



Public Comment

The Board welcomes virtual and in-person public comments during its meetings. It has set aside 25 minutes for public comments. Up to eight people will be invited to speak for up to three minutes each.

Four spots are reserved for virtual comments. Four spots are reserved for in-person comments. Any virtual comment spots that are not filled will become available for in-person comments.

Written Public Comment

The written public comment window closes at 2 p.m. on the day of the board meeting. Comments and materials are collected via email at public.comment@springfield.k12.or.us

Commenters are asked to clearly label the subject line as “Written Public Comment” and provide:

- Name (first and last name or last name initial)
- District residency
- Email address and/or phone number (optional) so that staff can follow up, if necessary.
- Agenda item or topic

Oral Public Comment – In-Person, or Virtual

The window to sign up to present oral public comments opens on Thursday at noon prior to the board meeting and closes at 2 p.m. on the day of the board meeting. Requests are collected via email at public.comment@springfield.k12.or.us

People requesting to speak are asked to provide:

- Name (first and last name or last name initial)
- District residency
- Email address and/or phone number, so staff can confirm details for speaking to the board
- Agenda item or topic
- Commenting “in-person” or “virtually”

Four spots are reserved for virtual comments. If more than four requests to comment are received, speakers will be selected as described below. Selected virtual commenters are notified by email on the afternoon of the meeting and provided with a Zoom link and instructions. Please see commenting guidelines below.

Four spots are reserved for in-person comments. Any virtual comment spots that are not filled will become available for in-person comments for a total of eight speakers.

Space permitting, the Board may allow additional in-person comments. Meeting attendees may fill out a speaker card before the meeting begins. Cards are available at the board room door. If more people submit requests to speak than there are spots available, the Board Chair will select the speakers.

Commenting Guidelines

Groups with a common purpose are encouraged to designate a spokesperson. If a group spokesperson will cover your comments, please indicate so when your name is called.

The Board will not hear comments regarding any school personnel. Please refrain from using names and titles of school personnel. Any complaints regarding a particular employee must be processed through the procedure set forth in Board policy KL, which requires complaints be submitted in writing to the Superintendent. This procedure must be followed before there is any Board involvement with such issues. A compliment involving a staff member should be sent to the superintendent, who will then forward it to the employee, their supervisor and the Board.

Speakers are reminded that their public comments will be limited to three minutes.



Comentario Público

La Junta Directiva agradece los comentarios públicos virtuales y presenciales durante sus reuniones. Ha reservado 25 minutos para comentarios públicos. Se invitará a un máximo de ocho personas a hablar durante un máximo de tres minutos cada una.

Cuatro espacios están reservados para comentarios virtuales. Cuatro lugares están reservados para comentarios en persona. Los espacios de comentarios virtuales que no estén ocupados estarán disponibles para comentarios en persona.

Comentario público por escrito

La ventana de comentarios públicos por escrito cierra a las 2 p.m. el día de la reunión de la junta. Los comentarios y materiales se recopilan por correo electrónico en public.comment@springfield.k12.or.us

Se pide a los comentaristas que etiqueten claramente la línea de asunto como "Comentario público escrito" y proporcionen:

- Nombre (nombre y apellido o inicial del apellido)
- Residencia distrital
- Dirección de correo electrónico y/o número de teléfono (opcional) para que el personal pueda hacer un seguimiento, si es necesario.
- Punto o tema del orden del día

Comentarios Públicos Orales: En persona o Virtuales

La ventana para inscribirse para presentar comentarios públicos orales se abre el jueves al mediodía antes de la reunión de la junta y se cierra a las 2 p.m. el día de la reunión de la junta. Las solicitudes se recogen por correo electrónico en public.comment@springfield.k12.or.us.

A las personas que soliciten hablar se les pide que proporcionen:

- Nombre (nombre y apellido o inicial del apellido)
- Residencia distrital
- Dirección de correo electrónico y/o número de teléfono, para que el personal pueda confirmar los detalles para hablar con la junta
- Punto o tema del orden del día
- Comentar "en persona" o "virtualmente"

Cuatro espacios están reservados para comentarios virtuales. Si se reciben más de cuatro solicitudes para formular observaciones, se seleccionarán los oradores como se describe a continuación. Los comentaristas virtuales seleccionados son notificados por correo electrónico la tarde de la reunión y se les proporciona un enlace de Zoom e instrucciones. Consulte las pautas de comentarios a continuación.

Cuatro lugares están reservados para comentarios en persona. Los espacios de comentarios virtuales que no estén ocupados estarán disponibles para comentarios en persona para un total de ocho oradores.

Si el espacio lo permite, la Junta Directiva puede permitir comentarios adicionales en persona. Los asistentes a la reunión pueden completar una tarjeta de orador antes de que comience la reunión. Las tarjetas están disponibles en la puerta de la sala de juntas. Si más personas presentan solicitudes para hablar que lugares disponibles, el Presidente de la Junta seleccionará a los oradores.

Pautas para Comentar

Se anima a los grupos con un propósito común a designar un portavoz. Si un portavoz del grupo va a cubrir sus comentarios, indíquelo cuando se le llame por su nombre.

La Junta no escuchará comentarios sobre el personal de la escuela. Por favor, absténgase de usar nombres y títulos del personal de la escuela. Cualquier queja relacionada con un empleado en particular debe procesarse a través del procedimiento establecido en la política KL de la Junta, que requiere que las quejas se presenten por escrito al Superintendente. Este procedimiento debe seguirse antes de que la Junta Directiva se involucre en tales asuntos. Se debe enviar un cumplimiento que involucre a un miembro del personal al superintendente, quien luego lo enviará al empleado, a su supervisor y a la Junta.

Se recuerda a los oradores que sus comentarios públicos se limitarán a tres minutos.



SPRINGFIELD

PUBLIC SCHOOLS

Every Student, Every Day

**BOARD OF EDUCATION
March 9, 2026
Administration Building Board Room
640 A Street, Springfield, OR 97477**

[En español](#)

4:00 PM Special Meeting

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

AGENDA

TAB

- | | |
|---|-----------------------------|
| 1. Call Meeting to Order | Board Chair Jonathan Light |
| A. Pledge of Allegiance | Chair Light |
| B. Land Acknowledgement | Vice Chair Amber Langworthy |
| 2. Review Process for Candidate Interviews | Chair Light |
| 3. Interview Candidates | |
| A. Matthew Brandt | |
| B. Brody Wasson | |
| C. Kayleen Keller | |
| D. Zach Bessett | |
| E. Christina Scott | |
| F. Krista May | |
| G. Danae deGlee | |
| H. Guy Latham | |
| I. Jill E. Cuadros | |
| J. Hunter Murphy | |
| K. Robert (Bob) K. Brew | |
| L. Emily Dodson | |
| M. Devon McCourt (Devon Lawson) | |
| 4. Debrief Interviews | Chair Light |
| 5. Next Meetings: | |
| April 13, 2026 - Board Meeting at 7:00 pm | |
| April 27, 2026 - Special Meeting at 5:30 pm | |
| 6. Adjournment | Chair Light |



SPRINGFIELD

PUBLIC SCHOOLS

Every Student, Every Day

**JUNTA DE EDUCACIÓN
9 de marzo de 2026
Sala de Juntas del Edificio de Administración
640 A Street, Springfield, OR 97477**

[En español](#)

Reunión Especial 4:00 PM

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

AGENDA

PESTAÑA

- | | |
|---|---------------------------------------|
| 1. Orden de la reunión | Presidente de la Junta Jonathan Light |
| A. Juramento a la Bandera | Presidente Light |
| B. Reconocimiento de tierras | Vicepresidenta Amber Langworthy |
| 2. Proceso de revisión para las entrevistas con candidatos | Presidente Light |
| 3. Entrevista a candidatos | |
| A. Matthew Brandt | |
| B. Brody Wasson | |
| C. Kayleen Keller | |
| D. Zach Bessett | |
| E. Christina Scott | |
| F. Krista May | |
| G. Danae deGlee | |
| H. Guy Latham | |
| I. Jill E. Cuadros | |
| J. Hunter Murphy | |
| K. Robert (Bob) K. Brew | |
| L. Emily Dodson | |
| M. Devon McCourt (Devon Lawson) | |
| 4. Entrevistas informativas | Presidente Light |
| 5. Próximas reuniones: | |
| 13 de abril de 2026 - Reunión de la Junta a las 7:00 pm | |
| 27 de abril de 2026 - Reunión Especial a las 5:30 pm | |
| 6. Aplazamiento | Presidente Light |

MATTHEW BRANDT

School Board Service - Governance, Operations, and Stakeholder Leadership

PROFESSIONAL SUMMARY

Cross-functional leader with 11+ years at Inseego progressing from senior customer support through business analysis, technical account management, product management, and software service engineering. Known for calm crisis response, clear communication in high-stakes situations, and building alignment across stakeholders. Will bring a collaborative, data-driven approach focused on transparency, accountability, and student-centered outcomes.

CORE COMPETENCIES

- Public speaking and facilitation
- Crisis leadership and incident response
- Stakeholder engagement and diplomacy
- Requirements and policy interpretation
- Data analysis and reporting (KPIs, trends)
- Cross-functional leadership and delivery
- Process improvement and documentation
- Financial literacy (Accounting certificate)

COMMUNITY & BOARD-READY LEADERSHIP

- Active Springfield Public Schools stakeholder: attends public meetings, reviews board materials, and engages respectfully in the public process.
- Comfortable navigating sensitive topics while honoring confidentiality, process, and professional boundaries.

PROFESSIONAL EXPERIENCE

Inseego | Eugene, OR | 2014 - Present

Software Service Engineer (2022 - Current)

- Leads incident triage and emergency response; restores service quickly with safe mitigations while coordinating long-term fixes.
- Facilitates post-incident reviews and communicates outcomes to technical and non-technical stakeholders.
- Unblocks cross-team work by clarifying dependencies, risks, and next steps under pressure.

Product Manager (2019 - 2022)

- Led platform-wide initiatives requiring cross-team collaboration; gathered requirements, scoped work, and guided delivery through launch.
- Presented in QBRs and executive reviews; delivered data-driven narratives and managed difficult messaging with professionalism.

Technical Account Manager (2017 - 2019)

- Primary liaison for customer stakeholders; managed expectations and ensured timely communication across teams.
- Partnered with QA to establish repeatable regression testing practices and improve release readiness.

Earlier roles: Associate Business Analyst (2016 - 2017) | Customer Service Specialist III (2014 - 2016)

EDUCATION

One Year Certificate, Accounting | Southwestern Oregon Community College, North Bend, OR

2026 Application for Appointment to Springfield Public Schools Board of Education, Position 2

Please complete this application and **submit with a resume or letter of interest** by 12 p.m. on February 27, 2026. Applications can also be submitted by emailing Martie.Steigleder@springfield.k12.or.us or at the District Administration Office at 640 A Street, Springfield.

The successful candidate will fill the Position 2 seat until June 30, 2027.

Name: *

Matthew Brandt

Why do you want to be on the Springfield Board of Education? *

I want to serve because I care deeply about Springfield's students, educators, and long-term stability as a community. In a time when trust feels strained and decisions carry high consequences, I believe the board benefits from members who can stay calm under pressure, focus on facts, and help lead respectful, solution-oriented governance.

