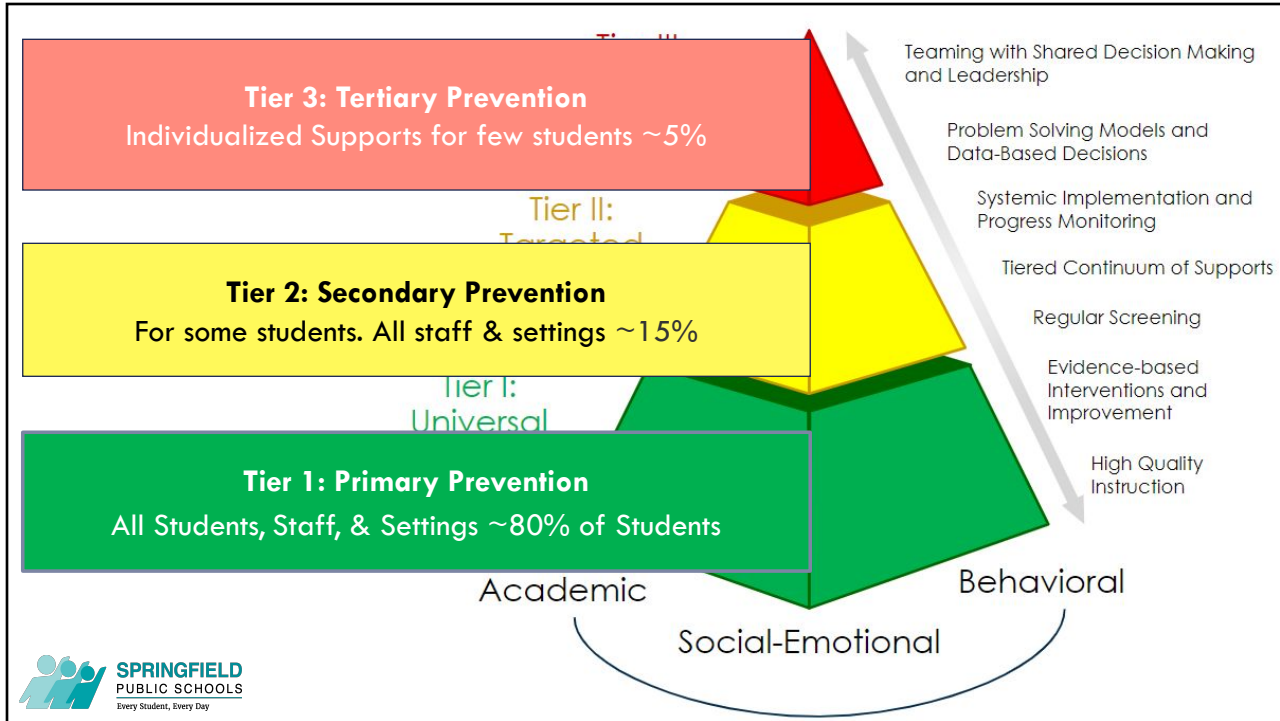


Multi-Tiered System of Supports



Mental Health Support



Mental Health Professionals

15 counselors, 4 LCSWs, 15 school psychologists

In addition to their building-based roles and responsibilities, MHPs

- Respond to Lightspeed Alerts
- Conduct suicide risk assessments
- Conduct behavioral safety assessments
- Support district crisis response efforts
- Support district tragedy response efforts

MHP serve as Question-Persuade-Refer (QPR) Trainers offering QPR to all staff



Mental Health Partnerships

Mental health partner for each school

- Center for Family Development, Looking Glass, Options, Riverview Center for Growth, Stronger Oregon, HEDCO Clinic
- Financial support for 14 referred students who encountered barriers to accessing services

Ophelia's Place

- Girls' empowerment groups and other services as requested



Mental Health Partnerships

Helping Out Our Teens in Schools (HOOTS) on-site clinics available weekly at HS

- Clinic teams consisting of crisis counselor and EMT or RN
- Short-term counseling, crisis intervention, basic first aid, and referrals

School Based Health Center (SHS)

