SPRINGFIELD PUBLIC SCHOOLS
Every Student, Every Day

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.

ESCUELAS PÚBLICAS DE SPRINGFIELD
Cada Estudiante Cuenta, Cada Día

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 cumplido 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
December 8, 2025
Administration Building Board Room
640 A Street, Springfield, OR 97477

En español

5:00 PM Executive Session

Executive Session is called to order under ORS 192.660(2)(f) for the Board to review legal advice

7:00 PM Board Meeting

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

AGENDA	TAB
1. Call Meeting to Order	Board Chair Heather Quaas-Annsa
A. Pledge of Allegiance	Chair Quaas-Annsa
B. Land Acknowledgement	Ken Kohl
2. Adjourn into Executive Session ORS 192.660(2)(f)	Chair Quaas-Annsa
3. Recess until 7:00 PM	
4. Reaffirm Oath of Office	
A. Jonathan Light	
B. Ken Kohl	Chair Quaas-Annsa
5. Approval of the Agenda	Chair Quaas-Annsa
6. Student Board Representative Communication	Mindy LeRoux
7. Public Comments (Three (3) minutes each; maximum time 25 minutes. Speakers may not yield their time to other speakers.)	
8. Action Items	
A. Approve Consent Agenda	
1. November 3, 2025 Special Meeting Minutes	
2. November 10, 2025 Board Meeting Minutes	
3. Financial Statement, Resolution #25-26.023	Brett Yancey
B. Action on Information Discussed in Executive Session	Chair Quaas-Annsa
C. Appoint Budget Committee Member(s), Resolution #25-26.026	Brett Yancey
D. Approve SIA Agreement, Resolution #25-26.027	David Collins
E. Approve OSBA Elections, Board of Directors, Position 6, Resolution #25-26.021	Superintendent Hamilton
F. Approve OSBA Elections, Legislative Policy Committee, Position 6, Resolution #25-26.022	Superintendent Hamilton
9. Discussion	
A. Board Development	Chair Quaas-Annsa
10. Reports and Information	
A. Superintendent Communication	Superintendent Hamilton
B. Board Communication and Comments	Chair Quaas-Annsa
11. Next Meetings: January 12, 2026 - Board Meeting at 7:00 PM	
12. Adjournment	Chair Quaas-Annsa

Springfield Public Schools is an equal opportunity educator and employer.
Persons having questions about or requests for special needs and accommodation at Board Meetings should contact the Office of the Superintendent; 640 A Street, Springfield, OR 97477; Phone: (541) 726-3201. Contact should be made 72 hours in advance of the event.

ESCUELAS PÚBLICAS DE SPRINGFIELD
Cada Estudiante Cuenta, Cada Día

JUNTA DE EDUCACIÓN
8 de diciembre de 2025
Sala de Juntas del Edificio de Administración
640 A Street, Springfield, OR 97477

En español

Sesión ejecutiva a las 5:00 PM

Se convoca a la sesión ejecutiva conforme a la ORS 192.660(2)(f) para que la Junta revise el asesoramiento legal

Reunión de la Junta a las 7:00 PM

URL de la reunión en streaming: http://www.vimeo.com/SpringfieldPS

AGENDA	PESTAÑA
1. Orden de la reunion	Presidenta de la Junta Heather Quaas-Annsa
A. Juramento a la Bandera	Presidente Quaas-Annsa
B. Reconocimiento de tierras	Ken Kohl
2. Levante la sesión ejecutiva ORS 192.660(2)(f)	Presidente Quaas-Annsa
3. Receso hasta las 7:00PM	
4. Reafirmar el juramento de cargo	
A. Jonathan Light	
B. Ken Kohl	Presidente Quaas-Annsa
5. Aprobación de la agenda	Presidente Quaas-Annsa
6. Comunicación con los representantes de la Junta Estudiantil	Mindy LeRoux
7. Comentarios públicos (tres (3) minutos cada uno; tiempo máximo 25 minutos. Los altavoces no pueden ceder su tiempo a otros altavoces.)	
8. Elementos de acción	
A. Agenda de Aprobación del Consentimiento	
1. Acta de la Reunión Extraordinaria del 3 de noviembre de 2025	
2. Acta de la reunión de la Junta del 10 de noviembre de 2025	
3. Estado financiero, Resolución #25-26.023	Brett Yancey
B. Acción sobre la información discutida en la sesión ejecutiva	Presidente Quaas-Annsa
C. Nombrar a los miembros del Comité Presupuestario, Resolución #25-26.026	Brett Yancey
D. Aprobación del Acuerdo SIA, Resolución #25-26.027	David Collins
E. Aprobar las elecciones de OSBA, Junta Directiva, Puesto 6, Resolución #25-26.021	Superintendente Hamilton
F. Aprobar las elecciones de la OSBA, Comité de Política Legislativa, Puesto 6, Resolución #25-26.022	Superintendente Hamilton
9. Discusión	
A. Desarrollo de la Junta	Presidente Quaas-Annsa
10. Informes e información	
A. Comunicación de Superintendente	Superintendente Hamilton
B. Comunicación y comentarios en la Junta	Presidente Quaas-Annsa
11. Próximas reuniones: 12 de enero de 2026 - Reunión de la Junta a las 7:00 PM	
12. Aplazamiento	Presidente Quaas-Annsa

Las Escuelas Públicas de Springfield son un centro educativo y empleador de igualdad de oportunidades.
Las personas que tengan preguntas o solicitudes de necesidades especiales y alojamiento en las reuniones de la Junta deben contactar con la Oficina del Superintendente;
640 A Street, Springfield, OR 97477; Teléfono: (541) 726-3201. El contacto debe realizarse con 72 horas de antelación al evento.

A3 – Board Report
December 8, 2025

Winter Confluence is December ninth and tenth, with morning sessions 8:40-10:25 a.m. for the school and evening sessions 5:30-7:30 p.m. for the public. At this Confluence, “Be The Change,” you can come see how A3 students envision the future with new realities of gender equality, economic justice, world peace, and more!

This Thursday, the 11th, A3 will have Artibration, an opportunity for the student body to see artwork from other classes. Our Town closed with two successful shows, and auditions for the spring musical, Once Upon a Mattress, were held last week. A3 Group also had their Fall Concert, performing pieces by jazz icon Herbie Hancock in honor of A3's theme this year. The group was joined by jazz pianist (and former A3 vocal teacher) Torrey Newhart and bassist Niels Miller for an evening of fun and funky music.

We also celebrated last year being our second year in a row that A3 has had a 100% graduation rate. And on the topic of celebration, A3 was able to give out 200 turkey dinners to the community thanks to a large donation, and the leadership class has started preparing for our December break send-off with holiday-themed activities at lunch, from ornament making to a hot chocolate section.

Gateways High School – Board Report
December 8, 2025

Cosmetology students had their first mentor meeting, which was a success, we had the opportunity to speak with the first-year students and get to learn more about them and why they chose the program. The second-year students have been working hard to complete their mark-offs. They are preparing for their holiday celebrations and a Willamalane day of beauty. The first-year students are preparing to come out to the salon and start working on their mark-offs. The salon is open to the public, Monday-Friday 12:30 pm-3:05 pm, and after school hours on Tuesday from 3:05 pm-8 pm. We encourage the public to come in and support Gateways Cosmetology Program. We have also opened our interest form for current sophomores who are interested in hair design, barbering, esthetics, and nail technology.

In leadership, we set up the Quarter 1 assembly, we celebrated attendance, GPA's, and rise awards. We are also staring to fundraise for our prom. As a class, we are planning a countdown to winter break with fun activities and spirit week days. Our spirit week days for December 8th-December 12th are PJ day, teacher-student swap day, we wear pink on Wednesday, meme day and welcome to Whoville. These were the results from the survey we had sent out earlier this month, where students voted on their top 5 days from the list our class came up with. For December 15th-December 19th we are planning some fun activities to do during advisory or lunch a few examples are just dance, coloring, origami, and on Friday we are having hot cocoa and treats to send us off to winter break.

As a school, we had a successful finals day and ending to the quarter. We are also working on our overall attendance and ways to improve our attendance as a whole school. A student panel had a chance to talk at a recent GHS staff meeting about attendance from their perspective. They spoke about what helps get them to school and barriers they face. Staff said they really enjoyed hearing from students.

Springfield High School – Board Report
December 8, 2025

Good evening school board members,

Last month the Senior leadership team put together a beautiful farewell honoring our wonderful college and career specialist Ms. Dapkus. In her time here at Springfield she has helped countless kids with college applications as well as scholarship opportunities. Her dedication and compassion has made a lasting difference in our Miller community. While Mrs. Dapkus will be missed, we are excited to welcome our new College and Career Specialist Ms. Katrina Stillwell. Ms. Stillwell comes to SHS from Willamette High School where she has worked in the same role for the past 2 years.

On Saturday, Nov 22nd student members of our Social Justice League stood in front of Erica's Meat Market in protest of current immigration issues. They held signs and stood together for a couple hours. Many Latine customers shopping during that time showed their appreciation for the support.

Coming up this month our choir group is performing on the 11th at 7pm in the Springfield auditorium. And the following Tuesday our band will be performing at 7pm in the auditorium as well. These performances are an amazing way to get into the holiday spirit and spend time with family while supporting your Millers. The band also continued their streak of performing in every single Springfield Christmas Parade last Saturday. This year was the 74th Annual parade.

Winter sports are gearing up for a successful season with tryouts for Basketball, Wrestling, and Swimming in full swing. Schedules will be posted on the OSSA website in the next coming weeks. Don't miss the chance to watch and support Miller's athletics.

With the help of Springfield Faith Center and an individual donor, SHS helped facilitate supporting 80 families with Thanksgiving meals this year.

Winter is coming, and so is the need for warm clothing. It's time for our SHS Resource Room to stock up on winter essentials such as sweatpants, sweatshirts, flannels, socks, gloves, and hats. We are accepting clean, gently used donations for the Resource Room. We're grateful for all contributions and look forward to supporting our students and families throughout the coming winter months.

Thurston High School – Board Report
December 8, 2025

My name is Hunter Murphy. I am the ASB President representing Thurston High School. Thank you for the opportunity to speak to you today.

We are all Colts

We completed Parent-Teacher Conferences. Parents got to connect with teachers and celebrate the strong start to the 2025-26 school year.

Caring - looking out for our community

Day of Joy fundraising has begun for our future Colts. 1st period advisories are working together to raise funds for gifts, books, and clothing for students in need at our feeder elementary schools. Donations are also accepted in the main office.

THS Student Teagan Merritt, a state championship wrestler and dedicated OHSET member, survived a serious car accident in November. Teagan is awake and talking - already mentally preparing for her next wrestling tournament. Our student body has come together to amplify the GoFund me in support of her medical expenses and recovery. #fightlikeTeagan

Brave - showing up, making our voices heard

No-miss November attendance challenge is complete.

A successful run of the Wizard of Oz closed - with over 500 attendees coming to support our Colt's musical.

Fall Sports Summary.

Our fall sports season wrapped up with Thurston Football sustaining a difficult second round playoff loss to Churchill. Thurston is the Midwestern League Champions and swept the midwestern league honors for offensive player (Justin Fisher), defensive player (Cruz Gray), and coach (Justin Starck) of the year. Congratulations to Football on another great season.

Women's soccer had their season end in the first round of playoffs with a 2-1 loss to Canby. Great job to all of our athletic programs.

Winter Sports begin.

Prepared - ready for what comes next

Our career technical education (CTE) programs took part in multiple industry tours and field trips to get some exposure and hands-on experience in both fields.

Our Advanced and Intermediate Forestry students visited a locally owned forest and working farm where they practiced tree/shrub identification and forest

measurement skills. Students are working toward developing a management plan for a forested property.

THS Advanced Metals classes attended Connected Lane County's Manufacturing Tours. Stops on the tour included Astec Industries (formerly Johnson Crushers, International) and 9wood. Both are local manufacturing companies that are potential future employers for our manufacturing completers. Lunch was served at Spark at Booth-Kelly, Connected Lane County's wonderful youth innovation hub in Springfield.

Our FAFSA lab helped students start their financial aid applications. Our goal is for 65% of students to submit their application - a critical step in financing their post high school training, from the trades to four year college. Our next FAFSA lab is TODAY!

LCC Application Day helped over 60 students submit their LCC application - nearly 1 in 4 current seniors. Other students are starting to get acceptances to 4-year colleges. Follow @thurstoncolts to celebrate our Colts going to college.

We hosted a credits with a purpose workshop, helping THS students make strategic choices around transcribing their courses of rigor. THS offers more than 15 College Now courses, giving Colts a running start toward their post high school goals.

Events on Campus
Winter Pep Assembly, 12/11
Winter Wonderland, 12/12 1:30-3:45
Day of Joy Wrapping Party, 12/15 6:30-8:00
THS Wrestling Tournament, 12/29 all day
MLK Contest and Celebration, 1/13

Good evening

I am Cayden Finney representing WLA,

We have had a relatively eventful last few weeks and the next few plan to be the same.

Last week we had Parent Teacher conferences where the students under the command of a teacher made a poster of some form and let parents in person communicate about their student; whether it was to talk about their success or to help plan their path to success.

In the month of december our color guard members and cadet NCOs will take part in the Springfield parade this Saturday, in past years we go to this parade with flags, parade rifles and candy to hand out to the people in the crowd.

Finally we have made the decision to celebrate veterans day year round, in the main hall when you walk in we have a wall where anyone can put pictures of related veterans or of themself if they were a veteran.

Thank you for your time.

SPRINGFIELD PUBLIC SCHOOLS **SCHOOL BOARD SPECIAL MEETING**
SPRINGFIELD, OR 97477 **MONDAY, NOVEMBER 3, 2025**

SPECIAL MEETING MINUTES

A Special Meeting of the Springfield School District No. 19 Board of Education was held on November 3, 2025.

1. CALL MEETING TO ORDER

Board Chair Jonathan Light called the Springfield Board of Education organizational meeting to order at 1:02 p.m.