I'm motivated by public service and a desire to help the board move from conflict to clarity: setting priorities, measuring progress, communicating transparently, and making decisions that keep students at the center while honoring the real constraints schools face.

What do you hope to accomplish as a school board member? *

If appointed, I hope to help drive progress in three areas:

Fiscal clarity and long-range stability

I want the community and staff to clearly understand the district's financial picture, assumptions, and options, and to build predictable planning that avoids crisis-driven decisions whenever possible.

Well-rounded, high-quality learning and support for students

I want to help ensure strong core academics while protecting a well-rounded experience for students, including appropriate resources for special education and student support services.

Stronger public engagement and trust

I want to improve how the district communicates and listens, including clearer meeting structures and community forums that allow the public to be heard in an organized, respectful way, with follow-through on what was heard. This is the most critical piece for me, finding a way to re-engage with the community in a way that helps foster a positive culture of trust and respect in the governing body.

How long have you lived in the school district? *

15 years

Please briefly describe your background including experience, training, or any other pertinent information you believe qualifies you to serve on the school board. *

I have spent 11 years at my current employer working up through increasingly responsible roles: senior customer support, associate business analyst, technical account manager, product manager, and now software service engineer. Across these roles, my work has consistently involved listening to customers, stakeholders, translating needs into actionable plans, coordinating across teams, and communicating clearly in high-pressure situations.

As a software service engineer, I'm often brought in when issues are complex, urgent, or politically sensitive. I am trusted to stabilize situations, communicate what is known and unknown, and drive a path toward durable fixes and function as a deep knowledge expert. I routinely lead meetings with diverse groups, present difficult information, and facilitate "after-action" reviews that focus on accountability and continuous improvement.

That background translates directly to board service: making decisions using evidence, understanding tradeoffs, asking the right questions, maintaining composure, and improving systems so the same problems don't repeat. I am in the role I am because I take ownership and pride in understanding everything about what I work on, and that now includes board policy, educational administration, and public governance and oversight.

What are your special interests or concerns about public schools? *

My main interests are:

Student-centered outcomes: ensuring every student has access to a strong education, safe schools, and the supports they need to thrive.

Well-rounded instruction: balancing core academics with science, social studies, arts, PE, and enrichment so students develop broadly, not narrowly.

Stability for staff and students: concerns about disruption from staffing instability and the need for thoughtful planning that supports retention and continuity.

Transparency and trust: clear, plain-language communication around budgets, priorities, and decision-making, and a consistent way for families and staff to be heard.


Accountability with respect: the board sets direction and oversight; staff implements. I'm interested in strengthening that governance model so it works well.

Please list anything you would like to have the school board consider when reviewing your application. *

I would like the Board to consider my approach to problem-solving and fiscal stewardship. I believe we should start with a clear, community-informed vision of what we want our classrooms and student supports to look like, then work backward to identify the most responsible path to achieve it. Rather than defaulting to "we can't afford this," I prefer to ask "what would it take to afford this," which includes carefully evaluating priorities, rebalancing existing resources, improving efficiency, and, when appropriate, exploring sustainable revenue options with transparency and public input.

I also bring a mindset of continuous improvement. Policies and procedures exist to protect the public interest and enable effective governance. When current processes are unclear or inefficient, I will support thoughtful refinement so the district can meet its goals while remaining compliant, accountable, and focused on results for students and staff.

Upload a resume or letter of interest. *

 Matthew_Brandt...

 Add file

The successful candidate will fill the Position 2 seat until June 30, 2027. *

By checking the box, I certify that I am a registered voter living within the boundaries of Springfield Public Schools for at least one year, and that I am not an officer or employee of the District.

I am a registered voter living within the boundaries of SPS. I am not an officer or employee of the District.

Brody A. Wasson

Brody Wasson

PROFILE

Hard-working professional with marketing and communications experience and strong organizational skills. I have more than ten years of experience in customer service and knowledge in administrative support, as well as experience working with those from diverse backgrounds. I pride myself on being a decisive problem solver with a keen capacity to assess challenges and effectively transform solutions through articulated communication skills with a talent for managing heavy workloads.

Affinity Property Management | Executive Administrative Assistant | November 2023 — Present

- Provided comprehensive administrative support to property managers and senior executives, ensuring smooth daily operations.
- Managed calendars, scheduled meetings, and coordinated property tours.
- Acted as a primary point of contact for tenants, vendors, and contractors.
- Drafted and organized lease agreements and contracts.
- Maintained accurate property records and compliance.
- Assisted with tenant onboarding and renewals.
- Processed invoices and supported budgeting.

American Campus Communities | Leasing Manager | May 2023 — November 2023

- Coordinated leasing department activities to ensure maximum occupancy.
- Trained and supervised leasing staff.

- Produced and coordinated marketing advertisements.
- Attended after-hours marketing events.

Catholic Community Services of Lane County | Development/Volunteer Coordinator | August 2021 — January 2023

- Coordinated donor communications, grant research, and events.
- Managed annual donor appeal mailings.
- Recruited and supervised volunteers.
- Developed organizational branding and communications.

EDUCATION

University of Oregon – Bachelor of Science

Lane Community College – General Studies

Springfield High School – High School Diploma

Tribal Affiliation

Coquille Indian Tribe – Tribal Member

Service

Springfield Education Foundation – Board Member

- Marketing Committee - Chair

SKILLS

Collaborative leadership, Strategic planning, Communication, Donor databases, Microsoft Office, Time management

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Name: *

Brody Wasson

Why do you want to be on the Springfield Board of Education? *

I want to be a part of the Springfield School Board because

What do you hope to accomplish as a school board member? *

I want to serve on the Springfield Board of Education because our schools are the foundation of our community's future. As a proud alum of Springfield Public Schools, I have experienced firsthand the impact our educators and schools can have on a student's life, and I feel a deep responsibility to give back to the district that helped shape me.

I am committed to ensuring every student has access to high quality education in a safe, supportive environment. By supporting our teachers, strengthening communication with families, and making thoughtful, transparent decisions, I hope to help Springfield's schools remain strong, inclusive, and focused on long-term success.

How long have you lived in the school district? *

30 Years

Please briefly describe your background including experience, training, or any other pertinent information you believe qualifies you to serve on the school board. *

I currently serve as a board member of the Springfield Education Foundation, where I also chair the Marketing Committee. In this role, I collaborate with fellow board members to support initiatives that enhance opportunities for students and educators while helping guide outreach and community engagement efforts. Through this experience, I have developed a strong understanding of board governance, strategic planning, and fiscal oversight. In my professional career, I oversee a large staff and manage many moving pieces, regularly making complex decisions that I handle with professionalism, accountability, and careful consideration. These experiences have prepared me to contribute thoughtfully, responsibly, and effectively as a member of the Springfield Board of Education.


What are your special interests or concerns about public schools? *

Given the current climate within the District, my primary interest is collaboration and helping stabilize what matters most to both the Board and the District as a whole. The departure of the current superintendent will undoubtedly be a difficult transition, and strong, steady leadership during this time is critical. I am committed to working constructively with fellow board members, administrators, educators, and the community to ensure continuity, transparency, and forward progress. As a young person I believe I bring a perspective that allows me to relate to families, students, and community members in a meaningful way. I want to better understand what the community feels is working, what needs to change, and how we as a Board can improve our approach. While I recognize that much has shifted since I was in public school, I believe there is value in identifying what has worked well in the past and using those successes as a foundation. My goal would be to build on those proven strengths while remaining open to innovation and improvement to meet today's challenges.

Please list anything you would like to have the school board consider when reviewing your application. *

If selected to serve, I would intend to seek reelection in the next election cycle, provided the community feels that I have served effectively and represented their interests well during my time as an interim board member.

Upload a resume or letter of interest. *

 Brody_Wasson_R...

 Add file

The successful candidate will fill the Position 2 seat until June 30, 2027. *

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I am a registered voter living within the boundaries of SPS. I am not an officer or employee of the District.

This form was created inside of Springfield Public School District 19.

Google Forms

KAYLEEN KELLER

PROFILE

Detail-oriented and self-motivated professional with extensive office experience and a strong track record of ensuring accurate, confidential, exceptional service. Highly adaptable and dependable, excelling both independently and in team environments. Proven ability to manage high-volume workloads, resolve discrepancies under pressure, and meet strict financial deadlines with accuracy and efficiency.

EXPERIENCE

ACCOUNTING RECEIVABLE SPECIALIST, TWO RIVERS SURGICAL; EUGENE, OR - 2025-2026

Managed Accounts Receivable processes, including invoices, payments and reconciliations. Maintained accurate financial records and resolved account discrepancies. Improved payment processing efficiency and reduced outstanding balances.

OFFICE MANAGER, OWENS CUSTOM POOLS; EUGENE, OR - 2023-2025

Managed office operations in construction, handled customer communications, coordinated crews and maintained records. Oversaw documents, payments and cash flow. Key role in sales support and project communications.

OFFICE ASSISTANT, CRUZ CONSTRUCTION; SPRINGFIELD, OR - 2022-2023

Successfully managed a range of remote office tasks, including accurate document filing and data entry. Maintained organized digital records by categorizing receipts and financial documents based on data type, product category, and project theme, ensuring easy retrieval and streamlined reporting processes.

RESIDENT CARE MANAGER, GRAMMY DEE'S HOUSE; EUGENE, OR - 2017-2023

Complied with state laws, managed documentation while covering day to day and long term tasks. Provided care, meds and comfort to residents while keeping all records up to date. All administrative work, collaborated with staff and kept a warm and welcoming atmosphere.

EDUCATION

Springfield High School – Diploma 2007

SKILLS

- Excellent phone etiquette
- Proficient in Microsoft Word, Excel, and QuickBooks

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Name: *

Kayleen Keller

Why do you want to be on the Springfield Board of Education? *

This opportunity is a great mix of what I know and meaningful work.

What do you hope to accomplish as a school board member? *

To bring a positive demeanor and an efficient work ethic.

How long have you lived in the school district? *

30 years

Please briefly describe your background including experience, training, or any other pertinent information you believe qualifies you to serve on the school board. *

I have administrative experience, excellent communication, organization, time management. I know I'd be a great addition to the Board of Education.


What are your special interests or concerns about public schools? *

My special interests about public schools would be extracurricular activities, lunch programs, mental health access. My concerns would also include mental health access, along with teacher hiring process and crowded class numbers.

Please list anything you would like to have the school board consider when reviewing your application. *

I know I will make a great addition to the board. I've got excellent skills and I'm being eager to learn and grow.

Upload a resume or letter of interest. *

 KayleenResume -...

 Add file

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I am a registered voter living within the boundaries of SPS. I am not an officer or employee of the District.

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Google Forms

Zachary Bessett

Professional Summary

Dedicated public service professional with 25 years of experience, including nearly 5 years in Child Welfare (CPS & Permanency). Skilled in data-driven decision-making, collaborative problem-solving, and equity-focused practices. Proven ability to analyze case trends, facilitate improvement strategies, and lead multidisciplinary teams to achieve positive outcomes for children and families.

