), if applicable

Assurances

- You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.
- You have taken into consideration the [Quality Education Commission \(QEC\)](#).
- Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).
- Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.
- Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
- [Each of the SSA plans](#) were reviewed as part of your strategic planning.
- You have reviewed your early literacy programs to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative.
- Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.
- You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.
- You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.

- You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.
- You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
- If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing”, and their primary role and responsibilities include direct support of students and/or educators.
- You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.

Springfield SD 19 - Outcomes and Strategies 25-27



Identifier	Outcome or Strategy	2025-27 Application Response
Outcome Early Lit		New for 2025-27
Strategy Early Lit 1	Provide High Dosage Tutoring for targeted student groups	New for 2025-27
Strategy Early Lit 2	Provide Professional Development in Early Literacy and Literacy Best Practice and Pedagogy Implementation to support all learners	New for 2025-27
Strategy Early Lit 3	Hire certified positions to support Elementary Literacy practices	New for 2025-27
Outcome A	Implement a K-12 multi-tiered system of support, to meet the academic and behavioral needs of all students.	Continue from 2023-25 through 2025-27
A1	Design and implement a K-12 multi-tiered system of support (MTSS) focused upon the whole student; academics, behavioral, and social-emotional.	Continue from 2023-25 through 2025-27
A2	Utilize data to inform decision-making in team settings, in all buildings.	Continue from 2023-25 through 2025-27
A3	Provide equitable access to academic support and interventions.	Continue from 2023-25 through 2025-27
A4	Provide equitable access to behavioral, health, and wellness support.	Continue from 2023-25 through 2025-27
A5	Train staff in the areas of trauma-informed and restorative practices, to be used in conjunction with SW-PBIS structures.	Continue from 2023-25 through 2025-27
A6	Professional Development and Support of staff in academic core content areas as identified through data analysis.	Continue from 2023-25 through 2025-27
A7	Provide extended learning opportunities for students with emphasis on students furthest from justice.	Continue from 2023-25 through 2025-27
Outcome B	Increase access to academic programs by meeting students' academic, physical, and social-emotional/mental health needs: hire licensed clinical staff, hire academic interventionists, and develop building-based student success teams.	Continue from 2023-25 through 2025-27
B1	Hire district-based positions	Continue from 2023-25 through 2025-27
B2	Hire school-based positions	Continue from 2023-25 through 2025-27
B3	Provide professional development to improve individual and team-based skills.	Continue from 2023-25 through 2025-27
B4	Establish a school-based student success team schedule	Continue from 2023-25 through 2025-27
B5	Monitor and assess student and family support services data	Continue from 2023-25 through 2025-27
B6	Alter student and family intervention plans to meet specified trajectories based upon Activity 2.5's outcomes	Continue from 2023-25 through 2025-27
Outcome C	Increase student achievement by increasing the ratio of adults-to-students – teachers, interventionists, and classified support staff.	Continue from 2023-25 through 2025-27
C1	Hire district-based positions	Continue from 2023-25 through 2025-27
C2	Hire school-based positions	Continue from 2023-25 through 2025-27
C3	Provide professional development to improve individual and team-based skills.	Continue from 2023-25 through 2025-27
C4	Establish a school-based student success team schedule	Continue from 2023-25 through 2025-27
C5	Monitor and assess student and family support services data	Continue from 2023-25 through 2025-27