A. Chair Light led the Pledge of Allegiance.
B. Director Kohl shared the following Land Acknowledgement:

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

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

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

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

Attendance

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

District staff and community members identified included Superintendent Todd Hamilton, Brett Yancey, Dustin Reese, Martie Steigleder, Taylor Madden, Brian Richardson, Jeff Michna, Rebecca Hansen-White, Jonathan Gault, and Rebekah Jacobson.

2. Adjourn into Executive Session ORS 192.660(2)(f) — Chair Light

The Board adjourned into Executive Session at 1:03 p.m.
The Board reconvened into a regular meeting session at 3:50 p.m.

3. Action Items

A. Action on Information Discussed in Executive Session — Director Quaas-Annsa

INCOMPLETE MOTION: Director Quaas-Annsa moved, seconded by Director De Graff to accept the findings of the investigation as presented, related to the complaints.

Director Kohl asked if there was any discussion. There was none.

Director Kohl called for a roll call vote. The motion was not completed.

MOTION: Director Langworthy moved, seconded by Director Quaas-Annsa to reopen the motion to accept the findings of the investigation for discussion.

Vice Chair Kohl called for a roll call vote. Vice Chair Kohl asked each Board member to indicate if they approve the motion to reopen the motion to accept the findings of the investigation, for discussion: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Director De Graff – No, and Director Langworthy - Yes.

Motion passed, 4:1.

Director Langworthy expressed concerns about the investigation having been biased and leading, rather than impartial fact-finding.

> **MOTION: Director Quaas-Annsa moved, seconded by Director De Graff to accept the findings of the investigation as presented, related to the complaints:**

Vice Chair Kohl called for a roll call vote. Vice Chair Kohl asked each Board member to indicate if they approve the motion to accept the findings of the investigation as presented, related to the complaints: Director Quaas-Annsa – Yes, Director Light declared *with comments and considerations – Yes*, Director Kohl, *declaring a conflict of interest – Yes,* Director De Graff – Yes, and Director Langworthy - Yes.

Motion passed unanimously, 5:0.

MOTION: Director Quaas-Annsa moved, seconded by Director De Graff for the Board to formally request the resignation of Director Jonathan Light as Board Chair.

Vice Chair Kohl asked if there was any discussion.

Director Quaas-Annsa read aloud her personal statement:

"Tonight, I am speaking not just as a board member, but as a parent, a community member, and someone who cares deeply about all of Springfield Public Schools' students, our families, and our staff.
Our students only get one education. One chance at stability, one chance at a safe and supportive school environment. And instead of dedicating every ounce of our focus to them, we have spent too much time and energy dealing with conduct and conflict that should never happen at the \bBoard leadership level of a school district.
I am frustrated. I am angry. And I am deeply disappointed that adults who should be modeling responsibility, integrity, and respect have instead created disruption and harm.
To our students: you deserve better. You deserve a board that puts you first-above egos, above personal agendas, above political games. We expect our young people to act with respect and honesty, and they have every right to expect that from us, too.

To our staff: I am sorry. You should not have to worry about being undermined, disrespected, or pulled into adult conflicts. You show up for students every single day, even when our leadership has made your work harder. You deserve to feel safe and supported.
To our families: you have every right to demand professionalism and stability. You trust us with your children. That trust has been damaged, and repairing it requires honesty-not silence.
I cannot share confidential details of ongoing processes. But I can say this clearly: accountability is not optional. Our policies, our laws, and our ethical obligations matter. When those standards are ignored, there must be consequences. Ignoring misconduct is not protecting students-accountability is.
Our students are watching us. Our community is watching us. And I refuse to be part of a culture where harmful behavior is tolerated just because it feels uncomfortable to address it."

Director De Graff read aloud her personal statement:

" My service on this board has always been centered on students. Every policy decision I vote on is guided by a responsibility I feel to create safe and positive learning environments for them and how deeply I care about our district. Ethical work is foundational to me. I would rather focus on improving student outcomes than addressing adult misconduct, however, when public officials violate policy and erode community trust by distorting the facts; accountability is necessary, and I am going to vote for the strongest measures. An independent investigation recently substantiated or partially substantiated, multiple complaints involving board member Jonathan Light. The findings show clear violations of board policy, oath of office and operating agreements. These are not minor disagreements or political differences, because they actually show a breakdown in integrity and respect for the whole process. What makes this particularly troubling to me is that it follows a corrective action the board and I was part of, that took place in December of 2023, at that time Jonathan Light publicly promised to follow our board's operating agreement, oath of office and governing policies, but his conduct since then has been repeatedly a pattern of violating those standards. A public official who selectively follows rules and undermines a process and accountability, cannot effectively serve the community. Jonathan's repeated patterns are incompatible with the trust placed in any elected leader. When one board member behaves this way, it affects our entire district. It damages the credibility of the board and distracts from our mission, not to mention the potential legal risk he has exposed us to. It forces time and taxpayer money to be spent addressing misconduct, rather than improving student outcomes. So far, $35,000 has been spent on these four complaints. The public should care deeply about this, because transparency and following policies and law are not optional for elected officials. They are what protects students and staff and families from decisions made in secrecy or based on personal interest. Every board member has sworn to uphold these principals, so when one fails to do so, it weakens the governance that supports our whole district. I am calling for Jonathan to step down from his leadership role immediately and I am calling for him to resign from the board. It is not personal or political. We need to restore public trust and model accountability. The public deserves leaders who keep their word and uphold ethical standards that are part of public service. Our students watch what we do. If we tolerate dishonesty or a disregard for the rules, we teach them that it only matters when someone wants to pick and choose. I think it is time to put our students first by taking action that restores faith in our board."

Director Kohl acknowledged the public's right to issue a recall, but noted that the Board should stay within its bounds and not force a recall.

Chair Light shared that his goal while serving on the board over the past 20 years, had been to provide students with an outstanding education, emphasizing that a board needs adequate and timely information to succeed. Light noted that adequate and timely information was not made available so he did his homework.

Director Langworthy shared her experience of Jonathan Light's involvement with service and community work.

Vice Chair Kohl called for a roll call vote. Vice Chair Kohl asked each Board member to indicate if they approve the motion for the Board to formally request the resignation of Director Jonathan Light as Board Chair: Director Quaas-Annsa – Yes, Director Light declared a *possible conflict of interest – No*, Director Kohl – No, Director De Graff – Yes, and Director Langworthy - No.

Motion failed, 2:3

MOTION: Director Quaas-Annsa moved, seconded by Director De Graff that the Board formally censure Director Light, to acknowledge that his conduct has fallen below the standards required of school board members.

Vice Chair Kohl asked if there was any discussion.

Director De Graff emphasized the need for accountability and liability concerns.

Director Quaas-Annsa wished to use the Board's formal accountability mechanism to publicly acknowledge that Light's conduct was unacceptable.

Director Kohl noted that divulging confidential information was a concern of his and needed to be addressed.

Vice Chair Kohl called for a roll call vote. Vice Chair Kohl asked each Board member to indicate if they approve the motion for the Board to formally censure Director Light to acknowledge that his conduct has fallen below the standards required of school board members: Director Quaas-Annsa – Yes, Director Light, declared a *possible conflict of interest – No*, Director Kohl – Yes, Director De Graff – Yes, and Director Langworthy - Yes.

Motion passes, 4:1.

MOTION: Director Quaas-Annsa moved, seconded by Director De Graff that Director Light be removed from the position of Board Chair.

Vice Chair Kohl asked if there was any discussion.

Director De Graff supported the motion, distancing herself and send a clear message citing mishandling of public complaints and use of authority, the type of behavior exposes the board to risk.

Director Quaas-Annsa emphasized that a board member's responsibility is to model professionalism, respect for procedure, and be responsible leaders, in which Light had demonstrated a pattern of behavior inconsistent with the responsibilities of the role. Reiterates

to have Director Light censured. The board must model professional conduct and policy compliance. Caused disruption and misused his position.

Vice Chair Kohl called for a roll call vote. Vice Chair Kohl asked each Board member to indicate if they approve the motion for Director Light to be removed from the position of Chair: Director Quaas-Annsa – Yes, Director Light declared a *possible conflict of interest – No*, Director Kohl – Yes, Director De Graff – Yes, and Director Langworthy - Yes.

Motion passed, 4:1.

MOTION: Director Quaas-Annsa moved, seconded by Director Kohl that the Board formally require Director Light to reaffirm his commitment to the Board Member Oath of Office, Board Policy, and applicable state and federal laws.

Vice Chair Kohl asked if there was any discussion.

Director Quaas-Annsa believed Light's actions showed a disregard for legal and procedural obligations, in which a formal reaffirmation establishes expectations moving forward.

Director De Graff expressed skepticism about the effectiveness of reaffirming policies and ethical standards for a long-serving board member.

Director Langworthy expressed frustration regarding the lack of explanation of the findings and suggested that both parties were responsible.

Vice Chair Kohl called for a roll call vote. Vice Chair Kohl asked each Board member to indicate if they approve the motion that the Board formally require Jonathan Light to reaffirm his commitment to the Board Member Oath of Office, Board Policy, and applicable state and federal laws: Director Quaas-Annsa – Yes, Director Light declared a *possible conflict of interest – No*, Director Kohl – Yes, Director De Graff – Yes, and Director Langworthy - Yes.

Motion passed, 4:1.

MOTION: Director Quaas-Annsa moved, seconded by Director De Graff that the Board require Director Light to complete governance training focused on ethics, staff relations, and board responsibilities.

Vice Chair Kohl asked if there was any discussion.

Director Quaas-Annsa emphasized that training is a corrective measure to prevent future violations and restore community trust. Director Lights conduct either shows a lack of understanding or refusal to follow established rules.

Director Langworthy expressing sadness over the situation.

Director De Graff expressed doubt regarding the effectiveness of training for a long-term board member.

Vice Chair Kohl called for a roll call vote. Vice Chair Kohl asked each Board member to indicate if they approve the motion that the Board require Director Light to complete governance training focused on ethics, staff relations, and board responsibilities: Director Quaas-Annsa – Yes, Director Light declared a *possible conflict of interest – No*, Director Kohl – Yes, Director De Graff – Yes, and Director Langworthy - Yes.

Motion passed, 4:1.

MOTION: Director Quaas-Annsa moved, seconded by Director De Graff that the Board remind Director Light of their obligations under Board Policy GBMA Whistleblower and related Legal Protections for District Staff.

Vice Chair Kohl asked if there was any discussion. There was none.

Vice Chair Kohl called for a roll call vote. Vice Chair Kohl asked each Board member to indicate if they approve the motion that the Board remind Director Light of their obligations under Board Policy GBMA Whistleblower and related Legal Protections for District Staff: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Director De Graff – Yes, and Director Langworthy - Yes.

Motion passed, 5:0.

MOTION: Director De Graff moved, seconded by Director Kohl to delegate authority to Director Quaas-Annsa to draft a response to the complaint, based upon the Board's discussion.

Vice Chair Kohl asked if there was any discussion. There was none.

Vice Chair Kohl called for a roll call vote. Vice Chair Kohl asked each Board member to indicate if they approve the motion for the Board to delegate authority to Director Quaas-Annsa to draft a response to the complaint, based upon the Board's discussion: Director Quaas-Annsa – Yes, Director Light – No, Director Kohl – Yes, Director De Graff – Yes, and Director Langworthy - Yes.

Motion passed, 4:1.

MOTION: Director Quaas-Annsa moved, seconded by Director De Graff for Director De Graff to facilitate the proceedings related to complaint number four.

Vice Chair Kohl asked if there was any discussion. There was none.

Vice Chair Kohl called for a roll call vote. Vice Chair Kohl asked each Board member to indicate if they approve the motion for Director De Graff to facilitate the proceedings related to complaint number four: Director Quaas-Annsa – Yes, Director Light – No, Director Kohl – No, Director De Graff – Yes, and Director Langworthy - No.

Motion failed, 2:3.

MOTION: Director Kohl moved, seconded by Director Quaas-Annsa for Director Quaas-Annsa to facilitate the remainder of the dealings related to complaint number four.

Vice Chair Kohl called for a roll call vote. Vice Chair Kohl asked each Board member to indicate if they approve the motion for Director Quaas-Annsa to facilitate the remainder of the proceedings related to complaint number four: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Director De Graff – Yes, and Director Langworthy - Yes.

Motion passed, 5:0

MOTION: Director De Graff moved to censure board member Ken Kohl for his actions. Motion failed, due to lack of a second.

MOTION: Director De Graff moved, seconded by Director Langworthy to remove Ken Kohl from his leadership role.

Director Quaas-Annsa asked if there was any discussion.

Director De Graff cited the need for strong corrective action.

Director Quaas-Annsa did not believe that Director Kohl knowingly violated policies, but that he should be removed from a leadership role.

Director Quaas-Annsa called for a roll call vote. Director Quaas-Annsa asked each Board member to indicate if they approve the motion to remove Ken Kohl from his leadership role: Director Quaas-Annsa – Yes, Director Light – No, Director Kohl declared a *conflict of interest*, Director De Graff – Yes, and Director Langworthy - Yes.

Motion passed, 3:1, with 1 abstention

MOTION: Director De Graff moved, seconded by Director Quaas-Annsa that the Board reaffirm that Director Kohl is expected to fully uphold the Board Members Oath of Office, including Board policies.

Director Quaas-Annsa asked if there was any discussion.

Director De Graff noted the importance of board members having integrity and working through the process, while staying in their own lane.

Director Quaas-Annsa called for a roll call vote. Director Quaas-Annsa asked each Board member to indicate if they approve the motion that the Board reaffirm that Director Kohl is expected to fully uphold the Board Members Oath of Office, including Board policies: Director Quaas-Annsa – Yes, Director Light – No, Director Kohl - abstained, Director De Graff – Yes, and Director Langworthy - Yes.

Motion passed, 3:1, with 1 abstention

MOTION: Director De Graff moved, seconded by Director Quaas-Annsa that the Board require Director Kohl to complete comprehensive training for school board members.

Director Quaas-Annsa asked if there was any discussion.

Director Quaas-Annsa emphasized the importance of training, and for all board members to be on the same page.

Director Quaas-Annsa called for a roll call vote. Director Quaas-Annsa asked each Board member to indicate if they approve the motion that the Board require Director Kohl to complete comprehensive training for school board members: Director Quaas-Annsa – Yes, Director Light – No, Director Kohl - abstained, Director De Graff – Yes, and Director Langworthy - Yes.