Core Competencies

- Data Analysis & Reporting
- Child Welfare Case Management
- Facilitation & Collaborative Leadership
- Equity & Inclusion Advocacy
- Continuous Quality Improvement (CQI) Practices
- Training and Coaching
- Documentation and Compliance
- Community Partnerships

Professional Experience

Social Services Specialist 1 – Child Welfare (CPS & Permanency)

Oregon Department of Human Services | Lane County, OR
June 2021 – Present

- Managed complex cases requiring coordination across multidisciplinary teams and applied data to track permanency progress and safety outcomes.
- Facilitated collaborative meetings with multiple stake holders.
- Developed and documented case plans, monitored progress, and implemented CQI practices to support reunification and adoption efforts.
- Engaged with Oregon Tribes and community organizations with culturally responsive practices.

Recreation Coordinator

Willamalane Park and Recreation District | Springfield, OR
May 2012 – May 2021

- Tracked participation and satisfaction data to inform program development, budgeting, and forecasting.
- Developed and implemented staff training programs aligned with organizational values and goals.
- Led Diversity, Equity, and Inclusion (DEI) Committee initiatives to foster inclusive practices.
- Mentored staff and volunteers, promoting engagement and professional growth.

Board Chair

Springfield Public Schools | Springfield, OR

Zachary Bessett

2018 – Present

- Led strategic planning and policy implementation to improve governance and accountability.
- Evaluated data sets to inform decision-making and goal setting.
- Facilitated board meetings using Robert's Rules of Order and ensured effective communication among stakeholders.

At-Large Member/Programming Section President

Oregon Recreation and Parks Association | Lake Oswego, OR

2014 – 2017

- Led programming section to enhance professional development opportunities statewide.
- Coordinated and facilitated conference sessions focused on data-driven programming.

Education

Bachelor of Science in Mathematics Education

Northwest Christian University | Eugene, OR

Certifications

- Certified Park and Recreation Professional (CPRP) – National Recreation and Park Association
- Certified Youth Sports Administrator (CYSA) – National Association for Youth Sports
- Leadership Institute Gold Level Certificate – Oregon School Boards Association

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Name: *

Zach Bessett

Why do you want to be on the Springfield Board of Education? *

I want to assist in any way I can. It's a complicated time to be a board member and I feel my experience on the board could be helpful as we get back to governance and working on priorities, in order to have the best possibility at attracting quality superintendent applicants.

What do you hope to accomplish as a school board member? *

My aim is to follow the rules, and bluster the superintendent evaluation process. While seeking out a new leader for the district. My bigger hope is to be available to the community that paid for my OSBA gold level education. I said I'd never do this again. But it feels right and I can't stop caring about SPS.

How long have you lived in the school district? *

40+ years

Please briefly describe your background including experience, training, or any other pertinent information you believe qualifies you to serve on the school board. *

I have a OSBA gold level education, which I earned over my previous 4 years of board service. I served 2 years as board chair. With my board , we Implemented a superintendent evaluation process and brought in a new superintendent. I began serving and volunteering inthe district under Nancy golden and I have worked hand and hand with each sup. Since. I want to be part of the next process to bring my insight and lessons learned.

What are your special interests or concerns about public schools? *

My special interest is in governance. I really care that things are done the right way and that future boards have the groundwork to effectively evaluate and direct the superintendent. We are community members i value that, I want community members to be able to step into the role with all the tools they need.

Please list anything you would like to have the school board consider when reviewing your application. *


Consider that I care enough to put my toes back in the water. Also Conclider that I know how to do the job. I am open minded to a fault and run decisions through an equity lens.

We owe the tax payers governance and transparency, We owe kids advocacy, Im here for that.

Don't select me if you are looking for a long term board member. Select me if you need someone to fill the gap as the sea calms.

Most importantly you can depend on me to do what is right as I work with all of you. Im respectful, kind, and I don't mind standing up when something doesn't feel right.

Upload a resume or letter of interest. *

 Zachary Bessett ...

 Add file

The successful candidate will fill the Position 2 seat until June 30, 2027.

*

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I am a registered voter living within the boundaries of SPS. I am not an officer or employee of the District.

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NAME: _____

BOOKS I HAVE READ:

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WASH



2026 Application for Appointment to Springfield Public Schools Board of Education, Position 2

Please complete this application and **submit with a resume or letter of interest** by 12 p.m. on February 27, 2026. Applications can also be submitted by emailing Martie.Steigleder@springfield.k12.or.us or at the District Administration Office at 640 A Street, Springfield.

The successful candidate will fill the Position 2 seat until June 30, 2027.

Name: *

Christina Scott

Why do you want to be on the Springfield Board of Education? *

My son is in special education first grade and I have a junior in high school that I had to transfer to twin Rivers charter school due to the corruption in Springfield Public schools so I have time now to help fix the foundation and to promote student first and commUNITY.

What do you hope to accomplish as a school board member? *

I hope to accomplish rallying the community in support of students becoming future community leaders and getting their full support as they are in our education system system and under our tax dollars as they deserve. Unfortunately, these days we cannot expect parents to parent, so I would like to step up for all the children that are unseen, and unsupported just like I was as a child and saved by my public school system.

How long have you lived in the school district? *

At least 12 years

Please briefly describe your background including experience, training, or any other pertinent information you believe qualifies you to serve on the school board. *

I served as the snack lady in the streets of Springfield helping and serving children that were without food, clothes and supplies to be a human. I taught self-sufficiency and how to require resources without criminal behavior. I am fully connected in some of the investors I had when I was in operation. I had a full food pantry during the pandemic that served children only and I delivered meals to 150 Springfield students every day without missing any with the help of three lunch ladies. I then had 25 to 30 children every day in my home being parented and getting their needs met all on my pocketbook. I invested my time, energy and stimulus checks in making sure Springfield kids had a library every week meals every day, and love wrapped around them. I also spent many years volunteering at Gailee elementary and was able to raise over \$10,000 in one year in resources and cash before I was asked to leave through some Springfield administration drama. I thrived under the leadership of Nikki Gorham and I know she is a familiar name and respect a member of the education community so I would ask for her to be a reference to my service at Guy Lee.


What are your special interests or concerns about public schools? *

My son is in special education of course my special interest and concern is going to revolve around that as an immediate issue, but at the end of the day, I represent all students that are under supported and unseen

Please list anything you would like to have the school board consider when reviewing your application. *

I have developed a reputation and I can be a little offputting for some personalities, but I come with good intentions fairness and I will always put children first no adult is ever going to be better than anybody else and I do not look at myself as better than anybody. With that being said from my social media and public comments, I do hope that they are read correctly and you understand that I am in full support of a non-corrupt hands-on education system that gives children in our community the best chance at becoming positive members of our community when they turn into adulthood. I'm a gutter child from the streets I was thrown out at 15. I had to survive and learn everything the hard way and like I said I was saved by my public school system so I do have a little bit of the trailer park still in me, but with good intentions and no ounce of criminal mindset I am here to serve the unseen kids and promote positive community. I am a disabled adult. I have a brain injury, so I'm a little slow, but I am still fair and quickwitted. I do not have a résumé or letter of interest, but I went ahead and added a picture of me with bookmarks that I pass out to kids for reading that I get from my friend Jon at Menchie's.

Upload a resume or letter of interest. *

 IMG_0133 - Chris...

 Add file

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I am a registered voter living within the boundaries of SPS. I am not an officer or employee of the District.

This form was created inside of Springfield Public School District 19.

Google Forms

Krista W. May

EXPERIENCE

Eugene City Hall — *Building Operations Manager*

October 2024 - Present

Facility project management and coordination, supervision of City Hall Greeter, management of armed security officers, and on-site work direction of day custodian. This role provides internal and external customer service regarding safety, security, and facility operations by building and maintaining positive working relationships with building tenants and work groups across the organization and manages the use of space for approximately 100,000 square feet. This position is also responsible for policy and procedure development and implementation, budget management, formal documentation, and training.

Eugene Public Library — *Volunteer Coordinator*

August 2022 - Present

Supervisor: LaVena Nohrenberg - (541) 682.8314

Management and coordination of approx. 175 volunteers across eight program areas. General facility project coordination, program support, development and maintenance of community partnerships, use of City of Eugene financial best practices, serve as Acting in Capacity User Experience Manager in their absence.

City of Eugene Recreation, Aquatics — *Program Assistant*

January 2021 - July 2022

Management, work direction, performance coaching and scheduling of 30 - 100 temporary employees. Management and coordination of training. Overseeing program scheduling and quality control of services provided. Complex time entry for 30 - 100 temporary staff. Facilitator of monthly Recreation Programmer meeting, member of Temporary Staff Development Team.

City of Eugene Recreation — *Office Coordinator*

April 2016 - January 2021

Facility rental management of multiple complex spaces. Leadership, work direction, and performance coaching of a dedicated front desk team of 10. Provided annual training in customer service, database usage, leadership, CPR/First Aid certification, and other topics. Other duties include: management of accounts payable and receivable, accounting, reconciliation of cash, check and card payments to facility, and contract coordination.

City of Eugene Emergency Operations Center — *Onboarding Specialist & Internal Outreach Manager*

March 2020 - June 2020

Onboarding and training all Emergency Operations volunteers and staff in use of technology, databases, incident command structure, and basic job duties. Creating and maintaining daily documentation for all members. Maintaining secure access for staff and volunteers.

SKILLS

- ❖ Emotional Intelligence
- ❖ Adaptability
- ❖ Confident Problem-Solver
- ❖ Leadership
- ❖ De-escalation
- ❖ Excellent Communication

PROFESSIONAL REFERENCES

LaVena Nohrenberg

Anna Reid

Angela Ocaña

Amy Bradbury

CERTIFICATIONS

American Red Cross
CPR & First Aid
Instructor

Certified 6 years

LICENSES

Oregon Department
of Public Safety
Standards and
Training

Executive Manager

Unarmed Security
Professional

Krista W. May

Feb. 17th, 2026

Springfield Board of Education
Springfield, OR

Subject: Letter of Interest – Springfield Board of Education Position

Dear Members of the Springfield Board of Education,

I am writing to express my interest in serving on the Springfield Board of Education. As a long-time public servant and a parent of two students currently enrolled in Springfield Public Schools, I am deeply committed to supporting the success of our district and its students.

I have worked for the City of Eugene since 2010 and currently serve as the Operations Manager for Eugene City Hall. In this role, I oversee building operations, manage budgets, and ensure safe, accessible spaces for our staff and community. My experience has equipped me with strong skills in governance, policy implementation, and collaborative problem-solving, all qualities that are essential for effective school board leadership. Additionally, I have participated in a Department of Public Safety Standards and Training (DPSST) House Bill implementation workgroup, where I worked alongside diverse stakeholders to review and shape policy. This experience reinforced my belief in transparency, equity, and the importance of listening to all voices.

I am passionate about education and the transformative impact it has on individuals and communities. I believe that every student deserves equitable access to high-quality education and the resources needed to thrive. Serving on the Board would allow me to actively contribute to shaping policies that prioritize student well-being, academic excellence, and inclusivity.

Thank you for considering my application. I would be honored to bring my experience, dedication, and collaborative approach to the Springfield Board of Education. Please feel free to contact me if you have any questions or need additional information.