- Medical Health Services
- Behavioral Health Services



SPRINGFIELD PUBLIC SCHOOLS

Every Student, Every Day

Budget Calendar 2026-2027

January 8, 2026	Budget Committee/Board Work Session – 6 p.m.
February 12, 2026	Budget Committee/Board Work Session – 6 p.m.
March 12, 2026	Budget Committee/Board Work Session – 6 p.m.
April 9, 2026	First Notice of First Budget Committee Meeting
April 23, 2026	Second Notice of First Budget Committee Meeting
May 7, 2026	First Budget Committee Meeting – 6 p.m.
May 14, 2026*	Second Budget Committee Meeting – 6 p.m.
May 21, 2026*	Third Budget Committee Meeting – 6 p.m.
May 28, 2026	Publish Notice of Budget Hearing
June 8, 2026	Budget Hearing** Resolutions adopting the budget, making appropriations, and declaring the tax levy
July 15, 2026	Deadline to certify tax levy to the county assessor (ORS 294.444 and ORS 310.060)

*If necessary

**Board of Directors may revise the approved budget by 10% in any one fund.

- Calendar built on the following assumptions:
 - Meetings of the Budget Committee on Thursday evenings and regular Board meetings are held on the second and fourth Monday evenings.



Public Written Comments
November 10, 2025

Chris Wig
cs.wig@hotmail.com
Recent investigations

Dear Members of the Springfield School Board,

I read the articles in *Lookout Eugene-Springfield* and the *Register-Guard* about the investigation and leadership changes within the Springfield School Board. As your constituent, I have great respect for the difficult work of serving on the school board and the many competing pressures you face. My comments come from a place of care for our Springfield community and a desire to see our board represent the will of all community members.

The comment in the *Lookout* article noting that the investigation was biased and included leading questions really stood out to me. From my perspective, Directors Light and Kohl acted in the best interest of constituents like me by asking fair questions and seeking more information about a complaint that had already drawn community attention. This process appears to have been misused by administrators who turned the complaint procedure into a tool to punish board members for doing their jobs. That is an abuse of whistleblower protections, which are meant to safeguard truth-telling, not to suppress oversight or silence elected representatives who hold systems accountable. I feel dismayed that the district spent \$35,000 on an investigation that, by any reasonable standard, should have been summarily dismissed. That money could have supported classrooms, educators, or student services instead of being wasted on a process that undermines the public trust.

Based on publicly available reports, it appears that Directors Light and Kohl were unfairly removed from their leadership positions, and the censure of Director Light seems unjust. Yet the community has very limited information to understand how these decisions were made or whether they were appropriate because the district has refused to release the results of the investigation, citing attorney-client privilege. Transparency is the best way to restore public confidence. I urge the board to vote to waive attorney-client privilege and release the text of the complaints and the investigation report to the public. The people you serve deserve to see exactly what was alleged, how it was handled, and why.

Thank you for your service and for taking the time to listen to difficult feedback. I know public service can be challenging, and I believe that openness and accountability will strengthen this board and rebuild the trust that makes our entire school community thrive.

Leah Emmett

jeffandleahemmett@gmail.com

To Springfield Public School Board:

I am writing to express my concern regarding the current Reading and Mathematics curriculum used in the Springfield School District. The curriculum and instruction guidelines do not appear to provide sufficient opportunities for individualized learning or to engage students with diverse learning styles. Rather, the teaching guides keep all teachers following the same pace no matter what.

Despite a current minor uptick on the Smarter Balanced spring tests, student test scores remain low. Rather than strengthening instruction, the district's response has been to increase "practice" time—such as additional math fact drills which creates the illusion of increased math instruction time - in hopes of raising test scores. This approach emphasizes repetition over understanding and does not appear to provide meaningful or effective instruction. As a result, too much classroom time is spent on ineffective methods, leaving little room for a well-rounded education that includes science, social studies, and art.

After careful consideration, we made the difficult decision to enroll our son in a public charter school that offers a more flexible and supportive learning environment. We believe every student deserves access to an educational program that fosters critical thinking, creativity, and confidence in core subjects. It is our hope that the district will re-evaluate its current approach to better meet these goals, and prevent further exodus.

I remain grateful for the dedication of many teachers within the district and sincerely hope to see positive changes in the curriculum that reflect the diverse needs of students across all grade levels.

Sincerely,

Leah Emmett

Marion Malcolm

marion.malcolm@gmail.com

Curriculum re MLK and Huerta/Chavez events

Dear School Board Members and Superintendent Hamilton

The first planning meeting for the 2026 Dolores Huerta/Cesar Chavez celebration will occur this month. Planning for the 2026 Martin Luther King, Jr. contest and celebration is underway already. Both of these events were initiated decades ago by Springfield Alliance for Equity and Respect (SAFER) and are carried out in collaboration with the Springfield School District. Springfield teachers, educational assistants and other school personnel have given generously of their time and expertise to offer these wonderful events to students, families and the wider community. As a SAfER volunteer, I have found it an honor and a pleasure to support these events, and to work alongside dedicated and talented district personnel.