Motion passed, 3:1, with 1 abstention

MOTION: Director De Graff moved, seconded by Director Langworthy that the Board delegate authority to Director Quaas-Annsa to direct a response letter to the complaint, based upon the Board's decisions.

Director Quaas-Annsa asked if there was any discussion. There was none.

Director Quaas-Annsa called for a roll call vote. Director Quaas-Annsa asked each Board member to indicate if they approve the motion that the Board delegate authority to Director Quaas-Annsa to direct a response letter to the complaint, based upon the Board's decisions: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl - Yes, Director De Graff – Yes, and Director Langworthy - Yes.

Motion passed, 5:0.

NOMINATION: Director Kohl nominated Heather Quaas-Annsa to serve as Board Chair. Director Kohl moved, seconded by Director Langworthy

Director Quaas-Annsa asked if there was any discussion. There was none.

Director Quaas-Annsa called for a roll call vote. Director Quaas-Annsa asked each Board member to indicate if they approve the nomination of Heather Quaas-Annsa to serve as Board Chair: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl - Yes, Director De Graff – Yes, and Director Langworthy - Yes.

Nomination passed, 5:0.

Heather Quaas-Annsa was elected to serve as Board Chair.

NOMINATION: Director De Graff nominated herself, Nicole De Graff to serve as Board Vice Chair.

Chair Quaas-Annsa called for a roll call vote. Chair Quaas-Annsa asked each Board member to indicate if they approve the nomination of Nicole De Graff to serve as Board Vice Chair: Director Quaas-Annsa – Yes, Director Light – No, Director Kohl - No, Director De Graff – Yes, and Director Langworthy - No.

Nomination failed, 2:3.

NOMINATION: Amber Langworthy nominated Director Langworthy to serve as Board Vice Chair.

Chair Quaas-Annsa called for a roll call vote. Chair Quaas-Annsa asked each Board member to indicate if they approve the nomination of Amber Langworthy to serve as Board Vice Chair: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl - Yes, Director De Graff – No, and Director Langworthy - Yes.

Nomination passed, 4:1.

Amber Langworthy was elected to serve as Board Vice Chair.

4. NEXT MEETING:

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

5. ADJOURNMENT

Having no further business, Chair Quaas-Annsa adjourned the Special Meeting at 4:42 p.m.
(Minutes recorded, by Trenay Ryan, LCOG)

SPRINGFIELD PUBLIC SCHOOLS **SCHOOL BOARD MEETING**
SPRINGFIELD, OR 97477 **MONDAY, NOVEMBER 10, 2025**

BUSINESS MEETING MINUTES

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

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

Board Chair Heather Quaas-Annsa 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, Vice Chair Langworthy 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 honor the heritage and the humanity of all people and to promote unity within our school district.

Attendance

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

District staff and community members identified included Superintendent Todd Hamilton, Dustin Reese, Brett Yancey on Zoom, Martie Steigleder, Brian Richardson, Jeff Michna, Brian Megert, Nicole Nakayama, Kristyl Rogers, Jose da Silva, Mindy LeRoux, Linda Burke, Kara Anderson, Megan Ward, Kimberlee Pelster, Jonathan Gault, Ryan Herlands, Craig Annsa, Sarah Burgin, Lesa Haley, Carla Smith, Josh Donaldson, Morgan Rees, Andy Price, Cliff Schutte, Katie Dawson, Sara Burton, Laura Farrelly, Amberly Trano, Danielle Smith, Lucy Rogers, Troy Rogers, Marion Malcolm, Ingrid Nordstrom, Hunter Murphy, Ashley Drago, Dulce Kneen, Bradley Norris, Moriah Shanahan, Sarah Bosch, Anne Goff, Mikell & Wendy Harshbarger, Armand Gorliz, Robert & Diana Morgan, Marjorie Wallace, Melissa Stalder, Virginia Cakavan, Patty Sandy, Kan Islam, Kimberly Weston, Teresa Page, Tara Sloan, Aiden Hight, Heather Dillon, Erica Baucum, Melissa Blomquist, Matt O'Reilly, Lou & Gail Woodford, Brian Watson, and Steve Dustrude.

2. APPROVAL OF THE AGENDA

Chair Quaas-Annsa asked for a motion to approve the November 10, 2025 agenda as presented.

MOTION: Director Kohl moved, seconded by Director De Graff to approve the November 10, 2025 agenda as presented.

The motion was incomplete.

MOTION: Chair Quaas-Annsa moved, seconded by Director Kohl to amend the motion to approve the November 10, 2025 agenda as presented; and move Item 5E. Approve OSBA Elections, Board of Directors, Position 6; and Item 5F. Approve OSBA Elections, Legislative Policy Committee, Position 6; to the December 8, 2025 meeting agenda.

Chair Quaas-Annsa called for a roll call vote. Chair Quaas-Annsa asked each Board member to indicate if they supported the motion in favor of amending the motion to approve the November 10, 2025 agenda as presented; and move Item 5E. Approve OSBA Elections, Board of Directors, Position 6; and Item 5F. Approve OSBA Elections, Legislative Policy Committee, Position 6; to the December 8, 2025 meeting agenda: Director Quaas-Annsa – Yes, Director Kohl – Yes, Director De Graff– No, Director Light – Yes, and Director Langworthy – Yes.

Motion passed, 4:1.

MOTION: Director Kohl moved, seconded by Director De Graff seconded to approve the November 10, 2025 agenda as amended.

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

Motion passed unanimously, 5:0.

3. STUDENT BOARD REPRESENTATIVE COMMUNICATION

WLA: The Student Representative was not present.

Thurston High School: Hunter Murphy shared highlights of the fall Climate Survey, the Halloween Carnival, student elections, and provided music and sports updates.

Springfield High School: Lucy Rogers discussed homecoming and the success of the Theater Department, FASFA Night, and also provided music and sports updates.

Gateways: Aiden Hight shared updates on the cosmetology students' Day of Beauty and mentor meetings. Details of Spirit Day, prom themes, and Substance Use Awareness lessons were shared.

A3: Bradley Norris provided theater production updates of "Our Town", and the success of the Halloween fall dance. Preparations were being made for the Confluence event, and Student Voice is having discussions focused on LGBTQ+ history and Native American heritage.

4. PUBLIC COMMENT

Chair Quaas-Annsa read aloud the following prepared statement:

"These past few months have been extremely challenging for the Springfield School Board, our staff, families, and community members. Many have felt frustrated and weary throughout this

process, and that is understandable. We appreciate everyone who continues to stay engaged and invested in our schools. The Board remains committed to following best practices for governance by ensuring that every action we take aligns with board policy, court and law, and the values of transparency and accountability. Concerns that arise will continue to be addressed in accordance with board policy and applicable legal guidance, as we move forward. The Boards' focus must stay on student success and ensuring that our schools meet Oregon standards for safety, educational quality and equity. We are committed to providing every child with a well-rounded education that prepares them to thrive, both academically and personally. While some community members continue to reflect on past challenges, this board is choosing to focus on the work ahead by strengthening trust, improving collaboration, and ensuring that Springfield students and staff have the support that they deserve. So again, I want to thank you all for attending this evening virtually and in person".

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 website. The deadline for submitting a request for oral public comment was today at 2:00 p.m. Those who requested an opportunity to speak this evening were notified by the board secretary about their request.

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

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

The Board will not hear comments regarding any school personnel, whether named or implied. 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.

<u>Public Speakers</u>

Sarah Bosch raised concerns about the district compliance with Division 22 Assurances, particularly in Career Education and Comprehensive School Counseling.

Sarah Burgin highlighted the overwhelming workload and stress on elementary teachers, urging board members to visit the classrooms.

Ingrid Nordstrom criticized the inadequate science, arts, and social studies curriculum and the functionality of the school board.

Linda Burke called for a return to a cooperative administration.

Roscoe Caron emphasized the need for better communication between the board and administration and the need for a more well-rounded elementary curriculum.

5. ACTION ITEMS

A. Approve Consent Agenda

1. October 13, 2025 Board Meeting Minutes
2. October 27, 2025 Special Meeting Minutes
3. Financial Statement, Resolution #25-26.015 — Brett Yancey
4. Personnel Report, Resolution #25-26.016 — Dustin Reese
5. Approve Budget Calendar 25-26, Resolution #25-26.017 — Brett Yancey

Chair Quaas-Annsa asked for a motion to approve the Consent Agenda for November 10, 2025 as presented.

MOTION: Director Light moved, seconded by Director Langworthy to approve the Consent Agenda.

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

Motion passed, 5:0

B. Approve Structural Engineering Services, Resolution #25-26.018 — Brett Yancey

It is recommended that the Board of Directors approve the resolution for structural engineering services to Miller Consulting Engineers.

MOTION: Director Langworthy moved, seconded by Director Light to approve the resolution for structural engineering services to Miller Consulting Engineers.

Chair Quaas-Annsa asked if there was any discussion.

The Board was informed that work will begin the week of Thanksgiving and continue through the winter break.

Concerns were raised about the open-ended nature of the contract and the potential cost, with some board members expressing a preference for a more defined budget.

Chair Quaas-Annsa called for a roll call vote. Chair Quaas-Annsa asked each Board member to indicate if they approve the resolution for structural engineering services to Miller Consulting Engineers: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – No, Director De Graff – Yes, and Director Langworthy – No.

Motion passed, 3:2

C. Approve Out of State Travel Request, SHS, Girls Basketball, Resolution #25-26.019 — Mindy LeRoux

It is recommended the Board approve Springfield High School Girls' Basketball Team's request to travel to Las Vegas, Nevada to participate in the Nike Tarkanian Classic. Dates of travel will be December 18-23, 2025.

MOTION: Director Kohl moved, Director Light seconded the motion to approve the Springfield High School Girls' Basketball Team's request to travel to Las Vegas, Nevada to participate in the Nike Tarkanian Classic. Dates of travel will be December 18-23, 2025.

Chair Quaas-Annsa asked if there was any discussion.

The timeline of the trip was discussed.

Chair Quaas-Annsa called for a roll call vote. Chair Quaas-Annsa asked each Board member to indicate if they approve the Springfield High School Girls' Basketball Team's request to travel to Las Vegas, Nevada to participate in the Nike Tarkanian Classic. Dates of travel will be December 18-23, 2025: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Director De Graff – Yes, and Director Langworthy – Yes.

Motion passed unanimously, 5:0

D. **Approve Out of State Travel Request, THS, Cheer & Stunt, Resolution #25-26.020** Mindy LeRoux

It is recommended the Board approve Thurston High School Cheer & Stunt Team's request to travel to Anaheim, CA to participate in USA Nationals. Dates of travel will be February 19-23, 2026.

MOTION: Director Kohl moved, Director Light seconded the motion to approve Thurston High School Cheer & Stunt Team's request to travel to Anaheim, CA to participate in USA Nationals. Dates of travel will be February 19-23, 2026.

Chair Quaas-Annsa asked if there was any discussion.

The timeline of the trip was discussed.

Chair Quaas-Annsa called for a roll call vote. Chair Quaas-Annsa asked each Board member to indicate if they approve Thurston High School Cheer & Stunt Team's request to travel to Anaheim, CA to participate in USA Nationals. Dates of travel will be February 19-23, 2026: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Director De Graff – Yes, and Director Langworthy – Yes.

Motion unanimously passed, 5:0

E. **Approve OSBA Elections, Board of Directors, Position 6, Resolution #25-26.021** Superintendent Hamilton

It is recommended that the Board of Directors vote to select one candidate per position.
It is further recommended that the Board direct the Superintendent or designee to submit this vote online to OSBA no later than midnight on December 15, 2025.

Item 5.E; was scheduled to be addressed at the December 8, 2025 Board Meeting.

F. **Approve OSBA Elections, Legislative Policy Committee, Position 6, Resolution #25-26.022** Superintendent Hamilton

It is recommended that the Board of Directors vote to select one candidate per position.

It is further recommended that the Board direct the Superintendent or designee to submit this vote online to OSBA no later than midnight on December 15, 2025.

Item 5.F; was scheduled to be addressed at the December 8, 2025 Board Meeting.

——————————— Board Break; 8:16 p.m. — 8:22 p.m. ———————————-

6. Discussion

A. Mental Health Supports Dr. Nicole Nakayama

The Multi-Tiered System of Supports (MTSS), a tiered continuum of support to meet student mental health with high-quality instruction and build upon it with evidence-based interventions and regular screening was discussed. This three-tiered system supports the academic, social-emotional and behavioral needs of the student.

- The discussion emphasized the importance of teaming, shared decision-making, and leadership in implementing the MTSS effectively
- The MTSS involves 15 counselors, 4 licensed clinical social workers, and 15 school psychologists, with each school having at least one behavior specialist
- Key initiatives include:
    - Responding to Light Speed Alerts
    - Conducting Suicide Risk and Behavioral Safety Assessments
    - Support District strategy response efforts
- The district partners with community agencies for Family Development and school-based mental health services
- Financial support is provided for students without insurance
- The district offers Question-Persuade-Refer (QPR) training to all staff and collaborates with external partners for crisis intervention and mental wellness presentations
- Mental health surveys are conducted at the state level
- Behavior incidents are tracked by the district, using the School-Wide Information System (SWISS), noting motivations and patterns

The Board posed questions ranging from the states' suggested number of guidance professionals on staff, counseling degrees, licensures and special certifications, educational backgrounds of behavioral interventionists and mental health professionals, and student mental health surveys.

Chair Quaas-Annsa exited the room at 9:24 p.m. and returned at 9:30 p.m.

7. Reports and Information

A. OSBA Convention Highlights

Director Langworthy shared highlights from keynote speakers and workshops on leadership, superintendent-board partnerships, and building community.

Director De Graff noted the value of interacting with other regional board directors and the importance of advocacy at the state level.

Director Light highlighted the celebration of Sally Golden as Teacher of the Year and the importance of conflict resolution and conversation skills.

Director Kohl was unable to attend the OSBA Conference.

Chair Quaas-Annsa discussed the new Leadership Institute program and the potential benefits for the district, including evidence of an onboarding process and student achievement reports.