Sincerely,

Krista W. May

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Name: *

Krista May

Why do you want to be on the Springfield Board of Education? *

I currently have two children in Springfield Public Schools, and I deeply value the role education plays in shaping both individual lives and entire communities. As a public servant by trade, I believe in giving back and using any privilege I have to amplify the voices and needs of others. A strong, healthy education system is foundational to community success, and serving on the Board is a serious responsibility. I want to actively contribute to shaping policies and decisions that ensure every student has the opportunity to thrive.

What do you hope to accomplish as a school board member? *

I hope to support the creation of an environment where every student has equitable access to high-quality education and the resources they need to succeed. My goal is to support policies that prioritize student well-being, academic excellence, and inclusivity. I also want to strengthen collaboration between families, educators, and the community, because I believe education works best when all voices are heard. Ultimately, I want to ensure that Springfield schools prepare students not just for graduation, but for lifelong success.

How long have you lived in the school district? *

Most recently, 17 months

Please briefly describe your background including experience, training, or any other pertinent information you believe qualifies you to serve on the school board. *

I have worked for the City of Eugene since 2010 and currently serve as the Operations Manager for City Hall, where I oversee building operations and ensure efficient, safe, and accessible public spaces. My experience has given me a strong understanding of governance, budgeting, and community engagement. In addition, I have participated in the Department of Public Safety Standards and Training (DPSST) House Bill workgroup, which involved policy review and collaboration with diverse stakeholders, all skills that translate directly to effective school board service. My background in public service has taught me the importance of transparency, accountability, and equity, all of which I would bring to the Springfield Board of Education.


What are your special interests or concerns about public schools? *

Student wellbeing, accessibility, and inclusion. Decision making that serves the entire community, and especially our children.

Please list anything you would like to have the school board consider when reviewing your application. *

I would like the Board to consider my long-standing commitment to public service, my experience in governance and operations management, and my collaborative approach to problem-solving. As a parent with children in Springfield schools, I am deeply invested in the success of our district and its students.

Upload a resume or letter of interest. *

 May_Krista_Scho...

 May_K_Resume -...

 Add file

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Danea deGlee

School Psychologist

Danea deGlee, Ed.S NCSP

Skills

Extensive experience in: Comprehensive evaluations for special education services and functional behavior assessments; consultation and implementation of behavior support plans; implementation and support of MTSS/RTII/Culturally Responsive PBIS.

Specialized skills: RTII/MTSS systems implementation. Nine years of experience serving students with moderate to severe disabilities (e.g., Life Skills and other special programs). MANDT trained. Proficient in Spanish.

Other strengths: Highly efficient. Team player. Experience with leadership roles including facilitating district and building teams. Inclusion oriented.

Experience

Bethel School District / School Psychologist and Math RTII Coordinator
SEPTEMBER 2014 - PRESENT, EUGENE, OR

School Psychologist assigned to 3-4 buildings each year, including special programs (e.g., Life Skills, behavior programs). Served as Math RTII Coordinator from 2019-2021. Served on district Culturally Responsive PBIS and RTII teams. Co-wrote district RTII manuals. Completed on average 50-60 special education evaluations per year.

Kelso School District / School Psychologist & School Psychologist Intern
SEPTEMBER 2012 - JUNE 2014, KELSO, WA

School Psychologist for 1-2 buildings, including special programs and special education pre-school. Provided small group counseling and individualized behavior interventions. Supervised by Jake Alabiso, School Psychologist and PBIS Coordinator

Parkrose School District / School Psychology Practicum
SEPTEMBER 2011 - JUNE 2012, PORTLAND, OR

Supported social skills interventions and conducted special education evaluations. Supervised by Jennifer Heikes, Ed.S School Psychologist

Education

Lewis & Clark College / Ed.S School Psychology
SEPTEMBER 2009- JUNE 2013, PORTLAND, OR

Willamette University / B.A. Psychology and Spanish
SEPTEMBER 2003 - JUNE 2007, SALEM, OR

Other

Oregon School Psychologists Association (OSPA)/ Director-at-large;
President; Bulletin Editor
2017-2023

Nationally Certified School Psychologist (NCSP)

Current Oregon TSPC License

References

Logan Grassetth

Director of Student Services, Bethel School District

Jenn DeBlois

Principal, Danebo Elementary, Bethel School District

Evan Rindy

Assistant Director of Student Services, Bethel School District

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Name: *

Danea deGlee

Why do you want to be on the Springfield Board of Education? *

All of our children matter and all of our children deserve an education. I believe public schools are the most important part of a community, and I entrust Springfield School District to teach my children. School board decisions can have a big impact on our students, and I want to help our schools in any way I can.

What do you hope to accomplish as a school board member? *

I hope that I can help the board make the best possible policy decisions that help the Springfield School District do what is best for kids.

How long have you lived in the school district? *

Three and a half years.

Please briefly describe your background including experience, training, or any other pertinent information you believe qualifies you to serve on the school board. *

I am proud to be a school psychologist in the Bethel School District, where I have worked for the last eleven years. This job has provided me with the unique opportunity to work in all levels of the school district. Because my training involves understanding school systems and how students learn best, I have the privilege of working with general education teachers, educational assistants, special education teachers, principals, and district administrators to try to improve outcomes for our kids. I help develop individual student plans, help teachers figure out how to better instruct small groups, and work with district teams on classroom systems, curriculum decisions, and school wide practices. This unique experience has allowed me to see how decisions at each level affect our students. I have seen Bethel change how we operate and have seen huge improvements in how we teach and respond to student behavior, how we improve literacy, and how we can focus our resources on doing what works best. I believe that this knowledge is an asset to a school board and can help ensure that we make the best possible decisions.


What are your special interests or concerns about public schools? *

My concerns are ensuring that we improve educational outcomes for ALL students and that "what is best for kids" is the driving force behind all decisions. Students need to feel safe at school and they ALL deserve good instruction. My focus in my work is how can we improve systems and help teachers and staff get the training they need to implement the best instructional practices and teaching methods, the best behavior interventions, have the best possible curriculum, and have the tools they need to teach students with different needs.

Please list anything you would like to have the school board consider when reviewing your application. *

I understand special education and this knowledge may be useful in board policies and decisions.

Upload a resume or letter of interest. *

 Danea deGlee Re...

 Add file

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GUY CHRISTOPHER LATHAM

OBJECTIVE

I am seeking an employment opportunity within an organization that provides a setting in which to foster and encourage personal and professional growth, with a focus on transportation of goods and consumer service. I am a self-starter with a results driven and proven ability to multitask and bring projects to a successful culmination utilizing a wide variety of public relations, administrative, leadership, and interpersonal skills. I have several years of Class A experience operating under an F endorsement and enjoy a challenge; navigating routes effectively and creating a positive interaction and experience in the community.

EDUCATION

Del Norte High School Crescent City, California
High School Graduate with Diploma

- Information Technology Focus with DNUSD Paid Internship

Santa Rosa Junior College Santa Rosa, California
Administrative Justice Studies

College of the Redwoods Eureka & Crescent City, California
Administrative Justice Studies & Fire Sciences

Aisling Truck Academy Eugene, Oregon
Program 101E Class A CDL Driver Training Academy Graduate

- Hazmat, Tanker, Combination (Doubles & Triples), No Restrictions

WORK EXPERIENCE

10-2024 to Current Bigfoot Beverages Springfield, Oregon

Class A CDL Truck Driver

Danielle Purdy, Human Resources

Operated semi-trailer truck transporting a variety of liquids up to 80,000 lbs while keeping detailed logs and ensuring on time deliveries with careful planning around traffic conditions and verification of order invoices for each delivery utilizing a variety of electronic and paper systems. Conducted regular inspections to include pre and post trip inspections and any other necessary adjustments while also making periodic adjustments to schedules and delivery, reporting additional maintenance needs to the main office and adhering to all DOT regulations and requirements.

11-2023 to 08-2024 United States Postal Service Springfield, Oregon

City Carrier Assistant (CCA)

USPS Human Resources, HQ

Received and arranged mail in delivery sequence on a schedule that required adaptability and flexibility, providing service to a variety of locations as needed. Serviced and established positive connection with clients and community, delivering and collecting mail on foot or by vehicle utilizing the operation of required programs and operating systems, under varying road and weather conditions in each prescribed area, while maintaining a professional and effective public relations persona. General familiarity with postal laws, regulations, products, and enhanced ability to perform in unknown geographical areas. Additional responsibilities

delegated as requested, extensive list to be provided upon request.

WORK EXPERIENCE (CONT'D)

03-08-2022 to 11-14-2023 Gasquet Fire Protection District Gasquet, California

Department Office Specialist

Chief Nick Karanopolous

Performs a variety of clerical tasks; keeping official records while providing administrative support to the Fire Chief and other Department Officers and members in addition to assisting in the administration of the standard operating policies and procedures of the Fire Department. Answer and operates central telephone system and provides information as required. Coordinates AP/AR, purchase orders, payroll data, and assist in annual budget reports, preparing and presenting all data to the governing board on all monthly meetings.

04-06-2022 to 11-01-2023 State of California Del Norte County, California

Agriculture Technician III

CDEA Human Resources, Sacramento

Independently perform the most complex and varied duties in the field concerned with the inspection of agricultural commodities; the control of plant and animal pests and diseases; the inspection of vehicles for compliance with agricultural commodity quarantine laws and regulations; assistive and nonprofessional entomological or plant pest work; hide and brand inspection; livestock identification; livestock sampling activities; or environmental monitoring and pesticide use/management while continuing instruction on latest policies, procedures, compliance and code.

02-01-2017 to 10-27-2023 Gasquet Fire Protection District Gasquet, California

Volunteer Firefighter/Wildland Firefighter

Chief Nick Karanopolous

Operator of Class A vehicles utilizing an F endorsement while participating in ongoing trainings to enhance firefighting skills and duties in addition to peer support. Completed routine maintenance of firefighting apparatus while continuing to drill and train in new firefighting techniques and practices. Response to the report of medical calls, emergencies, vehicular collisions, and response to the report of new wildfires; serving as an operator of Class A vehicles forming an initial attack force, holding forces on wildfires to keep fire from crossing established perimeter using hand tools, water, or foam to put out fires and keep vegetation and structures from burning while also providing rural community support.

08-01-2010 to 03-08-2022 Independent Contractor Various Locations

Information Technology Consultant and Applications Specialist

Maintain and establish contracts and clients providing services in a variety of information technology mediums and interfaces. Ability to build and produce as well as diagnose and repair a plethora of hardware and platforms while keeping up to date on latest technology and installation process of applications, operating systems as well as practical application.

09-02-2002 to 08-06-2010 County of Del Norte – Office of the Sheriff Crescent City, CA

Correctional Sergeant

Coordinated and directed work assignments of Correctional Officers and other support staff during assigned shift, (e.g. vendors, contract personnel, maintenance, dietary, support services, etc) as well as supervise and evaluate work performed to include but not limited to: preparing and signing employee performance reviews, establishing goals and determining areas of employee responsibility and necessary improvements, interviewing and making staff recommendations as well as developing and facilitating staff training while providing leadership and direction. Other duties included authorizing, preparing and signing oral or written reprimands, letters of suspension, nominating employees for achievement awards and identifying areas of building morale amongst staff and rehabilitative efforts of AICs while guiding staff through changes in laws, processes, services or programs.