C6	Alter student and family intervention plans to meet specified trajectories based upon Activity 3.5's outcomes	Continue from 2023-25 through 2025-27
Outcome D	Improve support systems for students and families to access academic, behavioral, and social-emotional programs and services.	Continue from 2023-25 through 2025-27
D1	Conduct a needs assessment regarding specifications for contracts with outside mental health providers.	Continue from 2023-25 through 2025-27
D2	Create and negotiate contracts with outside mental health providers.	Continue from 2023-25 through 2025-27
D3	Hire district-based positions	Continue from 2023-25 through 2025-27
D4	Hire school-based positions	Continue from 2023-25 through 2025-27
D5	Provide professional development to improve individual and team-based skills.	Continue from 2023-25 through 2025-27
Outcome E	Increase graduation rates for all students and across all demographic groups.	Continue from 2023-25 through 2025-27
E1	Increase student achievement monitoring through creation of school-based teams that will meet minimally bi-monthly.	Continue from 2023-25 through 2025-27
E2	Annual subscription of a comprehensive data warehouse system to support student achievement monitoring.	Continue from 2023-25 through 2025-27
E3	Train staff regarding responsibilities and effective data-teaming processes.	Continue from 2023-25 through 2025-27
E4	Enhance and expand dropout prevention activities that lead to improved access and removal of obstacles for at-risk students.	Continue from 2023-25 through 2025-27
E5	Effectively invest in opportunities for post secondary coursework and access to all student groups.	Continue from 2023-25 through 2025-27
E6	Increase the number of students prepared for postsecondary success through participation in CTE Programs of Study.	Continue from 2023-25 through 2025-27
Outcome F	Align current district effort and interventions in SIA, HSS, Early Literacy, Perkins, EIS, EDM, and CSI/TSI (ESSA) interventions to create a seamless, unified intervention district-wide policy and approach.	Continue from 2023-25 through 2025-27
F1	Conduct a crosswalk analysis of current district efforts, interventions, and initiatives with our proposed SIA interventions / initiatives	Continue from 2023-25 through 2025-27
F2	Develop an elementary, middle, and high school intervention master plan	Continue from 2023-25 through 2025-27
F3	Develop a system of responsibilities for school-based team members	Continue from 2023-25 through 2025-27
F4	Regularly assess, evaluate, and update the crosswalk master plans	Continue from 2023-25 through 2025-27

Prepopulation Respon Activity ID	Outcome and Activity	Partnership	25-27 Bienniu FTE Type	Early Literacy Success	ELIS Allowable Expenditu	HSS Activity Category	SIA Allowable Use Cateç	Object Code	FTE 25-26	FSI (CSI/TSI)	Activity Bu
	Total Allocation										\$439,910.67
	Unbudgeted (Autocalculate)										\$0.00
	Total Budgeted Amounts (Autosum)										\$439,910.67
Keep activity and codes as	1 NA	Indirect/Administration							690		
Keep activity and codes as	2 B2	ES Level Behavior Interventist - Certified		6	Supports: Behavioral Specialist	H&S			111	3	
Keep activity and codes as	3 B2	ES Level Behavior EA's - Classified		15	Supports: Behavioral Specialist	H&S			112	7.5	
Keep activity and codes as	4 B2	ES Level Assistant Principal		16	Other: Other staff position not listed	OCG			113	8	
Keep activity and codes as	5 B2	ES Level PE - Certified		23	Core: Health/PE/Athletics	H&S			111	11.5	
Keep activity and codes as	6 B2	Secondary Level Licensed Health Support - Certified		8	Supports: Behavioral Specialist	H&S			111	4	
Keep activity and codes as	7 B2	Secondary Level Behavior EA's - Classified		7.5	Supports: Behavioral Specialist	H&S			112	3.75	
Keep activity and codes as	8 B2	Secondary Level Assistant Principal		4	Other: Other staff position not listed	OCG			113	2	
Keep activity and codes as	12 C2	Kindergarten/Grade 1 Class size Reduction - Certified		22	General: Elementary Teacher	RCS			111	11	
Keep activity and codes as	13 C2	ES Level Instructional EA - classified		12	General: Elementary Teacher	RCS			112	6	