I am very concerned, however, by restrictions on the ability of teachers to integrate these events into their teaching, particularly at the elementary level. My understanding is that the elementary school day is largely devoted to the tested subjects of English language arts and math, which are to be taught with prescribed curriculum, allowing little latitude for teacher innovation and with very little time for subjects such as science, social studies (including history and civics) or art. Both the MLK and Huerta/Chavez events include essay and art projects and provide an opportunity to teach about meaningful issues of history and civics. The planning committees for these events can offer a rich array of age-appropriate resource materials -- if teachers are allowed the time to use them and to engage their students in thinking about inspiring American leaders and the social movements they led.

I would really appreciate hearing back from board members and the district that teachers will be encouraged to incorporate lessons related to these significant events.

Sincerely yours,
Marion Malcolm

Sarah Bosch

11/10/2025
PC-Written

The topic of my comment this evening is

Division 22 Assurances and Missing Elementary Subjects

At the October 13, ~~2025~~ "regular" School Board meeting, district leadership reported that SPS met compliance standards in *all areas* for the 2024-25 school year except in Career Education and Comprehensive School Counseling.

No other deficiencies were mentioned, which can only mean that the district had concluded that it *has been* providing elementary students with a viable, comprehensive and guaranteed curriculum in all state required subjects, including science, social studies, health, art and social emotional learning.

If true, this would be great news and a huge relief for 500 staff, parents and community members who have signed my [Change.org](https://www.change.org) petition due to our concern about the capacity of SPS elementary schools to provide a comprehensive program of instruction, as well as those staff members too nervous to sign out of fear of retribution.

However, I'm back here today because we *still* remain without an explanation from leadership. We expect full transparency from leadership, and our concerns will persist until they're addressed to the satisfaction of *all* stakeholders.

I'm asking the Board to hold leadership accountable with answers to the following questions:

1. **How is the district in compliance with the Division 22 Assurances** for ensuring that elementary students are provided with a viable, comprehensive and guaranteed curriculum that includes all state-mandated subjects?

could

2. How ~~can~~ the district *submit* the 2024-25 Division 22 Assurances **prior to the completion of the ODE investigation** into the complaint about the Assurances?
3. How does the current elementary daily schedule provide **adequate instructional time** for all the state-mandated subjects?
4. How does the **current elementary school report card** align with and communicate actual student learning in the subjects of science, social studies, health, art and social emotional learning?

Thank you for your
attention to this matter!

Sara Burgin

11/10/2025

We formally invite school board members to visit our elementary classrooms and talk with us about invisible labor that causes overwhelm!

PC-written

Sara Burgin - Two Rivers Dos Rios
Kate Hughes - Thurston Elementary
Morgan Rees - Guy Lee
Heather St. Louis - Ridgeview
Amber Ketchum - Centennial
Autumn Erickson - Two Rivers Dos Rios
Christine Ancell - Riverbend
Leah Price - Mt. Vernon
Staci Hagel - Guy Lee
Tiffany McGehee - Two Rivers Dos Rios
Bryne Thorpe - Centennial
Sarah Wisler - Page
Meegan Ward - Centennial
Erica McNurlin - Two Rivers Dos Rios
John Whisler - Centennial

38721 Upper Camp Creek Road, Springfield, OR 97478

November 10, 2025

640 A Street, Springfield, OR 97477

Dear Springfield School Board and Administration,

As a lifelong resident of Springfield I want to express my concerns for our School District. The legacy of this school district has been one of cooperation and problem solving. The stakeholders: families, students and staff are not experiencing this shared goal. The past culture has been one of a receptive administration that listens to parents and staff and works together to address concerns and work toward solutions. This culture of concern and cooperation seems to be lacking at this time and the community is speaking to you.

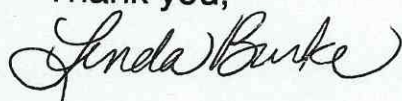
As concerns are brought to the administration it seems the response is often not to learn and listen and address underlying issues but instead concerns are seen as a "challenge" to the administration. The internal complaints against school board members are a distraction to the real issues of curriculum, staff morale, and loss of enrollment.

We teach students to respect and listen to each other. We teach them to seek understanding and work toward compromise and resolution. If we expect this process with young people, we can expect no less from our leadership.

The administration spent \$35,000 of taxpayer money because administrators filed formal complaints instead of continuing the hard work of sitting together and talking to each other to come to resolution.