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Name: *

Guy Latham

Why do you want to be on the Springfield Board of Education? *

I have seen and experienced the issues that are happening in the district and I think the district can do better job of ensuring quality education and safety for both students and staff. I understand that the out going superintendent didn't respect the position of the board as its governing force. Would like to add a fresh perspective in dealing with declining enrollment and help to restore trust in the community.

What do you hope to accomplish as a school board member? *

I would like to improve community's opinion of the school district, would like to see enrollment numbers increase and understand that the community desires feel that they can approach the board and be heard.

How long have you lived in the school district? *

3 years

Please briefly describe your background including experience, training, or any other pertinent information you believe qualifies you to serve on the school board. *

I'm former Law Enforcement with supervisory experience that crossed over into the Fire/EMS. After moving to Springfield I seek a more humbling career but doesn't negate my experience all the same


What are your special interests or concerns about public schools? *

Student safety as well as special education programs and staff

Please list anything you would like to have the school board consider when reviewing your application. *

I'm a home owner with two eligible students within school district boundaries. Feel that my perspectives would restore community trust and faith in the district.

Upload a resume or letter of interest. *

 ResumeGL-OR20...

 Add file

The successful candidate will fill the Position 2 seat until June 30, 2027.

*

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JILL CUADROS

PROFESSIONAL SUMMARY

Public education and community systems leader with 38 years of residency in Springfield, Oregon. Experienced in executive-level operations within publicly funded organizations, including school district and special purpose district leadership. Extensive background in fiscal oversight, public procurement compliance, policy implementation, and intergovernmental collaboration. Demonstrated understanding of governance structures, budget law, and the distinct roles of elected boards and administrative leadership. Committed to transparency, lawful process, fiscal responsibility, and steady, student-centered decision-making.

PROFESSIONAL EXPERIENCE

Eugene School District 4J

Support Services Director | 2019–Present

- Prepare and monitor annual budgets, revenue forecasts, and expenditure projections funded through federal, state, and local sources.
- Ensure compliance with Oregon public contracting statutes, federal education regulations, and board policy.
- Interpret and apply public meetings law and regulatory requirements affecting district operations.
- Provide professional analysis and advisement to superintendent and executive leadership.
- Contribute to district policy review and implementation processes aligned with OSBA guidance.
- Serve on cross-functional district committees, including policy, bargaining and safety committees.
- Supervise management and classified staff within unionized environments.
- Respond to stakeholder and public inquiries with professionalism and clarity.

Willamalane Park & Recreation District

Community Programs Director II | 1990–2008

- Served on District Management Team, contributing to district-wide strategic planning and policy development.
- Presented department budgets to the Budget Committee and operated under oversight of an elected Board of Directors.

- Oversaw budgets and managed annual revenue targets through fees & charges, grants, partnerships, and public funding sources.
- Supervised 115+ FTE staff across multiple operating departments.
- Participated in labor-management processes and contract administration.
- Collaborated directly with Springfield Public Schools, Bethel School District, Eugene 4J, and Lane ESD.
- Partnered with regional coalitions including BEST (Bethel Eugene Springfield Together), United Front, and TEAM Springfield.
- Represented the district in public and community settings.

University of Oregon

Operations & Program Manager | 2015–2018

- Managed multi-unit operational environments.
- Oversaw budgets, procurement, staffing, and compliance systems.
- Supervised diverse teams and maintained operational accountability.

Lane Community College

Instruction & Program Specialist | 2012–2016

- Delivered workforce-focused instruction.
- Supervised applied program operations and ensured regulatory compliance.

EDUCATION

Master of Business Administration – Northwest Christian University

Bachelor of Science – Engineering Technology & Management – Oregon Institute of Technology

Associate Degree – Business Transfer – Lane Community College

CORE COMPETENCIES

- Oregon School Finance & Budget Law
- Public Procurement & Contract Oversight
- Regulatory Compliance (Federal & State)
- Policy Implementation & Governance Support
- Strategic Planning & Long-Range Forecasting
- Intergovernmental Collaboration
- Workforce Supervision in Union Environments
- Community Engagement & Public Accountability
- Risk Management & Operational Oversight

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Name: *

Jill E. Cuadros

Why do you want to be on the Springfield Board of Education? *

I have lived in this community for 38 years. My children attended Springfield schools, and I continue to care deeply about the strength and stability of our public education system. At this moment, the district is navigating leadership transition, fiscal pressure, and heightened community attention. I believe steady, policy-focused governance is especially important during times like this.

As a current school district administrator in a neighboring district, I understand the complexity of public education systems – from operations and budgeting to compliance and student services. I also understand the distinct role of a board member: to set policy, provide oversight, support the superintendent, and maintain a student-centered focus without crossing into day-to-day administration.

I am seeking to serve because I can offer calm, thoughtful leadership grounded in experience, common sense, and long-term commitment to this community.

What do you hope to accomplish as a school board member? *

I hope to contribute to restoring and strengthening trust – internally among board members and staff, and externally with families and community members.

Specifically, I would focus on:

Ensuring clear governance practices and adherence to policy.

Supporting a successful superintendent transition.

Maintaining fiscal responsibility while protecting student opportunity.

Supporting standards-aligned, comprehensive educational programming.

Creating an environment where classified, licensed, and administrative staff feel respected and supported.

In a time of transition, consistency and clarity are meaningful accomplishments. My goal would be to help the board function effectively and collaboratively so the district can remain focused on student outcomes.

How long have you lived in the school district? *

I have lived in the Springfield School District for 38 years.

Please briefly describe your background including experience, training, or any other pertinent information you believe qualifies you to serve on the school board. *

I currently serve in district-level operations for a neighboring public school district, where my responsibilities include budgeting, facilities oversight, regulatory compliance, long-range planning, and systems management. In this role, I collaborate closely with classified staff, licensed educators, and administrators, which has given me a comprehensive understanding of how district systems function and how board policy translates into practice.

As part of my leadership responsibilities, I contribute to policy review processes aligned with Oregon School Boards Association guidance and state statutory requirements. This work has strengthened my understanding of governance best practices and the importance of maintaining clear boundaries between board oversight and administrative implementation.

With 38 years in the Springfield community and lived experience as a former parent, I bring both professional knowledge and long-standing community investment. I understand the role of a school board member as one of policy leadership, fiscal stewardship, transparency, and superintendent oversight – always centered on student success and organizational stability.

What are your special interests or concerns about public schools? *

My interests center on strong governance, fiscal sustainability, and maintaining a well-rounded, standards-based educational experience for all students.

Public schools face increasing financial pressures and heightened public scrutiny. I believe thoughtful reform, clear accountability, and stable leadership are necessary to sustain public confidence. I am particularly attentive to workforce stability, employee morale, and ensuring that students continue to receive comprehensive educational opportunities within responsible budget parameters.

Above all, I believe public schools are foundational to community health and deserve steady, thoughtful stewardship.

Please list anything you would like to have the school board consider when reviewing your application. *

I would ask the board to consider:

My 38-year commitment to this community.

My professional experience within public education systems.


My understanding of governance roles and board responsibilities.

My commitment to transparency, lawful process, and respectful dialogue.

My ability to remain level-headed and collaborative in complex situations.

I am deeply invested in the long-term success of Springfield Public Schools and would be honored to contribute in a way that provides stability and continuity during this period of transition.

Upload a resume or letter of interest. *

 Jill_Cuadros_Boa...

 Add file

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Google Forms

Hunter Murphy

Education:

1. Thurston High School - 2026
2. Pastoral Internship (2022-2025)

Work Experience

1. Youth Group leader for Middle School at East Side Baptist Church, 2025-Present
2. ASB President at Thurston High School, September 2025 - Present
3. Pastoral Internship at East Side Baptist Church, 2022-2025
4. AWANA Leader, 2020-Present
5. International Missionary to Cuba, March 2024

Skills Experience

1. Preaching - I have given multiple sermons for a full congregation starting in High School, as well as Bible lessons for ages four to eighteen
2. Worked in with children as a leader for six years, through AWANA and Middle School ministry
3. Experience serving on an Administrative Board of Directors
4. Spent two summers teaching children through Christian Youth in Action.
5. Event Organizing - Put together church events, and youth conferences
6. Leading and putting together lessons and discussions both in a ministry and educational setting

References

1. Pastor Charlie Granade,
Senior Pastor at East Side Baptist Church |
2. John Lovdokken ,
Teacher at Thurston High School |

2026 Application for Appointment to Springfield Public Schools Board of Education, Position 2

Please complete this application and **submit with a resume or letter of interest** by 12 p.m. on February 27, 2026. Applications can also be submitted by emailing Martie.Steigleder@springfield.k12.or.us or at the District Administration Office at 640 A Street, Springfield.

The successful candidate will fill the Position 2 seat until June 30, 2027.

Name: *

Hunter Murphy

Why do you want to be on the Springfield Board of Education? *

I want to serve the district and schools I grew up in. I want to see our students possess a realigned focus towards the joys of learning, and to see our community rally behind its youngest members.

What do you hope to accomplish as a school board member? *

As a Member of the School Board, I would aim to bring Students back into the forefront of how the Board conducts its decision making. We need to put the ones most affected at the front of everything we do and say.

How long have you lived in the school district? *

I have lived in this District for nearly 15 years, and gone through my whole education here.

Please briefly describe your background including experience, training, or any other pertinent information you believe qualifies you to serve on the school board. *

Growing up I was involved with many Volunteer opportunities through Community and Church. I have been a leader in my Churches AWANA program since the age of twelve. In High School I served as a Class Representative, ASB President, was a Student Representative to the School Board, and more recently an advocate for Mental Health in our district.


What are your special interests or concerns about public schools? *

Over the course of my later education, I have advocated for Integration of people with both physical and cognitive disabilities and for Mental Health on our campuses.

Please list anything you would like to have the school board consider when reviewing your application. *

Where I started in life was less than ideal. I overcame the foster care system, and multiple disadvantages that should have meant the end of my story. But despite all of that I'm here, and I'm ready to serve this District in whatever capacity I am allowed to.

Upload a resume or letter of interest. *

 Resume - Hunter ...

 Add file

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I am a registered voter living within the boundaries of SPS. I am not an officer or employee of the District.

This form was created inside of Springfield Public School District 19.

Google Forms

ROBERT KENNETH BREW

EXPERIENCE

OREGON HIGHER EDUCATION COORDINATING COMMISSION

Deputy Executive Director, Salem, Oregon, 2016-2019

- Assumed the duties and responsibilities of the Executive Director and represented the Agency in his stead when he was unavailable. Assumed the duties and responsibilities of other Office Directors during vacancies and as needed.
- Coordinated and facilitated inter-office and Agency-wide projects and initiatives, including internal policies and procedures.
- Supervised and evaluated Office Directors and other staff; coached and assisted them on management and supervisory issues.
- Facilitated the meetings and projects of the agency's Management Team.
- Lead the development and prioritization of budgetary requests for new personnel and programs.
- In coordination with the Human Resources Director and the Executive Director, oversaw all significant agency personnel actions.
- Represented higher education on the Government-to-Governmental Education Cluster with the nine federally recognized tribes.