Keep activity and codes as	14 C2	MS Level Instructional EA library - classified		1.44	Library & Media	WRE			112	0.72	
Keep activity and codes as	15 C2	Middle School Level Related Arts & Core - Certified		12	General: Multiple subjects teacher (middle/high school)	WRE			111	6	
Keep activity and codes as	16 D3, D4	Family Resource Navigator - Classified		23.7	Supports: Family/Community Engagement (incl. McKinney-Vento)	OCG			112	11.85	
Keep activity and codes as	17 D3	TOSA - Family Resource Support		1.2	Supports: Family/Community Engagement (incl. McKinney-Vento)	OCG			111	0.6	
Keep activity and codes as	18 B1, D1	DEI Coordinator			Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)	OCG			113	1	
Keep activity and codes as	19 B1, D1	TOSA - Equity and Inclusion		2	Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)	OCG			111	1	
Keep activity and codes as	20 B2, C2	Substitutes for certified staff at all schools				WRE	12X			0	
Keep activity and codes as	21 B1, D1	Equity Coordinator Supplies				OCG		410			
Keep activity and codes as	22 B1, D1	Equity Coordinator Travel				OCG	34X				
Keep activity and codes as	23 A1, B6, C6	Supplies				WRE		410			
Keep activity and codes as	24 F1, F2	Family Resource Center Mileage Reimbursement				OCG	34X				
Keep activity and codes as	25 A1	Each school - Family Resource Center supplies				OCG		410			
Keep activity and codes as	26 A1, A4	PBIS Learning supplies				WRE		410			
Keep activity and codes as	28 E4, E6	Building Level Supplies						410			
Keep activity and codes as	33 E4, E5, E6	Mileage for Truancy Professional				CLO ESF *Must lead to college credit*					
Keep activity and codes as	35 E6	CTE Field Trips				DP STA	34X				
Keep activity and codes as	36 E4, E5, E6	Certified Staff Secondary Level		1.4	Fine & Performance Arts (art/music/theater/dance)	CTE OCG *Start Up/Approved CTE POS*			111	0.7	
Keep activity and codes as	37 E4, E5, E6	Certified Staff Secondary Level - AVID Teacher		0.34	Other: Other staff position not listed (include staff title in activity line)	CLO STA *Must lead to college credit*			111	0.17	
Keep activity and codes as	38 E4, E5, E6	Certified Staff Secondary Level		2	CTE: Approved/Start Up Program of Study (Applied Arts)	CTE STA *Start Up/Approved CTE POS*			111	1	
Keep activity and codes as	39 E4, E5, E6	Certified Staff Secondary Level		2	CTE: Approved/Start Up Program of Study (Applied Arts)	CTE STA *Start Up/Approved CTE POS*			111	1	
Keep activity and codes as	40 E4, E5, E6	Certified Staff Secondary Level		15.66	CTE: Approved/Start Up Program of Study (Applied Arts)	CTE STA *Start Up/Approved CTE POS*			111	7.83	
Keep activity and codes as	41 E4, E5, E6	Certified Staff Secondary Level		2	CTE: Approved/Start Up Program of Study (Applied Arts)	CTE STA *Start Up/Approved CTE POS*			111	1	
Keep activity and codes as	42 E4, E5, E6	Certified Staff Secondary Level		2	CTE: Approved/Start Up Program of Study (Applied Arts)	CTE STA *Start Up/Approved CTE POS*			111	1	
Keep activity and codes as	43 E4, E5, E6	Truancy Professional				DP STA	13X				
Keep activity and codes as	44 E5	Certified Staff - School Counselor		2	School Counselor/School Social Worker	DP STA		111		1	
Keep activity and codes as	45 E5	SAIL Program				DP OCG	31X				
Keep activity and codes as	46 E5	AVID Professional Development				DP PL	34X				
Keep activity and codes as	47 E2	Naviance Online Curriculum				DP CUR	31X				
Keep activity and codes as	49 E4, E5, E6	Classified Staff - Transition Asst: Career and College Specialist		2.9375	Other: Other staff position not listed (include staff title in activity line)	CLO STA *Must lead to college credit*			112	1.46875	
Keep activity and codes as	50 E4, E5, E6	Classified Staff - EA Instruction and Behavior		7.2498	Supports: Other	CTE STA *Start Up/Approved CTE POS*			112	3.6249	
Keep activity and codes as	52 E4, E5, E6	Classified Staff - Transition Assistant: Middle School Bridge		7	Supports: Other	DP MS8			112	3.5	
Keep activity and codes as	53 E4, E5, E6	Classified Staff - EA Instruction and Behavior and Transition Assistan		6.5626	Supports: Other	DP STA			112	3.2813	
Keep activity and codes as	55 C3	Substitute expense for certified and classified staff				CTE STA *Start Up/Approved CTE POS*	13X				