B. Superintendent Communication Superintendent Hamilton

Superintendent Hamilton provided updates on the state budget and financial planning, emphasizing the need for continued communications and community engagement, and noted that the Oregon Department of Education (ODE) released a plan, in response to the governor's request.

- The Legislative Fiscal Office will review the proposals, and the next economic forecast will be released on November 19th
- No reductions are being implemented at this time. The district will continue to stay informed and communicate with the community

Superintendent Hamilton shared a positive experience of speaking at the City Club of Eugene along with other superintendents, highlighting the district's successes and the importance of collaboration.

The Board discussed the importance of adding SafeOregon. resource to their website and proposed reconvening the Sites and Facilities Committee due to $38 million in needed capital improvements over two years and $150 million over five years. Declining student enrollment and the need for potential facility consolidations was highlighted. The importance of community engagement and accurate land acknowledgements was also emphasized.

C. Board Communication and Comments Chair De Graff

Director De Graff did not share in communications or comments.

Director Light shared highlights of the Eugene Symphony Youth Concert, to perform on Tuesday, November 18th at 10:30 a.m. Light also suggested revisiting the land acknowledgment in an effort to make it more meaningful and mentioned the guidance on immigration efforts in supporting students, families, and staff.

Director Light, read aloud the following prepared statement:

"School board members are charged with providing the vision and making decisions that will have long-term impact on students, staff and families in our community. In order to carry out this mission faithfully, it is critically important that board members have timely, complete and active information. I have been involved in education for too many moons to count as a business owner, teacher and school board member. I have seen firsthand the power of engaging curriculum and have witnessed how teachers can literally inspire curiosity and transform the lives of students. I want Springfield students to leave our school district with an interest they cannot wait to get to, one that makes their world infinitely bigger. That is why I am so passionate about delivering a well-rounded education, one that includes science, social studies, health, the arts and applied and technical skills. I believe that what teachers do makes the most difference in what students learn. A school leader therefore must make every effort to support excellent teaching and learning. This means staff must be listened to, encouraged to propose improvements, resolve difficulties and share in the work of school advancement. Outstanding school districts value their teachers and staff as competent professionals and important members of the team. This is why as a school board member, I have always supported the hard work of all staff members and appreciate and value their input, and this is why I am motivated to ask questions, seek out answers and find supports that address their ideas and concerns. Yes,

this means that I must seek out information beyond what district leadership deems necessary to provide. During my time serving as an elected official, I have made it a priority to reach out, listen and learn from staff, families, and community members about what matters most in educating our students. I pledge to continue to do so. Anything less would compromise the responsibility I have when entrusted by the community to educate every student every day. Thank you".

Director Kohl would like to reconvene the Sites and Facilities Committee, to review facility needs and consider potential school consolidations or closures due to declining enrollment and mentioned other districts facing similar challenges.

Director Quaas-Annsa discussed the importance of community engagement and mentioned the new general manager at the Wildish Theater. A non-perishable food drive on Wednesday from 5:30-9:00 p.m. at the Mackenzie River Tap House to benefit students facing food insecurity was announced. The public was encouraged to work together to address community challenges, especially during the winter months.

Director Langworthy reiterated the importance of adding SafeOregon. resource to the district's public website.

8. NEXT MEETING:

December 8, 2025 - Board Meeting at 7:00 p.m.

Chair Quaas-Annsa thanked everyone for their support and participation in the meeting.

9. ADJOURNMENT

Having no further business, Chair Quaas-Annsa adjourned the meeting at 9:38 p.m.

(Minutes recorded by Trenay Ryan, LCOG)

RESOLUTION: #25-26.023 **December 8, 2025**

SPRINGFIELD PUBLIC SCHOOLS
2025-2026 Revenue/Expenditure Forecast
As of November 30, 2025
****Please see attached report****

REVENUES:

- Both current year and prior year tax collections are projected for 100% collection. To date $23,366,987 has been collected in current year property taxes, which equates to 69.3% of anticipated budget. Additionally, $211,170 has been collected in prior year tax collections which equates to 52.8% of anticipated budget. 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 $91.29 million for the current year based on 2025-2026 projected enrollment and the allocation designated by the Oregon Department of Education. The projected SSF revenue is less than originally budgeted ($92.23 million) due to enrollment being lower than projected. As the district continues to realize a decline in enrollment, it is anticipated these numbers may continue to be adjusted over the course of the year.
- In early September the district learned that there is a reconciliation payment of Secure Rural Schools Act (Federal Forest fees) due to Springfield Public Schools totaling $780,512, which has been received. This reconciliation is related to underpayments by Oregon Department of Education between 2017 and 2020 and may be allocated as an inclusion to State School Funding.
- The district is anticipating receiving approximately $250,000 in County School Funds. To date the district has not received anticipated funds.
- The district is anticipating receiving approximately $1.4 million in Common School Funds. To date the district has received $759,150 of anticipated funds.

EXPENDITURES:

- Projected salary expenditures are based upon staff allocations adopted during the budgeting process and is estimated using actual and projected data (per previous year-end estimates). The current projection of 97% expenditures for salary related items based on prior trends.
- Benefit amounts are based upon projected staffing expenditures and are directly tied to the salary assumptions and are currently anticipated to be 98% expended. This projection will change as the year advances.

- 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 early point in the year.
- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2025-2026 adopted budget.
- Fund transfers allocated during the 2025-2026 budget process include $800,000 (Instructional Materials Fund), $800,000 (Technology Fund) and $888,314 (Debt Service Fund).

Additional Notes: For the 2025-2026 budget year the current estimate of ending fund balance is $11,084,717. Included in this number is the preliminary un-audited ending fund balance from the 2024-2025 fiscal year ($20,850,181). As a preview for the 2025-2026 budget process, this reduction in projected ending fund balance indicates that the district is utilizing significant reserves in its current fiscal year. By utilizing reserves of this magnitude, the district will realize a reduction in resources available for the 2026-27 proposed budget. 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
2025-2026 REVENUE/EXPENDITURE FORECAST
as of
11/30/25

	BUDGET	ACTUAL through 11/30/25	ESTIMATED from 11/30/25 to year end	PROJECTED 2025-2026	PROJECTED as % of BUDGET
REVENUES:					
Property taxes - current	33,710,653	23,366,987	10,343,666	33,710,653	100.00%
Property taxes - prior years	400,000	211,170	188,830	400,000	100.00%
Other local sources	2,286,500	900,596	1,385,904	2,286,500	100.00%
County School Fund	250,000	0	250,000	250,000	100.00%
State School Fund	92,227,519	45,108,399	46,183,221	91,291,620	98.99%
Federal Forest Fees	0	780,512	0	780,512	N/A
Common School Fund	1,400,000	759,150	640,850	1,400,000	100.00%
Total revenues	130,274,672	71,126,814	58,992,471	130,119,285	99.88%
Beginning fund balance	21,001,494	20,850,181	0	20,850,181	99.28%
Total Beginning fund balance	21,001,494	20,850,181	0	20,850,181	99.28%
Total resources	151,276,166	91,976,995	58,992,471	150,969,466	99.80%
EXPENDITURES:					
Personal services	72,736,587	20,864,277	49,690,212	70,554,489	97.00%
Employee benefits	46,202,043	11,977,115	33,300,887	45,278,002	98.00%
Purchased services	13,470,714	3,588,963	9,881,751	13,470,714	100.00%
Supplies & materials	4,123,317	1,944,899	2,178,418	4,123,317	100.00%
Capital outlay	1,912,090	29,500	1,882,590	1,912,090	100.00%
Other objects	2,057,823	1,855,173	202,650	2,057,823	100.00%
Fund transfers	2,488,314	2,488,314	0	2,488,314	100.00%
Total expenditures	142,990,888	42,748,241	97,136,508	139,884,750	97.83%
Unappropriated	7,285,278	0	0	0	-
Contingency	1,000,000	0	0	0	0.00%
Total appropriations	151,276,166	42,748,241	97,136,508	139,884,750	92.47%
Total resources		91,976,995	58,992,471	150,969,466	
Total appropriations		42,748,241	97,136,508	139,884,750	
Ending fund balance		49,228,754	(38,144,037)	11,084,717	
Less: contingency			0	0	
Net fund balance		49,228,754	(38,144,037)	11,084,717	

RESOLUTION #25-26.026 **DECEMBER 8, 2025**

BUDGET COMMITTEE APPOINTMENT

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, with the exception of one position representing the Educational Equity Advisory Committee.

Springfield Public Schools has two (2) members currently serving on the budget committee whose terms expire on December 31, 2025. Position two is an at large position and position 3 is designated as the required member from the Educational Equity Advisory Committee.

As per Board Leadership direction, District administration solicited the current budget committee member to continue in position two and the committee member agreed to continue for an additional term. District administration continues to work with the Educational Equity Advisory Committee to solicit interested members for the position. Once a volunteer is identified, a resolution will be forwarded to the Board for approval.

RECOMMENDATION:

It is recommended that the Board of Directors appoint Nancy Cameron to serve as a member of the Springfield Budget Committee in position 2, effective January 1, 2026 through December 31, 2028.

SUBMITTED BY:	RECOMMENDED BY:
Brett M. Yancey Chief Operations Officer	Todd Hamilton Superintendent

RESOLUTION #25-26.027 DATE: December 8, 2025

2025-27 Aligning for Student Success:
Integrated Applications Grant Agreements

RELEVANT DATA:

In 2022, the Oregon Department of Education (ODE) implemented a new initiative referred to as Aligning for Student Success: Integrated Guidance for Six ODE Initiatives, requiring Oregon school districts to undergo a comprehensive needs assessment and application process to continue receiving funds from six key grants. 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 six grants that are a part of the initiative include:

- High School Success (HSS) is focused on improvement of graduation rates and 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 (EIIS) is focused on creating and supporting cohesive systems of data collection and analysis, interventions, and supports.

ODE is using targeted universalism as a guiding framework. We developed a plan that can benefit all students while targeting investments for our historically underserved students.

SPS submitted our Application to ODE for review and approval. We will complete the final step in the Integrated Guidance application process to refine and co-develop Longitudinal Performance Growth Targets (LPGTs) with ODE in the Spring of 2026.

The last step in the ODE process requires Board approval of the Student Success Act – Student Investment Account Grant Agreement.

RECOMMENDATION:

It is recommended that the Board of Directors approve the Springfield Public Schools Student Success Act – Student Investment Account Grant Agreement, as presented.

SUBMITTED BY

David Collins
Assistant Superintendent

RECOMMENDED BY:

Todd Hamilton
Superintendent

STATE OF OREGON
GRANT AGREEMENT

"Student Success Act – Student Investment Account"

Grant No. **39310**

This Grant Agreement ("Grant") is between the State of Oregon acting by and through its Department of Education ("Agency") and **Springfield SD 19** ("Grantee"), each a "Party" and, together, the "Parties".

SECTION 1: AUTHORITY

Pursuant to the **Student Success Act**, codified at 2019 Oregon Laws Chapter 122, as amended from time to time (the "Act"), ORS 327.175 establishes the Student Investment Account, and subsection (4) provides that moneys in the Account are continuously appropriated to the Oregon Department of Education for the purpose of distributing grants under ORS 327.195.

In accordance with ORS 327.185, Student Investment Account grants may be awarded to eligible applicants: school districts, eligible charter schools, Youth Corrections Education Programs (YCEP), and Juvenile Detention Education Programs (JDEP).

SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students' mental and behavioral health needs, increase academic achievement, and reduce academic disparities for student populations identified in ORS 327.180(2)(b). These populations include , but are not limited to, economically disadvantaged students, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are homeless, and students who are foster children, and any other student groups that have historically experienced academic disparities, as determined by the State Board of Education by rule.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained ("Executed Date"), this Grant is effective and has a Grant funding start date as of July 1, 2025 ("Effective Date"), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2027.

SECTION 4: GRANT MANAGERS

4.1 Agency's Grant Manager is:

Torrie Higgins
Office of Education Innovation & Improvement
255 Capitol St NE
Salem, OR 97310-0203
Torrie.higgins@ode.oregon.gov

4.2 Grantee's Grant Manager is:

Todd Hamilton
640 A St
Springfield, OR 97477
todd.hamilton@springfield.k12.or.us

4.3 A Party may designate a new Grant Manager by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth in Exhibit A (the "Project"), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending on the expiration date set forth in Section 3 (the "Performance Period").

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide the Grantee the following amounts ("Grant Funds"): the full 2025-27 biennial allocation and a projected Quarter 1 disbursement for the 2027-29 biennium.

Grant Period	Performance Period	Amount
2025-27 Total Biennial Allocation (TBA)	July 1, 2025 – June 30, 2027	**$18,659,460.65**
Less: 2025–27 Q1 projected amount made available under Agreement number 34495 (the "Prior Grant Agreement.")	July 1, 2025 – June 30, 2027	**($2,449,854.04)**
2025-26 Year 1 – Allocation - CURRENT	July 1, 2025 – June 30, 2027	**$6,693,281.68**
2026-27 Year 2 – Allocation – RESERVED (*not yet released*)	July 1, 2025 – June 30, 2027	**$9,516,324.93**
2027-29 Quarter 1 projected (2027-29 Q1)	July 1, 2027 – September 30, 2027	**$2,442,607.79**
Total Grant Funds (2025-27 Current and Reserved Allocation + 2027-29 Q1 Projection)		**$18,652,214.40**

The line items provided in the table above have the following meanings:

1. **TBA** equals the total final allocation for 2025 -27 based on the final approved budget.
2. **2025–27 Q1** amount reflects the portion of the 2025-27 biennium projected and made available under the Prior Grant Agreement.
3. **2025–26 Year 1 Allocation - CURRENT** represents the portion of the 2025-27 TBA remaining after subtracting the amount already made available under the Prior Grant Agreement. These funds are authorized for disbursement during year 1 of the biennium.
4. **2026–27 Year 2 Allocation - RESERVED** represents the portion of the 2025-27 TBA that is identified for Year 2 but not yet released. Disbursement of this amount is contingent upon written authorization from Agency confirming funds are available for release.
5. **2027-29 Quarter 1** is a projection and will be disbursed subject to the provisions in Exhibit A. The terms and conditions of this Grant apply to the use of these funds. While this allocation is administered under this Grant, its period of performance under this Grant will roll into the full 2027–29 biennial period of performance under the subsequent grant agreement.
6. **Total Grant Funds** include both the current biennium allocation and the projected 2027-29 Q1 amount.