OREGON STUDENT ACCESS COMMISSION

Executive Director, Eugene, Oregon, 2012-2016

Administrative Services Director, Eugene, Oregon, 2012

- Directed the operations of a state agency awarding more than \$50 million in grants and \$16 million in private scholarships annually.
- Supervised and coordinated 30 employees in multiple work units sharing limited internal support staff resources.
- Represented the agency and the governing Commission at the Oregon Education Investment Board, the Higher Education Coordinating Commission, and the Chief Education Officer's Education Cabinet.
- Presented the agency's budget and legislative initiatives to the (Oregon) House Committee on Higher Education and Workforce Development, the Senate Committee on Education, and the Joint Ways & Means Subcommittee on Education; testified in other legislative committees when needed.
- Worked closely with philanthropic scholarship sponsors, including The Ford Family Foundation and The Oregon Community Foundation.

OREGON SECRETARY OF STATE'S OFFICE – BUSINESS SERVICES DIVISION

Finance Officer, Salem, Oregon, 2009-2012

- Supervised and administered the agency's financial functions, which included: agency accounting, financial reporting, operations budgeting, grants and payroll.

- Analyzed monthly revenue and expenditure forecasts for each of the agency's nine divisions, and advised the division managers on financial performance and related issues.
- Managed the agency's biennial budget and related documents; provided staff guidance and financial analysis to the Secretary of State and her Management Council; and coordinated the development of the budget presentation to the Legislature.
- Directed reporting on the Key Performance Measures for each of the agency's nine divisions, in collaboration with the Division Directors and the Deputy Secretary of State, and communicated the results to the Agency's Legislative Subcommittee. Lead participant in agency's first Lean initiatives.

CITY OF SPRINGFIELD

Budget Officer, Springfield, Oregon, 2005-2009

Public Works Senior Management Analyst, Springfield, Oregon, 2002-2005

- Managed the preparation of the City's annual budget; provided process guidance to the Budget Committee; coordinated the budget development process with the media, other public agencies, community groups, and individuals; coordinated the budget adoption process with staff, stakeholders, Budget Committee and City Council.
- Coordinated the City's purchasing program, which included: the administration of the City's procurement card program; purchasing solicitations, and the preparation and monitoring of standardized protocols for purchasing and solicitation.
- Supervised the City's \$43.5 million annual payroll function.
- Performed and coordinated complex financial analyses and projects to support collective bargaining negotiations, cost-recovery modeling, and fund forecasting.
- Developed annual operating expenditure budget and capital budget for the Public Works Department of the City of Springfield and the Metropolitan Wastewater Management Commission.

CITY OF EUGENE

Airport Finance Manager (Management Analyst 2), Eugene, Oregon, 2001-2002

Police Dept. Financial Analyst (Management Analyst 2), Eugene, Oregon, 1999-2001

Finance Dept. Financial Analyst (Management Analyst 1), Eugene, Oregon, 1996-1999

- Coordinated implementing the security requirements of the Federal Emergency Management Agency/Transportation Security Agency at the Eugene Airport following 9/11/2001.
- Developed annual operating revenue and expenditure budgets, and capital budgets for the Finance Department, Eugene Airport, and Police Department. Monitored financial performance in both revenues and expenditures, and tracked performance measures against industry benchmarks.
- Established financial support documents and participated in writing federal grant applications. Financial oversight of grants awarded.

EDUCATION

MIAMI UNIVERSITY, OXFORD, OHIO

Bachelor of Arts in Economics, 1988

PORTLAND STATE UNIVERSITY, PORTLAND, OREGON

Master of Business Administration, 1998

WILLAMETTE UNIVERSITY, SALEM OREGON

Graduate Certificate in Public Management, 2011

OTHER

- City Councilor – City of Springfield - 2013
- Planning Commissioner – City of Springfield – 2011-2013
- Graduate – Executive Learning Series on Equity and Empowerment (Campus Compact of Oregon) - 2018
- Graduate – Pacific Program (The Luke Center for Catalytic Leadership) - 2012
- Certified LEAN Facilitator (Workplace Dynamics LLC) - 2011
- Certified Public Manager (American Academy of Certified Public Managers) - 2011
- Certified Public Finance Officer (Oregon Municipal Finance Officers' Association) - 2009

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Name: *

Robert (Bob) K. Brew

Why do you want to be on the Springfield Board of Education? *

I want to serve on the Springfield Board of Education because I believe deeply in the importance of strong, well-governed public schools and in giving back to the community that helped shape me. The Springfield Board has many intelligent and talented members from a wide range of professional and personal backgrounds, and I believe the board could benefit from adding an expert in public sector finance to its membership. As a graduate of Springfield schools, I have a personal connection to the district and a firsthand understanding of how its decisions affect students, families, and educators.

Throughout a long career in public service—most notably in finance and, more recently, in education—I have focused on responsible stewardship of public resources and on finding creative, practical solutions to complex financial challenges. I am committed to the Springfield community and to ensuring that limited resources are used effectively to support student success, staff stability, and long-term district sustainability. I would bring a collaborative mindset, fiscal expertise, and a strong sense of accountability to the board, always guided by what is best for Springfield's students and schools.

What do you hope to accomplish as a school board member? *

As a school board member, I hope to help restore and strengthen the public's trust in the school district. I believe that trust has been damaged in recent years, and rebuilding it is essential to the long-term success of our schools. Transparency, consistency, and respectful communication must be central to the board's work, and I would prioritize decisions that are clearly explained, fiscally responsible, and aligned with the district's educational mission and community values.

My professional experience as a facilitator and problem-solver has taught me the importance of listening carefully, understanding differing perspectives, and helping groups move toward shared goals. I am skilled at bringing people together to find win-win solutions, even in challenging circumstances. As a board member, I would work to help bridge gaps between administration, employee unions, and the broader community by encouraging open dialogue and collaboration. By fostering mutual understanding and focusing on common interests—most importantly, the success and well-being of students—I hope to help rebuild confidence in the district and create a more unified path forward.

How long have you lived in the school district? *

Intermittently more than 30 years, in total.

Please briefly describe your background including experience, training, or any other pertinent information you believe qualifies you to serve on the school board. *

I have more than 30 years experience in public sector budgeting and finance. In the eight years before I retired, I was Executive Director of the Oregon Student Access Commission, where I led the agency that administered and distributed the Oregon Opportunity Grant and all other grants and scholarships awarded by the State of Oregon, and most recently was the Deputy Executive Director of the Oregon Higher Education Coordinating Commission (HECC), which is the higher education equivalent of the Deputy Superintendent of the Oregon Department of Education.

I have significant experience as a board member, having served on the Springfield City Council, the Springfield Planning Commission, the Lane County Public Safety Funding Task Force, The Governor's Oregon Education Investment Board (where I served with former Superintendent Nancy Golden), and many others.

I have been a member and/or chair of equity and diversity committees in the workplace of every professional position I have held. I am proud of the work I have been able to do as the State of Oregon's Higher Education Liaison to the nine recognized Native American tribes in the Government to Government Education Cluster. I directed the agency that opened the Oregon Opportunity Grant to DACA (Deferred Action for Childhood Arrivals) students (AKA "Dreamers") and other non-documented Oregon residents. I also supported and led the implementation of the Oregon Promise (AKA Free Community College) program for Oregon high school graduates and GED attainees, including preparing financial assessments of feasibility.

What are your special interests or concerns about public schools? *


I want to help restore the public's trust and support for District #19. In watching the press recently, and the public's reaction to it, it seems a fair number of Springfield residents have concerns about the Board's actions and communication with each other and the administration; the administration's general responsiveness; the relationship between the Board, the administration, and the staff; the funding of schools and programs; and the general quality and safety of our schools. Those concerns cannot be addressed overnight, but if the Board gets their relationships right, hires the right Superintendent, and works with him or her effectively, trust will be restored over time. I believe I can help with those challenges.

Please list anything you would like to have the school board consider when reviewing your application. *

I ran for Position 5 on the Springfield School Board in May 2025 and, while I did not canvass at all, put up a single lawn sign, or raise a dollar for a campaign, I still managed to finish second in a three-person race with nearly 29% of the vote, based solely on my bio in the Voters Pamphlet. Since the vacancy on the Board was announced, many people who have worked with me or supported me have encouraged me to apply for the vacancy.

I appreciate the opportunity to apply. I do want to let you know that I am out of the state from Friday, February 27th through Wednesday, March 4th, but I am available to interview by Zoom during that time except for Monday, March 2nd.

Upload a resume or letter of interest. *

 Brew Resume 20...

 Add file

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*

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Emily Dodson

PROFESSIONAL SUMMARY

Dedicated and compassionate education professional currently holding a Preliminary Teaching License and pursuing a Master of Arts in Teaching with a Special Education Endorsement at George Fox University. Experienced in supporting diverse learners as an Educational Assistant and Transition Specialist within Springfield Public Schools. Skilled in fostering student independence, managing behavior, and promoting academic and social growth in inclusive classroom and community-based learning environments. Proven ability to communicate effectively with students, families, and colleagues while maintaining a positive and supportive classroom climate.

CORE SKILLS

Adaptability • Active Listening • Behavior Management • Communication • Classroom Support

• Conflict Resolution • Data Collection • Individualized Support • Interpersonal Skills • Leadership • Organization • Problem-Solving • Project Management • Time Management

EXPERIENCE

Springfield Public Schools, Springfield OR- Educational Assistant/Transition Specialist/Special Education Teacher April 2024-Present

- Support transition-age students in developing independent living, vocational, and self-advocacy skills through individualized and small-group instruction.
- Collaborate with certified teachers and service providers to implement IEP goals, monitor progress, and maintain consistent behavioral documentation.
- Foster positive relationships and reinforce pro-social behaviors to promote emotional regulation and classroom engagement.
- Facilitate community-based instruction and job-readiness experiences that build employability and life skills.
- Serve as a reliable and empathetic liaison between students, families, and school staff to ensure consistent support across settings.

The Nail Niche, Springfield OR - *Nail Technician, Business Owner*

SEPTEMBER 2018-PRESENT

- Operate a successful small business with a focus on client satisfaction, time management, and financial accountability.
- Provide high-quality customer service, manage scheduling systems, and maintain strong professional relationships with clients.
- Oversee marketing, budgeting, and daily operations while upholding Oregon health and safety standards.

EDUCATION

George Fox University- *Masters in Special Education*

JUNE 2025 - SPRING 2027

Franklin University, Ohio - *Bachelors in Criminal Justice*

SEPTEMBER 2021-JANUARY 2022

Eastern Gateway Community College, Ohio - *Associates in Criminal Justice / Forensic Science*

SEPTEMBER 2019- SEPTEMBER 2021

LICENSURE & AWARDS

- Oregon Preliminary Teaching License – Special Education Endorsement (Active) Honors Society Member
- Honors Society, 3.8 college GPA
- Academic Dean's List at Eastern Gateway Community College and Franklin University.

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Name: *

Emily Dodson

Why do you want to be on the Springfield Board of Education? *

I want to serve on the Springfield Board of Education because I care deeply about the future of our students and the strength of our public schools. As a community member and a parent, I understand how much families rely on our district to provide safe, high-quality, and equitable education. As a former SPS employee, I understand the struggles and what needs to change for a better future

I am currently pursuing my Master's degree in Special Education, and through my studies I have gained a deeper understanding of instructional practices, student development, and the systems that support student success. I want to bring that knowledge, along with a thoughtful and balanced perspective, to district-level decision-making.