Keep activity and codes as	57 E2, E4, E6	Renaissance - Schoolzilla Software				DP CUR	31X				
Keep activity and codes as	59 E5	ACT Testing				CLO OCG *Must lead to college credit*	31X				
Revise activity and codes fc	60	Certified Literacy/Data implementation support		4	Literacy Coach	CTPD		111		2	
Keep activity and codes as	65	Curricular Materials for enrichment - non-consumable				ELPSS	4XX				
Keep activity and codes as	66	Curricular Materials consumables				ELPSS	4XX				
Revise activity and codes fc	70	Professional Development for extended learning				PDC	13X				
Keep activity and codes as	73	culturally relevant curricular materials (supplemental)				CRCM	4XX				
Keep activity and codes as	77	K-2 Supplemental Foundational Skills Program - Magnetic Reading				CRCM	4XX				
New activity for 2025-26 an	78	Academy of Arts and Acad						410			\$25,792.75
New activity for 2025-26 an	79	Agnes Stewart Middle School						410			\$31,878.23
New activity for 2025-26 an	80	Briggs Middle School						410			\$30,290.72
New activity for 2025-26 an	81	Elizabeth Page Elementary School						410			\$28,438.61
New activity for 2025-26 an	82	Gateways High School						410			\$22,264.93
New activity for 2025-26 an	83	Guy Lee Elementary School						410			\$28,908.99
New activity for 2025-26 an	84	Hamlin Middle School						410			\$36,258.61
New activity for 2025-26 an	85	Mt Vemon Elementary School						410			\$29,761.54
New activity for 2025-26 an	86	Riverbend Elementary School						410			\$33,112.97
New activity for 2025-26 an	87	Springfield High School						410			\$54,485.67
New activity for 2025-26 an	88	Thurston High School						410			\$52,486.58
New activity for 2025-26 an	89	Two Rivers Dos Rios Elementary School						410			\$30,143.72
New activity for 2025-26 an	90	Willamette Leadership Academy						410			\$36,087.35
New activity for 2025-26 an	91	Certified Teachers		6.5	Multiple Subjects Teacher (middle/high school)		WRE		111	3.25	

Early Literacy Success / EILS Activity Budget 25-2	HSS Activity Budget 25-	SIA Activity Budget 25-2	Total Activity Budget 20:	FTE 26-27	FSI (CSI/TSI) Activity Budget 26-2	Early Literacy Success / EILS Activity Budget 26-2	HSS Activity Budget 26-	SIA Activity Budget 26-2	Total Activity Budget 20:	2025-27 Biennium Activity Budget
\$714,313.99	\$26,927.34	\$2,770,195.60	\$9,603,427.84	\$13,554,775.44	\$0.00	\$743,469.66	\$26,927.34	\$2,883,264.81	\$9,995,404.48	\$13,649,066.29
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$714,313.99	\$26,927.34	\$2,770,195.60	\$9,603,427.84	\$13,554,775.44	\$0.00	\$743,469.66	\$26,927.34	\$2,883,264.81	\$9,995,404.48	\$13,649,066.29
\$25,000.00	\$847.59	\$100,423.60	\$457,306.00	\$583,577.19		\$25,000.00	\$847.59	\$100,423.60	\$476,000.00	\$602,271.19
			\$398,299.00	\$398,299.00	3				418214	\$418,214.00
			\$501,660.00	\$501,660.00	7.5				526743	\$526,743.00
			\$1,452,168.00	\$1,452,168.00	8				1524776	\$1,524,776.00
			\$1,463,015.00	\$1,463,015.00	11.5				1536166	\$1,536,166.00
			\$569,452.00	\$569,452.00	4				597925	\$597,925.00
			\$100,340.00	\$100,340.00	3.75				105357	\$105,357.00
			\$408,095.00	\$408,095.00	2				428500	\$428,500.00
			\$1,198,772.00	\$1,198,772.00	11				1258710	\$1,258,710.00
			\$400,000.00	\$400,000.00	6				420000	\$420,000.00
			\$45,947.00	\$45,947.00	0.72				48245	\$48,245.00
			\$701,682.00	\$701,682.00	6				736766	\$736,766.00
			\$734,261.00	\$734,261.00	11.85				770975	\$770,975.00
			\$94,490.00	\$94,490.00	0.6				99215	\$99,215.00
			\$207,764.00	\$207,764.00	1				218153	\$218,153.00
			\$107,417.00	\$107,417.00	1				112787	\$112,787.00
			\$200,000.00	\$200,000.00	0				200000	\$200,000.00
			\$5,000.00	\$5,000.00					5000	\$5,000.00
			\$5,000.00	\$5,000.00					5000	\$5,000.00
			\$25,000.00	\$25,000.00					25000	\$25,000.00
			\$1,500.00	\$1,500.00					1500	\$1,500.00
			\$50,000.00	\$50,000.00					50000	\$50,000.00
			\$50,000.00	\$50,000.00					50000	\$50,000.00
		\$4,000.00	\$4,000.00	\$4,000.00					4000	\$4,000.00
		\$1,100.00	\$1,100.00	\$1,100.00					1100	\$1,100.00
		\$5,000.00	\$5,000.00	\$5,000.00					5000	\$5,000.00
		\$75,856.00	\$75,856.00	\$75,856.00	0.7				79650	\$79,650.00
		\$17,173.00	\$17,173.00	\$17,173.00	0.17				18032	\$18,032.00