I and others are asking for a reconsideration of the messages that are coming from this administration. I strongly ask for your willingness to lead with integrity, kindness and compassion for one another and for the people you serve. As a wise and beloved school superintendent once said, our model is "compassionate straight talk and servant leadership". This is how we build the culture to which we aspire.

Thank you,



Linda Burke

November 10, 2025

Thank you, Board Members, for this opportunity to speak to you and the public.

I am Roscoe Caron, a retired middle school teacher who taught in Junction City and in Eugene, a former instructor at the UO College of Education, and a member of CAPE - the Community Alliance for Public Education..

The upheaval in the Springfield School District centers around a very basic issue: Who runs this District? Is it the superintendent and administrative staff, or the publicly-elected school board?

The answer should be: Both. Ideally, the board and their superintendent work side-by-side as partners.

But what if questions and concerns voiced by board members on behalf of the community they represent are not adequately responded to by district leaders? Who has the legal right and responsibility to direct the district?

The answer is: The School Board of Directors. The Board sets the district's direction on behalf of the people who voted for them.

Recently, two Board directors needed answers to two pressing questions facing the district:

- First: What is the status of a teacher complaint to the Oregon Department of Education that Springfield is not meeting the requirement of teaching all required subjects to K-5 kids?
- Second: How does a school board find out about cost overruns on big projects?

Both board members found great difficulty in getting adequate and timely responses to these questions. After repeated requests fueled by frustration, they chose to directly seek answers from the ODE. These Board members were doing their jobs as elected and responsible representatives of the community.

District leaders chose to shoot the messengers rather than to engage in serious dialogue and discussion. They filed complaints against those board members for seeking answers to necessary questions.

This reveals a serious problem in Springfield Public Schools: A lack of communication between the elected School Board of Directors and district leaders. If that communication had been consistently in place, the board members would not have needed to seek information directly from the ODE.

Regarding the lack of a comprehensive education, others beyond the Board believe this is a serious issue in need of honest investigation:

- Seventy-five teachers had the courage to sign a letter to the School Board calling for a more well-rounded elementary curriculum – not one excessively focused on reading and math.
- Nearly 500 people have signed a similar online petition to the School Board demanding action on this issue.

The school board and their superintendent must work together. This is currently not happening. The board, the teachers, the classified support staff, the principals, the parents, and the students need to be included respectfully as decision-making allies.

A healthy organization seeks input from all stakeholders, appreciates questions, is responsive, and is transparent.

Sincerely,

Roscoe Caron
Eugene
roscoecaron@gmail.com

At the September 8 meeting, I shared concerns about the lack of science, art, and social studies in my kids' school day. Since I have yet to hear any public discussion of these concerns, I thought I'd share an update: in early October, my fourth grader came home delighted to tell us about a science lesson. The focus was on the tendon, and they had watched a video in which a chicken's foot was used to demonstrate how the tendon works. After watching the video they made this project: with just a slip of paper and a piece of string, they learned about the tendon! She loved it!

I share this because I can see that some effort has been made to respond to our concerns: the district has invested in a science curriculum. I remain concerned though because teachers are still only allotted roughly 30 minutes per day to teach all of these subjects. My understanding is that teachers try to cycle through science and art throughout the week. But for subjects like these, the set up alone is likely to take at least half of that time, and, notably, social studies remains absent. So although I appreciate the effort, the district's response continues to be inadequate.

My second concern regards the functioning of this board. Last week I learned that the board voted to remove Directors Light and Kohl from their leadership positions and that our new Chair demanded that Director Light resign from his elected position on the board because he asked for an update on the state's curriculum-related investigation—a request he made on behalf of the community members who are repeatedly asking questions. I'm deeply concerned that instead of engaging in thoughtful, reflective conversations about what's going on in classrooms, our district leadership is wasting time and considerable financial resources on investigating board members.

I'm a faculty member at LCC, and I've also been attending those board meetings. It's fascinating to see the ways in which the administrations at both institutions seem to be operating from the same playbook: when a board member asks questions that the administration doesn't want to hear, they accuse that board member of bullying or corruption and launch investigations in what appears to be an effort to undermine the board's credibility. It's an abuse of power.

In closing, I remind the members of the board that you are not appointed by the administration to serve the administration. You are voted in through a democratic process, and you are here to serve the school community. You have the authority and responsibility to ask questions, get information, and share that information with the community; you also have the authority and responsibility to hold the administration accountable. I want you to know that we are paying

attention; and I also want you to know that I look forward to supporting a board fully focused on the best interests of students, teachers, and families.