Strong schools are foundational to a thriving community, and I am committed to contributing to policies that support students, families, and educators alike

What do you hope to accomplish as a school board member? *

As a school board member, I hope to contribute to thoughtful, student-centered policy decisions that strengthen academic outcomes while supporting the whole child.

My priorities include:

- Strengthening special education services and inclusive practices.
- Supporting student mental health and social-emotional development.
- Improving post-secondary readiness, including career and transition pathways.
- Ensuring responsible budgeting and transparency.
- Building trust and communication between the district and families.

I want to help ensure that decisions are data-informed, fiscally responsible, and grounded in what best supports student growth and long-term success.

How long have you lived in the school district? *

Born and raised in Springfield. Went through SPS for my own education.

Please briefly describe your background including experience, training, or any other pertinent information you believe qualifies you to serve on the school board. *

I am currently pursuing a Master's degree in Teaching with a concentration in Special Education. My graduate studies have provided me with training in instructional strategies, behavior support, inclusive education, educational law, and data-based decision-making.

My academic preparation, combined with my experience supporting students and families, has given me a practical understanding of how district-level policies impact classrooms and individual learners. I bring a collaborative mindset, strong communication skills, and a commitment to ethical and responsible governance.

What are your special interests or concerns about public schools? *

My special interests include strengthening special education services, expanding access to career and technical education pathways, and ensuring students receive the academic and social-emotional supports they need to thrive.

I am particularly concerned with ensuring equitable access to services, maintaining safe and inclusive learning environments, and supporting educators with the resources and professional development they need to be effective.


Please list anything you would like to have the school board consider when reviewing your application. *

I would like the board to consider that I am deeply committed to public education and to the long-term success of Springfield students. As a parent and as a graduate student earning my Master's degree in Special Education, I bring both personal investment and professional preparation to this role.

My graduate studies have strengthened my understanding of educational law, instructional best practices, inclusive education, and data-driven decision-making. I understand the distinction between governance and administration, and I am committed to focusing on policy, fiscal responsibility, and strategic oversight rather than day-to-day operations.

I value collaboration, transparency, and respectful dialogue, even when perspectives differ. I believe effective board service requires listening carefully, asking thoughtful questions, and making decisions grounded in student outcomes and community trust

Upload a resume or letter of interest. *

 Resume2025 - E...

 Add file

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LETTER OF INTEREST

February 26, 2026

Springfield School District 19 Board of Education
Springfield, Oregon

RE: Application for Board Position 2 - Devon Lawson

Dear Chair Light and Members of the Board,

The short answer is “I’m ready now.” The longer answer is that I’ve spent the last four years building exactly the kind of governance experience this district needs during exactly the kind of crisis it’s facing. I serve as a Commissioner on the Higher Education Coordinating Commission, where I sit on the Funding & Achievement Subcommittee. I’ve spent four years on the Lane Community College Bond Oversight Committee providing fiduciary oversight on \$121.5 million in public construction funds. And I am not here to learn on the job. I’m here because the fiscal, operational, and compliance challenges facing Springfield School District 19 are challenges I already work on at the state level, for Oregon’s entire higher education system.

The district is dealing with a \$10.4 million structural deficit, a superintendent who just walked out the door, a temporary superintendent who just started, and an unresolved ODE curriculum investigation that has been open since June of 2024. That’s not a policy debate. That’s a five-alarm fire. And what a five-alarm fire needs is not more ideology or more argument. It needs steady hands, operational experience, and someone who can sit down at a budget table on March 12th and actually contribute. I can do that. I do that now.

At the HECC, I review funding formulas, program approvals, and accountability frameworks that govern every public university and community college in Oregon. On the Funding & Achievement Subcommittee, I evaluate how state dollars translate into measurable student outcomes such as completion rates, cost-per-student efficiency, and the kind of return-on-investment analysis that this district desperately needs as it restructures around a decade of enrollment decline and rising fixed costs. On the LCC Bond Oversight Committee, I’ve spent four years making sure \$121.5 million in public bond funds gets spent transparently, on schedule, and within voter-approved specifications. That is fiduciary oversight at scale. It transfers directly to the budget decisions this board will face beginning March 12th. My application has no learning curve required.

But I don't just understand budgets from a committee room. I understand them from a kitchen table. My father, Jake Lawson, started as an employee at Kley's Auto Repair out in Waltherville. He worked his way up and eventually bought the shop. We renamed it Jake's Auto Repair. I remember being maybe twelve, sitting at the counter while he went through invoices after a fourteen-hour day, figuring out which bills got paid this week and which ones had to wait. That is where I learned what a budget actually means. Not in a textbook. Not in a subcommittee hearing. At a kitchen table, with a calculator and a stack of envelopes. When you grow up like that, every dollar of public money you touch carries weight. It should.

I also bring something no other candidate is likely to bring. I was a student in this district about a year ago. I walked the hallways at Springfield High School. I sat in classrooms where teachers were already stretched thin before 27 of their colleagues got cut mid-year. My younger brother and sister currently attend Thurston High School. My brother-in-law attends Springfield High School. This is not a district I'm reading about in a briefing document; it's the district that raised me and is still raising my family. And here is what I think people sometimes forget about young people on governing boards. We are not a disruption. We are a signal. When a 19-year-old with a gubernatorial appointment and four years of bond oversight experience shows up and says, "I want to help stabilize this district," that should tell you something about how seriously the next generation takes public education in Springfield.

I know the recall is the elephant in the room, so let me walk straight up to it. Yes, I am a chief petitioner on a recall effort targeting two current board members. The recall is a lawful mechanism of constituent accountability under the Oregon Constitution, filed in direct response to a specific policy decision, which was the mid-year elimination of 27 teaching positions. It reflects a policy disagreement. Period. Not personal animosity. Not a vendetta. I have publicly condemned every threat and every act of harassment directed at any member of this board, and I don't intend to stop doing so. If appointed, I commit to working collaboratively with every seated member to bring stability back to this district. Good governance requires the ability to disagree sharply on policy and still build a steady, functional consensus on solutions. Can I do both? I've been doing both on the HECC since day one.

Springfield's students cannot wait for a functioning board. I am ready to serve.

Respectfully,

Devon Lawson

DEVON LAWSON

Commissioner, Higher Education Coordinating Commission
Springfield, Oregon • he/him/his

State-appointed Commissioner and voting member of the Higher Education Coordinating Commission, with direct responsibility for reviewing public education budgets, evaluating institutional funding formulas, and ensuring compliance with state accountability standards. Four years of fiduciary oversight on a \$121.5 million public bond. Over 200 legislative testimonies on K–12 and higher education policy. Years-long Springfield ties with family currently enrolled in the district. Prepared to apply statewide governance and fiscal oversight experience to Springfield School District 19’s immediate operational priorities in budget stabilization, the superintendent search, and ODE curriculum compliance.

GOVERNANCE & FISCAL OVERSIGHT

Commissioner | Oregon Higher Education Coordinating Commission (HECC)

2025 – Present

Appointed by Governor Tina Kotek. Confirmed bipartisanly by the Oregon Senate, October 2025.

- Serve as a voting member of the Funding & Achievement Subcommittee, reviewing and recommending funding allocations across Oregon’s public universities and community colleges.
- Evaluate institutional budget requests and capital improvement proposals for alignment with statewide workforce development and economic goals.
- Analyze administrative rules, program approvals, and legislative mandates to ensure efficient, accountable delivery of public education services.
- Review student achievement metrics like graduation rates, completion rates, and cost-per-student efficiency to connect funding decisions to measurable outcomes.

Committee Member | Lane Community College Bond Oversight Committee, Eugene, OR

2022 – Present

- Provide independent citizen oversight for a \$121.5 million capital construction bond, ensuring all expenditures comply with voter-approved ballot specifications.
- Monitor project timelines and budgets through monthly financial report analysis, identifying potential cost overruns, schedule variances, and compliance risks.
- Collaborate with college administration to produce plain-language accountability reports for taxpayers on bond-funded project status.

Committee Member | McKenzie School District Technology Committee, Blue River, OR

2023 – 2025

- Collaborated with District IT Director, McKenzie Education Association President, and administrators to develop and implement district-wide technology policies balancing educational access with operational security.

LEGISLATIVE & EDUCATION POLICY

Citizen Advocate & Legislative Witness | Oregon Legislature

2017 – Present

- Testified on over 200 education-related bills spanning K–12 funding, higher education affordability, curriculum standards, student rights, and school governance.
- Co-authored HJR 20, a joint resolution to strengthen the constitutional guarantee of voting in Oregon by expanding the vote to civically involved 16 and 17-year-olds.

- Key advocate for HB 3012, alongside former Director Quaas-Annsa, which was legislation to extend school board voting rights to 16- and 17-year-old students.

Initiator | McKenzie School Board Student Representation Policy

2024

- Developed a policy proposal adopted unanimously by the McKenzie School Board, creating a permanent student advisory position to provide direct student input on governance decisions.

Candidate | Lane Community College Board of Education, Zone 3

2025

- Won 44.97% of the vote (22,570 votes). Raised \$22,303. Secured endorsements from the Oregon Education Association PAC, State Representatives John Lively, Rob Nosse, and Farrah Chaichi, LGBTQ+ Victory Fund, Oregon Working Families Party, Western States Regional Council of Carpenters, LCC Employee Federation, LCC Education Association, and more.
- Identified by OEA-PAC as the most competitive education board campaign in Oregon for the May 2025 cycle.

EDUCATION

Lane Community College | Eugene, OR

Candidate for Associate of Arts Oregon Transfer (AAOT) in History. Transferring to the University of Oregon to complete a B.A. in History (Minor: Economics).

Springfield High School | Springfield, OR

High School Diploma, Class of 2025. Gay-Straight Alliance Reformer & Member.

DISTRICT & COMMUNITY ENGAGEMENT

- **Chief Petitioner, Springfield School Board Recall Petition (January 2026)** Constituent accountability effort filed in response to the board’s mid-year elimination of 27 teaching positions. Policy disagreement, not personal animus.
- **District ties:** Springfield High School Class of 2025. Sister is currently enrolled at Thurston High School. Brother-in-law is currently enrolled at Springfield High School. Raised largely in Springfield and on the McKenzie River by Jake Lawson, small-business owner of Jake’s Auto Repair, Waltherville, OR.
 - Volunteer for FOOD for Lane County
 - Volunteer for the City of Springfield Stream Team
 - Volunteer for Oregon Riders Society
 - Volunteer for ShelterCare
 - Volunteer for Willamalane Parks & Recreation District

CORE COMPETENCIES

- Public Education Budgeting & Fiscal Analysis
- Oregon Public Meetings Law & Robert’s Rules
- Bond Compliance & Capital Improvement Oversight
- Legislative Advocacy & Testimony
- OAR & Division 22 Compliance
- Executive Search & Leadership Evaluation
- Data-Driven Decision-Making & Outcome Metrics
- Special Education Policy (IEP/504 Perspective)
- Multi-Stakeholder Governance
- Community Engagement & Public Accountability

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Name: *

Devon McCourt (Devon Lawson)

Why do you want to be on the Springfield Board of Education? *

Because the district is on fire, and I already know how to read the building's blueprints. That's the honest answer. Springfield is staring down a \$10.4 million structural deficit, a superintendent transition, and an ODE curriculum compliance investigation that's been open since June of 2024, all at the same time. These are not things you can figure out as you go. They require someone who already understands institutional budgets, regulatory compliance timelines, and how governing boards work with executive leadership during a crisis. I do this work now. At the state level. For Oregon's entire higher education system.