Agency will pay the Grant Funds from monies available in the Student Investment Account ("Funding Source"). A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency and a reduction in disbursements to Grantee under this Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

7.1.1 Subject to the availability of sufficient moneys in and from the Funding Source based on Agency's reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.

7.1.2 Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.

7.1.3 Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating deficiencies were corrected.

7.2 Conditions Precedent to Disbursement. Agency's obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

7.2.1 Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;

7.2.2 No default as described in Section 15 has occurred; and

7.2.3 Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

7.3 **No Duplicate Payment.** Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.

7.4 **Suspension of Funding and Project.** Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (I) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency's discretion or for cause provisions of this Grant.

SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 **Organization/Authority.** Grantee represents and warrants to Agency that:

8.1.1 Grantee is eligible to accept Grant Funds for this purpose, and is validly organized and existing under the laws of the State of Oregon;

8.1.2 Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;

8.1.3 This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;

8.1.4 If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and

8.1.5 There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.

8.2 **False Claims Act.** Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any "claim" (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a "false claim" (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.

8.3 **No limitation.** The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: OWNERSHIP

9.1 **Intellectual Property Definitions.** As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:

"Third Party Intellectual Property" means any intellectual property owned by parties other than Grantee or Agency.

"Work Product" means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.

9.2 **Grantee Ownership.** Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency's behalf, and to sublicense the Work Product to other entities without restriction.

9.3 **Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product,

then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.

9.4 **Real Property.** If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

SECTION 10: CONFIDENTIAL INFORMATION

10.1 **Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively "Confidential Information").

10.2 **Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency's request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.

10.3 **Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-628. If Grantee or its agents discover or are notified of a potential or actual "Breach of Security", as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, "Breach") with respect to Confidential Information, Grantee must promptly but in any event within one calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and

the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee's obligations under applicable law.

10.4 **Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.

10.5 **Background Check.** If requested by Agency and permitted by law, Grantee's employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee's expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

SECTION 11: INDEMNITY/LIABILITY

11.1 **Indemnity.** Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys' fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this Section).

11.2 **Defense.** Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon's interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.

11.3 **Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: INSURANCE

12.1 **Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.

12.2 **Public Body Insurance.** If Grantee is a "public body" as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.

12.3 **Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

SECTION 13: GOVERNING LAW, JURISDICTION

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively "Claim") between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

SECTION 15: DEFAULT

15.1 **Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:

15.1.1 Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant;

15.1.2 Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or

15.1.3 A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.

15.2 **Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

SECTION 16: REMEDIES

16.1 **Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

16.2 **Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

SECTION 17: WITHHOLDING FUNDS, RECOVERY

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency's written demand:

17.1 Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;

17.2 Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;

17.3 Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or

17.4 Any Grant Funds requested by Grantee as payment for deficient activities or materials.

SECTION 18: TERMINATION

18.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

18.2 **By Agency.** Agency may terminate this Grant as follows:

18.2.1 At Agency's discretion, upon 30 days advance written notice to Grantee;

18.2.2 Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency's reasonable administrative discretion, to perform its obligations under this Grant;

18.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency's performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or

18.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.

18.3 **By Grantee.** Grantee may terminate this Grant as follows:

18.3.1 If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.

18.3.2 If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or

18.3.3 Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.

18.4 **Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

SECTION 19: MISCELLANEOUS

19.1 **Conflict of Interest.** Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.

19.2 **Nonappropriation.** Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.

19.3 **Amendments.** The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

19.4 **Notice.** Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.

19.5 **Survival.** All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.

19.6 **Severability.** The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

19.7 **Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

19.8 **Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.

19.9 **Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

19.10 **Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.

19.11 **Contracts and Subgrants.** Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.

19.12 **Time of the Essence.** Time is of the essence in Grantee's performance of the Project activities under this Grant.

19.13 **Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

19.14 **Headings.** The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

19.15 **Grant Documents.** This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:

- This Grant less all exhibits
- Exhibit A (the "Project")
- Exhibit B (Common and Customized Framework)
- Exhibit C (Insurance)

19.16 **Merger, Waiver.** This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Grant electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Grant, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

STATE OF OREGON acting by and through its Department of Education

By: Michelle Choate
Contracting Officer

11/04/2025
Date

Springfield SD 19

By: Todd Hamilton
Authorized Signature

13 NOVEMBER 2025
Date

TODD HAMILTON
Printed Name

SUPERINTENDENT
Title

93-6000575
Federal Tax ID Number

Approved for Legal Sufficiency in accordance with ORS 291.047

By: AAG Devon Thorson
Assistant Attorney General

11/04/2025
Date

EXHIBIT A
THE PROJECT

SECTION I – BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA established the Student Investment Account (SIA) to provide Oregon school districts, eligible charter schools, YCEP, and JDEP with access to non-competitive grant funds. Each SIA applicant is required to collaborate with educators, students, families, and their community to develop a plan that outlines priorities and activities aligned to the allowable uses defined in law.

The SIA grants are designed to achieve two primary purposes:

1) Meeting students' mental and behavioral health needs, and
2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities; students with disabilities; English language learners; economically disadvantaged students; students who are homeless; and students who are foster children.

Achievement of these purposes will be measured through Progress Markers and, for larger districts, Longitudinal Performance Growth Targets (LPGTs), forming the basis for the activities, outcomes and reporting requirements described in the following sections of this Exhibit.

SECTION II – PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B. Definitions are derived from the Act, applicable administrative rules, and the Guidance for Eligible Applicants issued by the Agency.

"Act" means the "Student Success Act" codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

"**Allowable Project Costs**" means Grantee's actual costs that are reasonable, necessary, and directly related to the implementation of the Integrated Plan and are allowable uses of the Grant Funds under the Act.

"Baseline Targets" means the minimum expectations for improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 "Guidance for Eligible Applicants".

"Common Metrics" means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

"Disaggregated" has the meaning given in section 12(a) of the Act.

"Five-Year Completion Rate" has the meaning given in section 12(b) of the Act.

"Focal Student Groups" means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are economically disadvantaged, students who are homeless and students who are foster children.

"Four-Year on-Time Graduation Rate" means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

"Gap Closing Targets" or "Closing Gap Targets" means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the Integrated Plan based on the February 2022 "Aligning for Student Success: Integrated Guidance for Six ODE Initiatives".

"Integrated Programs" means the integration of the following nine programs: High School Success (HSS), Student Investment Account (SIA), Continuous Improvement Planning (CIP), Career and Technical Education-Perkins V (CTE), Every Day Matters (EDM), Early Indicators Intervention Systems (EIIS), Early Literacy School District Success Grants, Federal School Improvement (FSI) and Career Connected Learning. Together operationally, integrating these programs creates opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, Agency developed an Integrated Programs framework for success that meets the core purpose of each program while trying to create a stronger framework from which progress, long-term impact, and learning approach to monitoring and evaluation is a hallmark of high-performing educational systems. This work is informed through Integrated Guidance.

"Integrated Plan" means the Grantee's approved biennial plan developed following the Integrated Guidance, which includes the SIA, which has a focus on increasing academic achievement by all students, reducing academic disparities for identified student groups, and meeting students' mental and behavioral health needs in addition to other needs deemed important at each school, stated outcomes, strategies, and activities The Integrated Plan may only be adjusted with approval from ODE staff in order to align with the anticipated outcomes and approved by Agency.

"**Local Optional Metrics"** are optional metrics established in addition to the 5 common metrics that are designed to allow grantees to monitor progress connected to their outcomes.

"Longitudinal Performance Growth Targets (LPGTs)" means the required common metrics and optional locally defined metrics, including targets related to student mental and behavioral health needs, included in Grantee's Integrated Plan.

"Ninth-grade On-Track Rate" has the meaning given in section 12(d) of the Act.

"Progress Markers" means sets of indicators set forth as a part of the Integrated Programs and Guidance that identify the kinds of changes the Agency expects to see in policies, practices and approaches that lead to Grantees reaching established LPGTs.

"Regular Attendance Rate" has the meaning given in section 12(f) of the Act.

"SIA Account" means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

"Stretch Targets" means significant improvement set forth in the Integrated Plan by the district in either: (I) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 "Guidance for Eligible Applicants".

"Third-Grade Reading Proficiency Rate" has the meaning given in section 12(g) of the Act.

SECTION III – PROJECT ACTIVITIES

Integrated Plan Implementation

Agency will disburse Grant Funds for Allowable Project Costs that implement Grantee's approved Integrated Plan during the Performance Period, in accordance with the allowable uses and activities described in the Act and as further detailed in the "Allowable Use of Grant Funds" section below.

Allowable Use of Grant Funds

Grantee must use the Grant Funds only for:

1. Increasing instructional time, which may include:
    - More hours or days of instructional time;
    - Summer programs;
    - Before-school or after-school programs; or
    - Technological investments that minimize class time used for student assessments.
2. Addressing students' health or safety needs, which may include:
    - Social-emotional learning and development;
    - Student mental and behavioral health;
    - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
    - Student health and wellness;
    - Trauma-informed practices;
    - School health professionals and assistants;
    - Facility improvements directly related to improving student health or safety.
3. Reducing class sizes, which may include:
    - increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
4. Expanding availability of and student participation in well-rounded learning experiences, which may include:
    - Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
    - Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
    - Broadened curricular options at all grade levels, including access to:
    - Art, music, and physical education classes;
    - Science, technology, engineering, and mathematics (STEM)education;
    - Career and technical education, including career and technical student organization programs;

- Electives that are engaging to students;
- Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs;
- Dropout prevention programs and transition supports;
- Life skills classes;
- Talented and gifted programs;
- Access to licensed educators with a library media endorsement

Administrative costs shall not exceed 5% or $500,000 annually, whichever is less, of Grantee's total expenditures. Administrative costs may include ongoing community engagement and costs associated with the administration of the grant.

SECTION IV – REPORTING REQUIREMENTS

Grantee must submit financial and performance progress reports for each fiscal year of the biennium, using templates provided by the Agency, according to the schedule below.

Reporting Period	Due Date	Deliverable
July 1 – September 30	**November 15**	Submit financial and performance progress report.
October 1 – December 31	**February 15**	Submit financial and performance progress report. Include board minutes showing the Financial Audit was presented at an open meeting with opportunity for public comment (not consent agenda) (ORS 327.201(1)(b)(B)).
January 1 – June 30	**August 15**	Submit financial report of expenditures AND Annual Report (narrative responses). The Annual Report must be presented to the governing board at an open meeting, with an opportunity for public comment (not on a consent agenda). Board minutes documenting the presentation must be submitted alongside the Annual Report. Grantee must post the Annual Report on its website and make it available at the main office, in accordance with ORS 327.201(1)(b)(A)-(B).

If the Performance Period begins prior to the Executed Date, any reports for Project activities shown in this Exhibit A as due prior to the Executed Date must be submitted to the Agency within 30 days of the Executed Date, if not already provided to Agency. Grantee will not be in default for failure to perform any reporting requirements prior to the Executed Date.

Grantee shall supply any related or additional reports and information as Agency may require.

The Agency will monitor and evaluate Grantee's progress toward Progress Markers and LPGTs described in Exhibit B, in accordance with ODE guidance and the monitoring provisions of this Grant.

SIA Grant Monitoring

The Agency will monitor Grantee's performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency's monitoring activities and will schedule in person visits, video conferencing and phone calls.

A Grant monitoring visit or call may cover a variety of topics at Agency's discretion including but not limited to: Grantee's compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; Integrated Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee's progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee's training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board. If Grantee does not use the Grant Funds for Allowable Project Costs, the Agency may exercise the remedies provided in Section 16 or 17 of this Grant, including, without limitation, deducting amounts from future disbursements of Grant Funds.

Each grant recipient must conduct a performance review at least once every four years in accordance with standards adopted in board rule (OAR 581-014-0013) to ensure accountability and continuous improvement of SIA-funded activities.

SECTION V – DISBURSEMENT

Disbursement of Grant Funds

Agency will disburse the Grant Funds using its Electronic Grants Management System ("EGMS"), on a quarterly basis as outlined below:

Quarter	Disbursement Date	Quarterly Disbursement Amount/%
Q1	**July 1, 2025**	**Variable projection (made available under prior agreement; *may differ from the projected 12.5%)***
Q2	**October 1, 2025**	**True-Up / Adjustment to reconcile Q1 difference (*ensures Q1 + Q2 equals 25% of TBA*)**
Q3	**January 1, 2026**	**12.5%**
Q4	**April 1, 2026**	**12.5%**
Q5	**July 1, 2026**	**12.5%**
Q6	**October 1, 2026**	**12.5%**
Q7	**January 1, 2027**	**12.5%**
Q8	**April 1, 2027**	**12.5%**
2027-29 Q1	**July 1, 2027**	**12.5% (Projected) of 2027–29 Biennium**

Disbursements outlined in the table above are subject to the following:

1. If this Grant is not fully executed by October 1, the Agency will disburse the Grant Funds due for disbursement within 30 days of the Execution Date.
2. Disbursements will be made as advance payments, not reimbursements.
3. Q3 – Q8 disbursements are 12.5% of the TBA, plus any unclaimed amounts from the prior quarter disbursements.
4. Grantees are encouraged to draw down funds according to the schedule. **All funds for 2025-27 Q1 – Q8 must be drawn down and expended by June 30th, 2027.**
5. Any 2025-27 Grant Funds that are not expended by the Grantee by June 30, 2027 must be returned to Agency for deposit in the Student Investment Account.
6. Any 2027-29 Q1 Grant Funds that are not expended by the Grantee by June 30, 2029, must be returned to the Agency for deposit in the Student Investment Account.

Allocation and Projections

1. By April 30, 2027, Grantee shall submit to the Agency an Integrated Plan and Budget for subsequent biennium (2027-29). This Integrated Plan and Budget must describe how Grantee will utilize the Grant Funds allocated for 2027-29 Q1.