		\$107,416.00	\$107,416.00	\$107,416.00	1				112787	\$112,787.00
		\$104,159.00	\$104,159.00	\$104,159.00	1				109367	\$109,367.00
		\$944,804.00	\$944,804.00	\$944,804.00	7.83				992045	\$992,045.00
		\$117,942.00	\$117,942.00	\$117,942.00	1				124000	\$124,000.00
		\$117,942.00	\$117,942.00	\$117,942.00	1				124000	\$124,000.00
		\$80,000.00	\$80,000.00	\$80,000.00					85000	\$85,000.00
		\$104,159.00	\$104,159.00	\$104,159.00	1				112787	\$112,787.00
		\$60,000.00	\$60,000.00	\$60,000.00					60000	\$60,000.00
		\$30,000.00	\$30,000.00	\$30,000.00					30000	\$30,000.00
		\$26,000.00	\$26,000.00	\$26,000.00					26000	\$26,000.00
		\$103,293.00	\$103,293.00	\$103,293.00	1.46875				110000	\$110,000.00
		\$236,840.00	\$236,840.00	\$236,840.00	3.6249				245000	\$245,000.00
		\$216,616.00	\$216,616.00	\$216,616.00	3.5				227450	\$227,450.00
		\$237,766.00	\$237,766.00	\$237,766.00	3.2813				250000	\$250,000.00
		\$37,706.00	\$37,706.00	\$37,706.00					30000	\$30,000.00
	\$26,079.75		\$26,079.75	\$26,079.75					26079.75	\$26,079.75
		\$42,000.00	\$42,000.00	\$42,000.00					36623.21	\$36,623.21
\$259,932.00			\$259,932.00	\$259,932.00	2	272930				\$272,930.00
\$53,672.75			\$53,672.75	\$53,672.75		55000				\$55,000.00
\$53,672.75			\$53,672.75	\$53,672.75		55000				\$55,000.00
\$214,691.00			\$214,691.00	\$214,691.00		225000				\$225,000.00
\$53,672.75			\$53,672.75	\$53,672.75		56866.92				\$56,866.92
\$53,672.74			\$53,672.74	\$53,672.74		53672.74				\$53,672.74
			\$25,792.75	\$25,792.75						\$0.00
			\$31,878.23	\$31,878.23						\$0.00
			\$30,290.72	\$30,290.72						\$0.00
			\$28,438.61	\$28,438.61						\$0.00
			\$22,264.93	\$22,264.93						\$0.00
			\$28,908.99	\$28,908.99						\$0.00
			\$36,258.61	\$36,258.61						\$0.00
			\$29,761.54	\$29,761.54						\$0.00
			\$33,112.97	\$33,112.97						\$0.00
			\$54,485.67	\$54,485.67						\$0.00
			\$52,486.58	\$52,486.58						\$0.00
			\$30,143.72	\$30,143.72						\$0.00
			\$36,087.35	\$36,087.35						\$0.00
			\$426,259.84	\$426,259.84	3.25				380372.48	\$380,372.48

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Type of Material	If Other, Please Describe	Title of Literacy Assessment, Tools, etc.	Name of Vendor/Developer/Publisher	Is This Your Student Growth Assessment?	Print or Digital	PreK	K	1st	2nd	3rd	4th	5th	CORE ONLY: Adoption SBE or Independent	CORE ONLY: If SBE Adopted, Select Material	CORE ONLY: If Independent Adopt, Also SBE Choice	Date of Adoption or Start of Use (MO/Y)	Date of Adoption or Start of Use (Y/25)	Planned Changes or Updates	
1	Assessments	easyCBM	U of O BRT	Yes	Both Print and Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						2010	
2	Core Materials	Wonders	McGraw Hill		Both Print and Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	State Board of Education Adopted	McGraw Hill LLC Wonders (Grades K-2)				2022	K-2 enhancement for foundational skills and explicit phonological awareness and phonics. Will select by spring 2023. Update Magnetic Reading selected and in use fall 2024.
3	Core Materials	Wonders	McGraw Hill		Both Print and Digital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	State Board of Education Adopted	McGraw Hill LLC Wonders (Grades 3-5)				2022	K-2 enhancement for foundational skills and explicit phonological awareness and phonics. Will select by spring 2023. Update Magnetic Reading selected and in use fall 2024.
4	Intervention/Acceleration Materials	ERS	Scott Foresman		Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						2006	
5	Intervention/Acceleration Materials	Phonics for Reading	Curriculum Associates		Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						2006	
6	Supplemental Materials	Magnific Reading Foundations	Curriculum Associates		Both Print and Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						2024	Retired during summer 2024. All K-2 teachers supplement the Core program starting Fall 2024.
7	Assessments	iReady Diagnostic for Reading	Curriculum Associates		Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						2023	Phasing with our extended learning literacy program after school and in one elementary school to identify strengths and see if it fulfills needs.
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