As a Commissioner on the Higher Education Coordinating Commission, I review institutional budgets, evaluate funding formulas, oversee compliance with state standards, and hold educational institutions accountable for student outcomes. That is what a school board member does; I just do it at a larger scale. On the HECC's Funding & Achievement Subcommittee, I analyze how public dollars translate into measurable results such as graduation rates, completion metrics, and cost-per-student efficiency. That is exactly the analytical framework this district needs as it restructures around a 17% enrollment decline and per-pupil spending that sits below the state median.

I also bring four years of fiduciary oversight on the Lane Community College Bond Oversight Committee, where I help make sure \$121.5 million in public bond funds get spent transparently, on schedule, and within voter-approved parameters. Bond oversight is audit-driven, compliance-focused work. It taught me to read financial statements critically, ask data-driven questions, and hold administrators accountable for outcomes, not intentions.

And I have a personal stake in this district that goes deeper than policy. Both my younger brother and sister currently attend Thurston High School. My brother-in-law attends Springfield High School. I graduated from Springfield High School in 2025, shaking the hands of Chair Light and Director Kohl as I walked the stage. This community raised me. I want to make sure it can keep raising the next generation with adequately funded schools, qualified teachers in every classroom, and a curriculum that actually meets state standards.

But here is the thing, people don't always say out loud about school boards. They are making decisions that affect students, and almost never is a recent student in the room when those decisions are made. I sat in Springfield classrooms about a year ago. I know what it feels like when a favorite teacher disappears mid-year because of a budget vote. I know what it's like to watch your school lose resources and wonder if anyone on the board has set foot in the building recently. That perspective matters. Not because youth is a credential on its own, it isn't, but because when you combine it with a gubernatorial appointment, four years of bond oversight, and 200 legislative testimonies, you get something rare, someone who understands both the policy and the impact. I want to bring that steady, grounded perspective to a board that needs stability right now.

What do you hope to accomplish as a school board member? *

First, fiscal stabilization. The \$10.4 million structural deficit is not a one-year problem you can cut your way out of. It is the result of a decade-long enrollment decline, rising PERS costs, post-COVID funding cliffs, and operational structures that were built for a district with 2,000 more students than it has today. What the district needs is a multi-year stabilization plan built on real enrollment projections and honest cost modeling, not another round of reactive mid-year cuts that blow up the community's trust and drive more families out the door. I want to bring the same analytical rigor I use on the HECC Funding & Achievement Subcommittee to Springfield's budget process and identify the structural drivers, model the scenarios, protect classroom instruction, and right-size operations to match enrollment realities. The Budget Committee reconvenes on March 12th. Three days after the appointment. I intend to arrive prepared.

Second, the ODE curriculum investigation. The district has been under investigation since June 2024 for failing to provide standards-aligned elementary science and social studies curriculum. 75 teachers signed a letter saying the district is out of compliance. The extended deadline is May 15, 2026, and this is not a political football. It is a legal obligation under Division 22, and every elementary student in Springfield is affected by it. I want to make sure the board supports administration in meeting that deadline with a substantive, auditable remediation plan, not just a promise that things are getting better.

Third, the superintendent search. Whoever gets hired will define this district's direction for years. I want that process to be transparent, criterion-based, and designed to attract candidates who have actually managed structural deficits and rebuilt community trust before, not administrators looking for a lateral move. On the HECC, I review institutional leadership and program accountability. I know how to evaluate executive-level candidates on what they've done, not just what's on their résumé.

How long have you lived in the school district? *

I have now lived in the District for 1 year and 3 months. However, I grew up in the Springfield School District attending Guy Lee Elementary, Thurston Elementary School, and later Springfield High School.

Please briefly describe your background including experience, training, or any other pertinent information you believe qualifies you to serve on the school board. *

Commissioner, Higher Education Coordinating Commission. Appointed by Governor Kotek, confirmed by the Oregon Senate. I contribute to statewide higher education strategy, review program approvals, evaluate funding frameworks, and ensure institutional accountability. This is governance at scale, which is the same core function a school board performs for a K-12 district.

Member, HECC Funding & Achievement Subcommittee. I evaluate how state funding allocations connect to student achievement metrics which is precisely the return-on-investment analysis Springfield needs during budget restructuring.

Member, LCC Bond Oversight Committee. Four years of fiduciary oversight on a \$121.5 million public bond, ensuring transparency, schedule compliance, and adherence to voter-approved specifications. This is the same audit-driven, data-informed oversight that applies to reviewing a \$10.4 million deficit.

200+ testimonies on education related legislation in the Oregon Legislature, spanning K-12 funding, higher education affordability, curriculum standards, and student rights.

Co-author, HJR 20 (2023, student voting rights)

Key advocate, along with former Director Quaas-Annsa, for HB 3012 (student voting rights for school board elections).

Initiator, McKenzie School Board Student Representation Policy (2024) I developed a policy adopted unanimously by the McKenzie School Board creating a permanent student seat.

I have ADHD and navigated the public school system with that diagnosis. I understand firsthand what students with IEPs and 504 plans experience in the accommodations process, the advocacy required from families, and the gap between what policy promises and what classrooms deliver. This perspective informs my commitment to ensuring the district meets its obligations to every student, including those with disabilities. I was raised by my father, Jake Lawson, who worked as an employee at Kley's Auto Repair in Waltherville and eventually became its owner. We renamed it Jake's Auto Repair. Growing up in a working-class, small-business household taught me that budget management is not abstract because when you miscalculate, you lose electricity or go without food. Every dollar of public money I oversee carries that weight.

What are your special interests or concerns about public schools? *

Fiscal sustainability. Full stop. Everything else flows from whether this district can get its financial house in order.

Springfield's structural deficit didn't appear overnight. It is the product of a decade of enrollment decline from over 10,500 students to under 9,000, combined with rising fixed costs and operational structures built for a much larger district. If the board does not develop a multi-year stabilization plan grounded in realistic enrollment projections and honest cost modeling, the cycle of reactive mid-year cuts will keep repeating. And every time it repeats, the district loses more teachers, more students, and more of the community's trust. That is a death spiral. You don't reverse it with one budget vote. You reverse it with steady, disciplined, long-term planning.

I am also deeply concerned about the ODE curriculum investigation. The district has not had an approved elementary science curriculum since 2013. Think about that for a second. Thirteen years. That is not a gap. It is a systemic failure affecting every elementary student in Springfield, and it carries real legal consequences under Division 22. The extended deadline is May 15, 2026. This is not optional.

More broadly, I care about making sure Springfield's public schools actually work for working-class families. Many families in this district live paycheck to paycheck. They cannot choose private alternatives or pack up and move to a higher-funded district. They depend on Springfield Public Schools to deliver. Period. The board's fiduciary duty is to ensure that every dollar reaches the classroom and that every student, including students with disabilities, English language learners, and students from low-income households, receives the education Oregon law guarantees them.

Please list anything you would like to have the school board consider when reviewing your application. *

Three things I'd ask you to weigh.

I currently serve on a statewide commission responsible for Oregon's entire higher education system. I sit on a subcommittee that evaluates funding formulas and student achievement outcomes. I have four years of bond oversight experience on a \$121.5 million public investment. I am not aware of many appointment candidates at any level of government who bring this combination of active, current institutional governance responsibilities. Not past experience. Current.

The Budget Committee reconvenes on March 12th. That is three days after the anticipated appointment. I do not need a learning curve on how public education budgets work, how compliance investigations are managed, or how governing boards interact with executive leadership during transitions. I do this work now. I can bring stability to a process that needs it.

I'm going to be direct about this, because I think you deserve directness. I am a chief petitioner on a recall effort targeting two current board members. I want you to know that up front, not because anyone is forcing me to disclose it, but because transparency is a standard I apply to myself first. The recall is a lawful exercise of constituent accountability under the Oregon Constitution, filed in response to a specific policy decision, which was the mid-year elimination of 27 teaching positions. It is not personal. I have publicly condemned every threat and every act of harassment directed at board members, and I mean that without exception. If appointed, I commit to engaging every board member, including those I've disagreed with, with professionalism, respect, and a steady focus on the district's operational needs. Policy disagreements are healthy in a democracy. Dysfunction is not. I am committed to helping this board function.

This district needs a board that can make hard decisions together. I am prepared to be part of that work from day one.

Upload a resume or letter of interest. *

 Devon Lawson A...

 Add file

The successful candidate will fill the Position 2 seat until June 30, 2027. *

By checking the box, I certify that I am a registered voter living within the boundaries of Springfield Public Schools for at least one year, and that I am not an officer or employee of the District.



I am a registered voter living within the boundaries of SPS. I am not an officer or employee of the District.

This form was created inside of Springfield Public School District 19.

Google Forms



SPRINGFIELD
PUBLIC SCHOOLS
Every Student, Every Day

SPRINGFIELD BOARD OF EDUCATION
Appointment Interview Questions
March 9, 2026

1. How would you describe your approach to interacting with others, and how would you contribute to the team, as a board member, for the remainder of the term?
2. How would you balance representing the interests of multiple perspectives or constituents? Please provide an example of how you've done this in the past.
3. How would you navigate a difficult conversation or address a challenging topic when you disagree with a fellow board member?
4. Given the short-term nature of this appointment, how would you quickly become a contributing member and make informed, student-centered decisions?
 - What would you need from us or staff to support you?
5. What is your understanding of school district governance?
6. What is the primary responsibility of a school board (or any board of directors)?
7. The appointment for Position 2 expires June 30, 2027. Will you be intending to run in the election to complete the term, which expires June 30, 2029?



PROCESS FOR CANDIDATE INTERVIEWS

March 9, 2026

The Board will select a community member to fill vacant position 2.

Position 2 is a mid-term vacancy, and the appointed member will serve through June 30, 2027.

Panel interviews will take place with 3 candidates on a panel, with 4 candidates on the final panel. We will have four panels. We anticipate that each panel will have 30 to 37 minutes for questions and answers.

The Board Chair will welcome candidates and invite them to sit at the *presenter's tables*. The questions will be provided to candidates prior to the meeting.

The Board Chair will read questions to the candidates.

For question #1, candidate A will respond first, followed in order by candidates B and C. For question #2, candidate B will response first, followed by candidates C and A. For question #3, candidate C will respond first, followed by candidates A and B. This pattern of rotating who responds first will continue until all questions have been asked.



SPRINGFIELD
PUBLIC SCHOOLS
Every Student, Every Day

Board Candidate Interviews

March 9, 2026

Panel #1 (30 minutes)

- A. Matthew Brandt
- B. Brody Wasson
- C. Kayleen Keller

Panel #2 (30 minutes)

- A. Zach Bessett
- B. Christina Scott
- C. Krista May

Panel #3 (30 minutes)

- A. Danae deGlee
- B. Guy Latham
- C. Jill E. Cuadros

Panel #4 (37 minutes)

- A. Hunter Murphy
- B. Robert (Bob) K. Brew
- C. Emily Dodson
- D. Devon McCourt (Devon Lawson)