2. The amount of Grant Funds allocated for 2027-29 Q1 is based on projections for the continued implementation and sustainability of the approved Integrated Plan, anticipating ongoing efforts to achieve the established Progress Markers. These funds are intended to support continued activities and initiatives, ensuring continuity in programmatic efforts aimed at achieving the specified objectives.

3. The amount of Grant Funds allocated above for 2027-29 Q1 will be considered in determining the subsequent Q1 allocation in the next biennium (July 1, 2027 – June 30, 2029). Any differences between projected and actual Q1 disbursements will be reconciled in the Q2 disbursement to balance total funding across the biennium.

4. The utilization of 2027-29 Q1 funds allocated under this Agreement will be documented in the subsequent grant agreement, if executed, covering the 2027 – 2029 biennium.

EXHIBIT B
COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK
SPRINGFIELD SD 19

SECTION I – PROGRESS MARKERS FOR 2025-2027 BIENNIUM

The Progress Markers outlined in this Exhibit B provide a framework for measuring the outcomes and activities described in Exhibit A. They support a developmental approach to evaluation, focusing on the types of changes that result from distinct investments. Grantees will provide updates toward these Progress Markers through the quarterly and annual reports. The fifteen Progress Markers below are organized into three categories: A 'Start to See,' B 'Gaining Traction,' and C 'Profound Progress,' representing advancement from early signs of progress to substantial and transformational changes.

A. **"Start to See: Early Signs of Progress"** Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?

B. **"Gaining Traction: Intermediate Changes"** Based on your investments and activities, are you seeing any of these impacts?

C. **"Profound Progress: Substantial and Significant Changes"** Based on your investments and activities, are any of these more transformational changes noticeable?

A. Start to See: Early Signs of Progress

1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.
3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.
4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

B. Gaining Traction: Intermediate Changes

5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what ''9th grade on-track'' means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.

7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.
9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extracurricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

C. Profound Progress: Substantial and Significant Changes

11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.
14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by student's strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

SECTION II – FINALIZED CO-DEVELOPED LPGTS

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets, in alignment with ODE guidance on target-setting and reporting practices.

Target Type	**2025-26**	**2026-27**	**2027-28**
Four Year Cohort Graduation			
Baseline Target: All Students	**77.0%**	**78.0%**	**79.0%**
Stretch Target: All Students	**80.0%**	**82.0%**	**84.0%**
Gap-Closing Target: All Focal Group Students	**70.1%**	**71.4%**	**72.8%**
Five Year Cohort Completion			
Baseline Target: All Students	**82.3%**	**83.3%**	**84.3%**
Stretch Target: All Students	**85.3%**	**87.3%**	**89.3%**
Gap-Closing Target: All Focal Group Students	**77.1%**	**78.4%**	**79.8%**
9th Grade on-Track			
Baseline Target: All Students	**82.0%**	**83.0%**	**84.0%**
Stretch Target: All Students	**85.0%**	**87.0%**	**89.0%**
Gap-Closing Target: All Focal Group Students	**77.1%**	**78.4%**	**79.8%**
3rd Grade ELA Proficiency			
Baseline Target: All Students	**43.0%**	**44.0%**	**45.0%**
Stretch Target: All Students	**46.0%**	**48.0%**	**50.0%**
Gap-Closing Target: All Focal Group Students	**31.8%**	**33.0%**	**34.3%**
Regular Attenders			
Baseline Target: All Students	**73.0%**	**74.0%**	**75.0%**
Stretch Target: All Students	**76.0%**	**78.0%**	**80.0%**
Gap-Closing Target: All Focal Group Students	**63.7%**	**65.0%**	**66.3%**

SECTION III – APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)

Local optional metrics are designed to allow grantees to set and monitor metrics connected to outcomes they have described in their Integrated Plan.

	2025-26	2026-27	2027-28
Local Optional Metrics			
Baseline Target: All Students			
Stretch Target: All Students			
Gap-Closing Target: All Focal Group Students			

EXHIBIT C
INSURANCE

INSURANCE REQUIREMENTS

Grantee/Recipient shall obtain at Grantee/Recipient's expense the insurance specified in this Exhibit C prior to performing under this Contract. Grantee/Recipient shall maintain such insurance in full force and at its own expense throughout the duration of this Contract, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee/Recipient shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. All coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee/Recipient shall pay for all deductibles, self-insured retention, and self-insurance, if any.

If Grantee/Recipient maintains broader coverage and/or higher limits than the minimums shown in this insurance requirement exhibit, Agency requires and shall be entitled to the broader coverage and/or higher limits maintained by Grantee/Recipient.

WORKERS' COMPENSATION & EMPLOYERS' LIABILITY

All employers, including Grantee/Recipient, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017, and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee/Recipient shall require and ensure that each of its subcontractors complies with these requirements. If Grantee/Recipient is a subject employer, as defined in ORS 656.023, Grantee/Recipient shall also obtain employers' liability insurance coverage with limits not less than $500,000 each accident.

If Grantee/Recipient is an employer subject to any other state's workers' compensation law, Contactor shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than $500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

As applicable, Grantee/Recipient/Recipient shall obtain coverage to discharge all responsibilities and liabilities that arise out of or relate to the Jones Act with limits of no less than $5,000,000 and/or the Longshoremen's and Harbor Workers' Compensation Act.

COMMERCIAL GENERAL LIABILITY

Grantee/Recipient shall provide Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this contract, and have no limitation of coverage to designated premises, project, or operation. Coverage must be written on an occurrence basis in an amount of not less than $1,000,000 per occurrence and not less than $2,000,000 annual aggregate limit.

AUTOMOBILE LIABILITY INSURANCE

☒ **Required** ☐ **Not required**

Grantee/Recipient shall provide Automobile Liability Insurance covering Grantee/Recipient's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than $1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and

Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

PROFESSIONAL LIABILITY

☒ **Required** ☐ **Not required**

Grantee/Recipient shall provide Professional Liability covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Contract by the Grantee/Recipient and Grantee/Recipient's subcontractors, agents, officers or employees in an amount not less than $1,000,000 per claim and not less than $2,000,000 annual aggregate limit.

If coverage is provided on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Grantee/Recipient shall provide Continuous Claims Made coverage as stated below.

EXCESS/UMBRELLA INSURANCE

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance. When used, all of the primary and umbrella or excess policies shall provide all of the insurance coverages herein required, including, but not limited to, primary and non-contributory, additional insured, Self-Insured Retentions (SIRs), indemnity, and defense requirements. The umbrella or excess policies shall be provided on a true "following form" or broader coverage basis, with coverage at least as broad as provided on the underlying insurance. No insurance policies maintained by the Additional Insureds, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until the Contractor's primary and excess liability policies are exhausted.

If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance.

ADDITIONAL INSURED

All liability insurance, except for Workers' Compensation, Professional Liability, Pollution Liability and Network Security and Privacy Liability (if applicable), required under this Contract must include an additional insured endorsement specifying the State of Oregon, its officers, employees, and agents as Additional Insureds, but only with respect to Grantee/Recipient's activities to be performed under this contract. Coverage shall be primary and non-contributory with any other activities to be performed under this Grant.

Regarding Additional Insured status under the General Liability policy, we require additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee/Recipient's activities to be performed under this Contract. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on or at least as broad as ISO Form CG 20 10 and the Additional Insured endorsement with respect to completed operations must be on or at least as broad as ISO form CG 20 37.

WAIVER OF SUBROGATION

Grantee waives, and must require its first tier contractors and subgrantees waive, rights of subrogation which Grantee, Grantee's first tier contractors and subgrantees, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors and subgrantees to obtain, any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee's insurer(s).

CONTINUOUS CLAIMS MADE COVERAGE

If any of the required liability insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, then Grantee/Recipient shall maintain continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of the Grant Agreement, for a minimum of 24 months following the later of:

1. Grantee/Recipient 's completion and Agency's acceptance of all Services required under the Contract, or
2. Agency or Grantee/Recipient termination of this Contract, or
3. The expiration of all warranty periods provided under this Contract.

CERTIFICATE(S) AND PROOF OF INSURANCE

Grantee/Recipient shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Contract. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Contract. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Contract.

NOTICE OF CHANGE OR CANCELLATION

The Grantee/Recipient or its insurer must provide at least 30 days' written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW

Grantee/Recipient agrees to periodic review of insurance requirements by Agency under this Contract and to provide updated requirements as mutually agreed upon by Grantee/Recipient and Agency.

STATE ACCEPTANCE

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee/Recipient shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency's representatives responsible for verification of the insurance coverages required under this Exhibit C.

<u>Additional Coverages That May Apply:</u>

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:

☒ **Required** ☐ **Not required**

Grantee/Recipient shall provide **Directors, Officers and Organization** insurance covering the Grantee/Recipient's Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions which includes state or federal funds - with a combined single limit of not less than $1,000,000 per claim.

PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:

☒ **Required** ☐ **Not required**

Grantee/Recipient shall provide Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual, perceived, or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, training, investigation, reporting to proper authorities, and retention of any person for whom the Grantee/Recipient is responsible including but not limited to Grantee/Recipient and Grantee/Recipient's employees and volunteers. Policy endorsement's definition of an insured shall include the Grantee/Recipient, and the Grantee/Recipient's employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than $1,000,000 per occurrence and not less than $3,000,000 annual aggregate. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.

RESOLUTION: #25-26.021 & 022 DATE: November 10, 2025

OSBA ELECTIONS
BOARD OF DIRECTORS AND LEGISLATIVE POLICY COMMITTEE

BACKGROUND INFORMATION:

Prior to December 15, 2025, school boards across the state must take official action on the Oregon School Boards Association Board of Directors position and the Legislative Policy Committee position. School boards must submit their votes online, using the information provided to board secretaries and superintendents.

The following candidates are running for the Board of Directors Position 6. Please review attached candidate materials for:

- Nicole De Graff
- Maureen Miltenberger
- Maya Rabasa

The following candidates are running for Legislative Policy Committee Position 6. Please review attached candidate materials for:

- Judy Newman
- Adrian Pollut

Candidate information is included with this resolution and available on the OSBA Election Resources website.

https://www.osba.org/osba-elections-information-3/

RECOMMENDATION:

It is recommended that the Board of Directors vote to select one candidate per position.

It is further recommended that the Board direct the Superintendent or designee to submit this vote online to OSBA no later than midnight on December 15, 2025.

SUBMITTED & RECOMMENDED BY:

Todd Hamilton
Superintendent

OSBA Board of Directors
CANDIDATE QUESTIONNAIRE

Name: Nicole De Graff

Date: September 8, 2025

Address: 36621 Pico Street

City/Zip: Springfield, OR 97477

Business phone: N/A

Residence phone: N/A

Cell phone: 541-579-1512

E-mail: nicole.de-graff@springfield.k12.or.us

District/ESD/CC: Springfield Public Schools SD19

Term expires: June 30, 2027 Years on board: 2+

Region: Lane County

Position #: 6

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Nicole De Graff

Name

September 8, 2025

Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

   The Oregon School Boards Association is an association that supports Oregon School boards across the state by providing legal support, training and policy guidance. OSBA advocates for schools at the state level through district membership dues.

2. What do you want to accomplish by serving on the OSBA board of directors?

   I would like to serve on the OSBA board to advocate for our district and all of Lane County districts. I would like to advocate for our unique urban and rural needs and make sure transparency is prioritized. I have attended several OSBA conferences and have learned how to be a better board member and I would like to encourage others to do the same. I hope to contribute to improving representation and outcomes for all members.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

   I foster positive environments and communicate well with many different team members. I follow parliamentarian procedures and polices to ensure meetings are productive. I always seek to improve my understanding of diverse perspectives when making decisions. I am fair and respectful in assessing issues that prioritize students over agendas. An example of assessing situations fairly, is in a recent controversy in the district which saw the community engaging with calls and many emails to the board. I promoted policy and legal obligations that I was informed about by my superintendent. I tried to bring calm to students, families and community members as I informed them that their concerns are taken serious.

Email to elections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Board of Directors

4. What do you see as the two most challenging issues faced by OSBA?

   OSBA faces challenges with regards to funding the many diverse programs throughout the state as each region has unique sittuations, engaging school board members and staff, as well as advocating for student centered legislation in challenging times.

5. What do you see as the two most challenging issues faced by your region?

   Our region faces similar challenges as the state with regards to maintaining programs and state mandates. We continue to need sufficient resources to offer the best opportunities for students to be successful. Increasing attendance rates, improving literacy and CTE programs are a few areas of challenge for Lane County schools

6. What is your plan for communicating with boards in your region?

   My plans is to communicate regularly with other boards in my region through a mix of in person meetings and online meetings as well as phone calls. I believe in consistent communication in order to be an effective OSBA board member.

Please continue to the next section.

OSBA Board of Directors
CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):
N/A

Other education board positions held/dates:
Willamette Leadership Academy, 2019-2020

Occupation (Include at least the past five years):

Employers:	Dates:
Stride K-12	2024-2025

Schools attended (Include official name of school, where and when):
High school: Cottage Grove
College: University of Oregon
Degrees earned: none

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:
Springfield Education Foundation Board

Hobbies/special interests:
Walking, Reading, Songwriting, Playing the guitar

Business/professional/civic group memberships; offices held and dates:

Additional comments:
I am grateful for the opportunity to be considered for the OSBA board.

Email to elections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301
Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER

Date: Septemer 8, 2025

TO: Dawn Watson, OSBA President-Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: *elections@osba.org*

Nominations are due by 5 pm, September 30, 2025

Return this form and all candidate information forms to the OSBA office by email at *elections@osba.org*, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the Lane County Region, Position # 6.

BOARD CANDIDATE INFORMATION

Name: Nicole De Graff

District/ESD/Community College: Springfield Public Schools SD19

Address: 640 A Street

City: Springfield Oregon ZIP: 97477

E-mail: nicole.de-graff@springfield.k12.or.us Phone: 541-579-1512

This nomination was approved by official action of our board of directors at a duly called meeting on Septemer 8, 2025.
(date)

(Board Chair signature)

Board Chair name: Jonathan Light

District: Springfield Public Schools SD19

Address: 640 A Street

City, State, Zip: Springfield, OR 97477

OSBA Board of Directors
CANDIDATE QUESTIONNAIRE

Name: Maureen Miltenberger

Date: 9/22/2025

Address: 2360 Coastal Highlands Dr

City/Zip: Florence, OR 97439

Business phone: N/A

Residence phone: N/A

Cell phone: 503 705 0310

E-mail: mmiltenberger@siuslaw.k12.or.us

District/ESD/CC: Siuslaw School District 97J

Term expires: 6/30/2029 Years on board: 4

Region: Lane County

Position #: Lane 6

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Maureen Miltenberger Maureen E Miltenberger 9/22/2025

Name Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

   OSBA provides overall reference and guidance and services to school districts throughout Oregon. Their areas of expertise involve training, policies, legislative advocacy, and assistance with superintendent hiring and evaluation.
   I look forward to OSBA conferences that provide a variety of training opportunities and a chance to network with other districts.

2. What do you want to accomplish by serving on the OSBA board of directors?

   Siuslaw 97J is in Florence, a rural coastal community. Rural Lane County has very diverse areas of population, I would feel honored to be an advocate on the board for all areas but with an emphasis on rural communities that sometimes feel that they don't have a voice.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

   I am not afraid to speak up. I research materials, getting to the facts so that I can accurately advocate for students.

   As the director of two different agencies I increased donations for both. I advocated for a new facility and oversaw renovations for the 50 person staff.

Email to elections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301
Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Board of Directors

4. What do you see as the two most challenging issues faced by OSBA?

Adequate and stable funding for public education as well as policies, practices, and programs that provide equitable outcomes for all students.

5. What do you see as the two most challenging issues faced by your region?

I have concerns in our ability to maintain our excellent SPED program to its current standards; more students appear to be in need of individualized programs.

I have a concern regarding national influence affecting our immigrant and LGBTQ plus student populations.

6. What is your plan for communicating with boards in your region?

I am interested and concerned about each area in our region so I would provide my contact information to all boards and encourage them to provide information to share at OSBA board meetings.

I would continue to network with other elected officials from other at the August and November conventions.

Please continue to the next section.

OSBA Board of Directors
CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Policy Committee 4 years, Facilities Advisory Committee 18 months, Board Rep at Classified Union negotiations, Board Rep at charter school contract negotiations

Other education board positions held/dates:

N/A

Occupation (Include at least the past five years):

Employers:	Dates:
Currently Retired Educator	Since 2012
Substitute Teacher, Tutor for Canby, Molalla, Estacada, Oregon City, and Siuslaw School Districts	1992 to 2012

Schools attended (Include official name of school, where and when):

High school: Newport HS, Newport OR - 1962-1966

College: Oregon State University - 1966-1970

Degrees earned: Bachelor of Science

Education honors and/or awards:

N/A

Other applicable training or education:

Teacher training program in college, retired licensed teacher

Activities, other state and local community services:

Chairperson of Environmental Management Committee (EMAC) City of Florence, 2018 to 2022
Canby City Council 1991 to 1994

Hobbies/special interests:

Kayaking, and I am involved in many community activities

Business/professional/civic group memberships; offices held and dates:

Chairperson of Environmental Management Committee (EMAC) City of Florence, 2018 to 2022
Canby City Council 1991 to 1994

Additional comments:

N/A

Email to elections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192

NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER

Date: 09/10/2025

TO: Dawn Watson, OSBA President-Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

Nominations are due by 5 pm, September 30, 2025

Return this form and all candidate information forms to the OSBA office by email at elections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the Maureen Miltenberger Region, Position # Lane, 6.

BOARD CANDIDATE INFORMATION

Name: Maureen Miltenberger

District/ESD/Community College: Siuslaw School District 97J

Address: 211 Oak Street

City: Florence Oregon ZIP: OR

E-mail: mmiltenberger@siuslaw.k12.or.us Phone: 503-705-0310

This nomination was approved by official action of our board of directors at a duly called meeting on 09/10/2025.
(date)

(Board Chair signature)

Board Chair name: Brian Lacouture

District: Siuslaw School District 97J

Address: 2111 Oak Street

City, State, Zip: Florence, OR 97439

SIUSLAW SCHOOL DISTRICT 97J

Motivating and Preparing All Students to Reach Their Greatest Potential

Siuslaw Elementary School ♦ Siuslaw Middle School ♦ Siuslaw High School

"Home of the Vikings"

Presented to the Board of Directors:

Subject: OSBA Board of Directors or Legislative Policy Committee nominations	Item No: 091025-6.1
	Attachment: Yes
Reason: Action	From: Andrew Grzeskowiak
	Date: September 10, 2025

Background

Board Directors are requested to review potential nominees for Regional Representatives or the OSBA Legislative Policy Committee. Siuslaw Board Directors may nominate themselves or another board member. If there is an interested board member, an official vote of the board is required to forward the name to OSBA for consideration.

Recommendation:

Administration recommends that the Board of Directors solicit nominations from any interested board member and forward those to the OSBA.

Resolution #091025-6.1 – OSBA Board of Directors Regional Member or OSBA Legislative Policy Committee Nomination:

Be it Resolved that the Siuslaw School District Board nominates Director Mauren Miltenberger as an OSBA Board of Directors Regional Member.

Be it Resolved that the Siuslaw School District Board nominates Director Adrian Pollut for the OSBA Legislative Policy Committee.

Board Chair, Brian Lacouture

Andrew Grzeskowiak, Superintendent

OSBA Board of Directors
CANDIDATE QUESTIONNAIRE

Name: Maya Rabasa

Date: 9/25/25

Address: 200 N. Monroe

City/Zip: Eugene/97402

Business phone: 541-790-7716

Residence phone: 541-337-5571

Cell phone: 541-337-5571

E-mail: rabasa_m@4j.lane.edu

District/ESD/CC: Eugene School District 4J

Term expires: June 30, 2029 Years on board: 4

Region: Lane

Position #: 6

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Maya Rabasa 9/25/25

Name Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

   OSBA is driven by the mission to support and empower Oregon public school Boards of Directors in their leadership and governance capacities as we each strive to develop and deliver the highest quality education for all students, regardless of their background, life plans, and college or career pathways. To do this OSBA is focused on sharing knowledge and expertise, advocating on behalf of Oregon students and educators at both the state and federal level, and providing Boards opportunities for self-empowerment and relationship-building amongst districts and each district's collection of community stakeholders. OSBA's greatest overarching goal is to support Education Boards of Directors in our work to continuously improve Oregon public school student outcomes.

2. What do you want to accomplish by serving on the OSBA board of directors?

   With a vast range of school districts in size and geography, the Lane Region poses many challenges and holds tremendous potential for our member districts to positively impact one another. Lane Region is not only large in size, we represent diverse needs and dreams specific to each educational community. This diversity offers our region a source of information and expertise that far extends beyond each individual district's 5 or 7 member governance body. I would like to prioritize strengthening the connection between our region's Board Members so we can learn from each other, lend support through challenges, and celebrate our collective and unique successes. I will bring these shared and unique challenges and successes into the OSBA Board space to both inform my contributions as an OSBA Director and to support the

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

   I am a calm and compassionate leader who is committed to clear, regular, and transparent communication and a shared leadership model. This is critical as we face diverse and often competing values and visions of high quality public education. As Chair of the Eugene School District 4J Board of Directors, I led our Board through the process of a highly public, often emotionally wrought separation from our Superintendent and the selection and transition of an Interim Superintendent. Coinciding with this heavy lift, I took on the heavy lift of also welcoming and onboarding 5 new Board members and working to build a cohesive, respectful, high functioning working relationship amongst our Board. Shifts in leadership are moments when an organization can move forward united and stronger or it can become fractured and weakened. I led us through this difficult process focused on recognizing the value of stakeholder voice and expertise, ensuring each Board

OSBA Board of Directors

4. What do you see as the two most challenging issues faced by OSBA?

Supporting and empowering Oregon Board of Directors as we:

1) face continued budgetary shortfalls;
2) navigate the implications of directives issued by the US Department of Education on our established policies and practices

5. What do you see as the two most challenging issues faced by your region?

Two of our most challenging issues faced by our region are as follows:

1) recognizing our needs and values as possibly in conflict and reframing our relationship to one another so this diversity can be developed into an asset in the form of expanded information, regional identity, and expanded collective and complimentary advocacy - to do this it is critical that all districts -- regardless of size and geographical location -- are highly valued and that no districts are centered in any way that minimizes the voice and input from any other Lane Region districts;

6. What is your plan for communicating with boards in your region?

My communication plan with Lane region Boards of Directors is fourfold:

1) using email to regularly share back the notable highlights of OSBA board work and to answer questions from Lane region Board Members;
2) attending any Board Meetings to which I am invited (either in person or virtually);
3) holding short monthly check-in meetings via zoom for Board Members who may have questions for me or who are interested in connecting with other Lane region Board Members;
4) attending and actively participating in the two annual OSBA conferences and OSBA-hosted regional meetings such as Road Shows

Please continue to the next section.

OSBA Board of Directors
CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Board Chair, Eugene School District 4J Board of Directors (7/22-6/2024)
Board Vice Chair, Eugene School District Board of Directors (3/22-6/22)
Eugene School District 4J, Budget Committee; Board Member (2021-present)
Eugene School District 4J Equity Committee, Board Liaison (2021-2023)

Other education board positions held/dates:

Board of Directors, Network Charter School, 2017-2021

Occupation (Include at least the past five years):

Employers:	Dates:
self-employed, jewelry and fiber artist and instructor	2007-present

Schools attended (Include official name of school, where and when):

High school: Bethesda-Chevy Chase High School; Bethesda, MD; 1988-2002

College: Kenyon College; Gambier Ohio (1992-1994) and University of Oregon; Eugene, OR (1997-2003)

Degrees earned: BA with a double major in Anthropolgy and Romance languages (focused on Spanish and French); MA in International Stu

Education honors and/or awards:

National Hispanic Honor Society
BA earned with Magna Cum Laude; invitation to join Phi Beta Kappa Society
MA earned with honors

Other applicable training or education:

Activities, other state and local community services:

Board of Directors, Lane Council of Government (2024-2025)
Executive Committee, Board of Directors, Lane Council of Government (2024-2025)
Board of Directors, Plaza de Nuestra Comunidad; Eugene, OR (formerly Centro Latino Americano); Eugene, OR (2017-present; Co-President 2022-2024)

Hobbies/special interests:

community volunteer work
fiber arts (spinning, knitting, quilting)
hiking
cooking/baking

Business/professional/civic group memberships; offices held and dates:

Additional comments:

NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER

Date: September 17, 2025

TO: Dawn Watson, OSBA President-Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

Nominations are due by 5 pm, September 30, 2025

Return this form and all candidate information forms to the OSBA office by email at elections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the Eugene School District 4J Region, Position # 6.

BOARD CANDIDATE INFORMATION

Name: Maya Rabasa
District/ESD/Community College: Eugene School District 4J
Address: 200 N. Monroe Street
City: Eugene Oregon ZIP: 97402
E-mail: rabasa_m@4j.lane.edu Phone: 541-790-7716

This nomination was approved by official action of our board of directors at a duly called meeting on September 17, 2025.
(date)

Tom Di Liberto
(Board Chair signature)

Board Chair name: Tom Di Liberto
District: Eugene School District 4J
Address: 200 N. Monroe Street
City, State, Zip: Eugene, OR 97402

OSBA Legislative Policy Committee
CANDIDATE QUESTIONNAIRE

Name: Judy Newman

Date: September 8, 2025

Address: 200 N. Monroe Street

City/Zip: Eugene, OR 97402

Business phone: 541-790-7716

Residence phone:

Cell phone: 541-520-6083

E-mail: newman_j@4j.lane.edu / judynewman1950@gmail.com

District/ESD/CC: Eugene School District 4J

Term expires: 2029 Years on board: 9

Region: Lane

Position #: 3

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Judy Newman

Name

September 17, 2025

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

   I will be a contributing member of the LPC. Working with representatives from school boards across Oregon and education partners to advocate for a common legislative agenda is powerful and effective. Priorities are to secure adequate and stable funding and policies that ensure quality education for ALL students and support our workforce. Additionaly it is essential to communicate to the legislature and the public the successes and effectiveness of local school districts.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

   I have worked much of my professional career writing and supporting legislation, securing funding and effective policies in education including early learning and K-12 and special education. I know how essential policy and advocacy work is to sustaining and improving public education. I have served as an LPC member and have served on our 4J School District's Legislative Committee and several early learning and K-12 education advocacy groups.

3. What do you see as the two most challenging legislative issues faced by OSBA?

   Ensuring that schools and public education are adequately and stably funded is a significant challenge because of rising expenses, declining enrollment and student absenteeism and the potential loss of federal funds. Expenses are increasing faster than K-12 funding increases. Another complex and big challenge is recruiting and maintaining qualified staff for ALL positions in school districts. The ability to grow a workforce that is diverse and reflects the students we serve increases the challenge.

4. What do you see as the two most challenging legislative issues faced by your region?

   Growing shortages of qualified staff in all positions because of challenges in recruitment and retention. increased mental health needs of students and shortages of mental health providers for children and youth. This is especially challenging in rural districts. Increases in students eligible for special education services resulting in numbers that exceed the special education funding cap and increases in the complexity of students' needs both add a large financial burden to school district budgets.

5. What is your plan for communicating with boards in your region about legislative issues?

   This is an area I want to focus on and improve as the LPC representative of our region. I will start by asking for a contact in each district and explore ways to regularly communicate information and actions needed. I will make myself available for questions and if invited, attend a Board meeting or other venue to provide information, support and answer questions and solicit feedback.

Email to elections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Legislative Policy Committee
CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

For OSBA - Legislative Policy Committee 2 terms.

For Eugene 4J: Budget Committee, Bond and facilities Oversite Committee, Policy Committee, Equity Committee, Curriculum Committee, representative on Lane ESD Board and representative on EEF Board, Chaired Legislative Committee, Chaired Superintendent Search Committee, School Board Chair and Vice Chair

Other education board positions held/dates:

See attached resume

Occupation (Include at least the past five years):

Employers: Dates:

See attached resume

Schools attended (Include official name of school, where and when):

High school: See attached resume

College: See attached resume

Degrees earned: See attached resume

Education honors and/or awards:

See attached resume

Other applicable training or education:

See attached resume

Activities, other state and local community services:

See attached resume

Hobbies/special interests:

See attached resume

Business/professional/civic group memberships; offices held and dates:

See attached resume

Additional comments:

See attached resume

Email to elections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER

Date September 17, 2025

TO: Dawn Watson, OSBA President-Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

Nominations are due by 5 pm, September 30, 2025.

Return this form and all candidate information forms to the OSBA office by email at elections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Lane County Region, Position # 6.

LPC CANDIDATE INFORMATION

Name: Judy Newman
District/ESD/Community College: Eugene School District 4J
Address: 200 N. Monroe St.
City: Eugene Oregon ZIP: 97402
E-mail: newman_j@4j.lane.edu Phone: 541-790-7716

This nomination was approved by official action of our board of directors at a duly called meeting on September 17, 2025
(date)

(Board Chair signature)

Board Chair name: Tom Di Liberto
District: Eugene School District 4J
Address: 200 N. Monroe Street
City, State, Zip: Eugene, OR 97402

Early Childhood CARES

University of Oregon ▪ 299 East 18th Avenue ▪ Eugene, OR 97401
(541) 346-2578 ▪ (800) 925-8694 ▪ Fax (541) 346-6189
http://earlychildhoodcares.uoregon.edu/

Judith T. Newman
Associate Professor of Clinical Practice and Strategic Advisor

Positions:
Co-founder, Co-Director, Director and Senior Advisor of **Early Childhood CARES**. It is the early intervention and early childhood special education program for Lane County which provides services to children from birth to school age who have developmental delays or disabilities. Co-Director 1992 – 2017. Director 2017-2021. Senior Advisor 2021-present.

Strategic Advisor for the **Early Childhood Hub of Lane County** at United Way of Lane County. Establish and support a comprehensive early childhood system that is coordinated across all service sectors in our community and state. Provide leadership and strategic focus for the planning and implementation of proven strategies and scaling them up to meet the needs of Lane County's early learners. Work on public policies and funding that support support this work. 2006-present.

Projects and Consultation – Contracts to do projects for education related initiatives including but not limited to: updating and revamping the funding formula for Oregon's early intervention and Early Childhood Special Education Program in the state; Updating Bylaws and recommending the governance structure for the for Oregon's State Interagency Coordinating Council; working on infrastructure funding and guidance for early learning programs in Oregon.

Oregon Research to School Network now Cultivate: at the University of Oregon College of Education content expert on early learning. Develop scripts for animated videos based on proven practices for skill development and training paraprofessionals in education. Each video teaches a related skill set and is called a microPD. Facilitates Professional Learning Communities (PLCs) of paraprofessionals in school districts, ESDs, and early learning programs based on the set skills and microPDs identified by each organization.
2021-present.

International consultant on various projects and initiatives related to policy, systems development for early childhood intervention and inclusion. Countries include: Bulgaria, Georgia, Ukraine, Russia, Tajikistan, Bangladesh, India and Saudi Arabia. 2012- 2016.

Help Me Grow -Technical Assistance Team member – to Enhance *early detection* and *early intervention*; effective developmental surveillance and screening; *resource inventory* of community-based programs and services; a single point of telephone access and effective *care coordination* and outreach; *data collection* and analyses of children's developmental status and regional resources 2008-present.

Center on the Developing Child at Harvard University, Frontiers of Innovation Team – Member of the communities to practice initiatives committed to implement evidence based practices aimed at improving outcomes and trajectories for children and families who are at risk of poor outcomes The practices are flexible and readily adapted in response to objective indicators and outcomes. 2010 – 2015

Co-director and co-founder of the PACE Program (Parent and Child Education)– It was the home visiting and parent training program for Lane County for children birth to five years of age with disabilities, developmental delays and sensory impairments. Responsible for the development and administration of fiscal aspects of the program development and implementation of program policies and procedures, supervision of staff, and community collaborations and relations.
1981-1992

Family Consultant and Preschool Teacher for children birth to eight years of age with disabilities, developmental delays and sensory impairments 1973-1992.

Education and Certifications:
High School: Shorewood High School, Milwaukee, Wisconsin 1967
BA: University of California Sonoma – Ethnic Studies – 1972
MS: University of Oregon – Special Education – 1979

Certifications:
Elementary and Special Education Certification- California – 1973
Elementary (K-8) and Handicapped Learner – Oregon - 1974
Basic Administrator License – Oregon - 1997
Continuing Administrator License – Oregon – 2002
Mediation Training – 60 hours of training

Other Selected Professional Experience and Related Community Service Activities:
Eugene 4J School Board. One of the seven member elected school board members charged with policy and budget development and hiring and supervision of the superintendent for Eugene 4J school district**.** 2017- present

OSBA Legislative and Policy Committee (LPC) – 2019- Present
Represents Lane County's 16 school districts on OSBA's LPC

Early Childhood Hub of Lane County Governance Consortium is working to improve our community's early learning system by building on existing resources to achieve better results for young children. It's a Collective Impact model that brings together early learning providers, K-12 education, healthcare providers, human and social services, local businesses, and parents and families Member 2012 - present

SICC (State Interagency Coordinating Council) member. The SICC is a governor appointed advisory group which is required in federal and state law to advise and assist the State Superintendent of Public Instruction, the State Board of Education, and all represented public agencies on laws, rules, policies, procedures, budget and unmet needs, in the effective implementation of a statewide system of services and supports for preschool age children with special needs in Oregon. Member from 1992 to 2017 Chairperson from 1996- 2001. Ad Hoc member 2017- present. Updating mission, vision, goals, by-laws and administrative Structure of the SICC 2023-present.

Lane County System of Care works together with cross sector leaders and parent and youth voice to ensure there are is a range of services and supports to children, youth and families with complex behavioral, mental health, health, behavioral and/or educational needs and that are supportive to different cultures and languages. They identify and address multi- systemic gaps, issues and barriers in Lane County to serving and supporting children, youth and their families. Member of the Executive Committee since 2015 and Co-chair 2019-present.

Connected Lane County –Strives to improve outcomes for underserved youth in Lane County. Works collaboratively with Lane County school districts, industry partners, workgroups, and community organizations to create opportunities and prepare young people for their lives beyond high school helping youth succeed. Board of Directors 2015-present.

Instructor of Special Education and 504 Law in the Basic Administrator License Program and SPED and EI/ECSE Master's degree programs. – one to two terms a year from 1999- 2017.

Early Learning Design Team appointed by Governor Kitzhaber to develop a plan to develop a plan for an integrated and effective early childhood system for the state of Oregon. 2011

Assisted in the **statewide planning**, development and writing of Oregon's plan for implementation of early intervention and early childhood special education services. Contract with the Oregon Department of Education – 1988-1990

LICC (Local Interagency Coordinating Council) member. The LICC is a statutorily required interagency, provider and parent advisory council which provides advice and assistance to Early Childhood CARES on funding, the service calendar and service delivery models, interagency coordination, unmet needs, measuring outcomes, program compliance and child find activities. Member from 1992-2020 Chairperson from 1992 – 1996.

Lane County Youth Development Commission Professional Task Force was an advisory group to a citizen Commission on Children and Families in Lane County which was established to develop and implement a plan for a comprehensive system of supports and services for children from birth to eighteen years of age in Lane County. Member and Co-Chair: from 1996 -1999.

Success By 6 Leadership Team member. Success by 6 is an initiative under United Way of Lane County whose mission is to ensure that all children are safe, healthy and enter school ready to learn and that Lane County families, organizations and neighbors are mobilized in this purpose. Member from 2002-present, Co-Chair from 2005-2008.

ODDC (Oregon Developmental Disabilities Council) member The ODDC is a federally mandated council under Developmental Disabilities Assistance and Bill of Rights Act whose mission is to join with Oregonians with developmental disabilities and their families to promote change through self-determination leading to a more accessible, inclusive and culturally responsive world. Member from 1995 to 1998.

Participation on various **state level working groups**: EI/ECSE statewide evaluation, early childhood standards and assessment, service program operating guidelines, behavior intervention policy and procedures, preschool positive behavior supports, quality standards for service delivery and funding formulas. Member and Facilitator: 1992 - present . Current: Statewide Social Emotional Working Group 2010- present. Developmental Delay eligibility implementation 2019-2019.

Other statewide policy and implementation groups: Early Learning Design Team – 2011-2012. Preschool Promise implementation and policy advisory group. 2016-2017. Safe and Effective Schools Committee 2018. Alliance for Early Intervention Steering Committee 2011- present

Shelter Care Board of Directors –ShelterCare is a nonprofit that provides services and supports to adults with severe and persistent mental health issues, traumatic brain injuries and to homeless families. Subcommittees: Planning and Quality Assurance and Staff Benefits. Member from 2003-2016 and President 2010.

Lane County United Way Board of Directors from 2007-2015.

Internal Review Board (IRB) – Research to Practice (R2P from OSLC) 2007- 2014

Autism Commission of Oregon – Redesign of Services Committee – 2009- 2010

Awards and Honors:

Oregon's State Interagency Coordinating Council (SICC)- 2001
The Elisabeth Waechter Award, Pearl Buck Center - 2007
Educational Excellence Award from the College of Education, U of Oregon - 2008
Sylvia Mann Capper Award from the Arc of Oregon- 2009
Advocacy Award from United Way of Lane County - 2014
Champion for Children Award from Parenting Now Oregon – 2016
Arc of Lane County Lifetime Achievement Award - 2019

Hobbies/special interests: Hiking, theater, art, state and local politics

Updated September 2025

OSBA Legislative Policy Committee
CANDIDATE QUESTIONNAIRE

Name: Adrian Pollut

Date: 09/19/2025

Address: 4919 S Loftus Rd

City/Zip: Florence, OR 97439

Business phone:

Residence phone:

Cell phone: 503-298-9475

E-mail: apollut@siuslaw.k12.or.us

District/ESD/CC: Siuslaw School District 97J

Term expires: 06/30/2029 Years on board: 1

Region: Lane

Position #: 2

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Adrian Pollut

Name

9/29/25

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

   I want use my position to affect decision making in a beneficial way for the districts in my region. Personally, I would like my district to be an active voice in statewide decision making and to show we can be engaged and committed public servants.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

   I lead and facilitate meetings, assign tasks, write project drafts, and do continual community outreach. Some examples of this would be my service as Policy Committee Chair and President of local non-profits.

3. What do you see as the two most challenging legislative issues faced by OSBA?

   1) The availability of statewide funding while available federal dollars dwindle. The way schools are funded and the amount of support the state will have to provide to schools, especially those in rural areas or serving maginalized people, are going to have to be addressed.

   2) Keeping Oregon schools safe havens for learners regardless of immigration status or demographic differences.

4. What do you see as the two most challenging legislative issues faced by your region?

   1) Keeping grant money available and accessible.

   2) Trying to increase the cap for SPED reimbursement.

5. What is your plan for communicating with boards in your region about legislative issues?

   My plan is to throw together a quick little monthly debrief with any included materials that may be of import for our region and distribute it to other boards via email.

Email to elections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Legislative Policy Committee
CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Policy Committee: Member
Facility Advisory Committee: Member
Facilitiy Advisory Committee, Facilities Subcommittee: Member

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers: Dates:
Self 2019 - Current

Schools attended (Include official name of school, where and when):

High school: Astoria High School, Astoria OR, 2003-2005
College: University of Oregon, Eugene OR, 2014-2016
Degrees earned: Bachelors of Science; Sociology

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Siuslaw Childcare Friends: President; Policy Committee Chair
Florence Childcare Working Group: Facilitator; Co-Chair
Early Learning Hub of Lane County Family Leadership Council: Co-Chair

Hobbies/special interests:

I volunteer with our elementary school's after-school program to provide a class for k-3rd graders to have fun with music and rythym!

Business/professional/civic group memberships; offices held and dates:

Additional comments:

I have a deep committment to serving kids and families in this region. I want to do what I can to make a difference for these folks who for the large part are living precariously close to the margin. Rural Oregon is having a real hard time and regardless of the different perspectives of the people who live here we can all see that we need help.

Email to elections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER

Date 09/10/2025

TO: Dawn Watson, OSBA President-Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

Nominations are due by 5 pm, September 30, 2025.

Return this form and all candidate information forms to the OSBA office by email at elections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Adrian Pollut Region, Position # Lane 6.

LPC CANDIDATE INFORMATION

Name: Adrian Pollut

District/ESD/Community College: Siuslaw School District 97J

Address: 4919 S Loftus Rd

City: Florence Oregon ZIP: OR

E-mail: apollut@siuslaw.k12.or.us Phone: 503-298-9475

This nomination was approved by official action of our board of directors at a duly called meeting on 09/10/2025

(date)

(Board Chair signature)

Board Chair name: Brian Lacouture

District: Siuslaw School District 97J

Address: 2111 Oak Street

City, State, Zip: Florence, OR 97439

SIUSLAW SCHOOL DISTRICT 97J

Motivating and Preparing All Students to Reach Their Greatest Potential

Siuslaw Elementary School ♦ Siuslaw Middle School ♦ Siuslaw High School

"Home of the Vikings"

Presented to the Board of Directors:

Subject: OSBA Board of Directors or Legislative Policy Committee nominations	Item No: 091025-6.1
	Attachment: Yes
Reason: Action	From: Andrew Grzeskowiak
	Date: September 10, 2025

Background

Board Directors are requested to review potential nominees for Regional Representatives or the OSBA Legislative Policy Committee. Siuslaw Board Directors may nominate themselves or another board member. If there is an interested board member, an official vote of the board is required to forward the name to OSBA for consideration.

Recommendation:

Administration recommends that the Board of Directors solicit nominations from any interested board member and forward those to the OSBA.

Resolution #091025-6.1 – OSBA Board of Directors Regional Member or OSBA Legislative Policy Committee Nomination:

Be it Resolved that the Siuslaw School District Board nominates Director Mauren Miltenberger as an OSBA Board of Directors Regional Member.

Be it Resolved that the Siuslaw School District Board nominates Director Adrian Pollut for the OSBA Legislative Policy Committee.

Board Chair, Brian Lacouture

Andrew Grzeskowiak, Superintendent