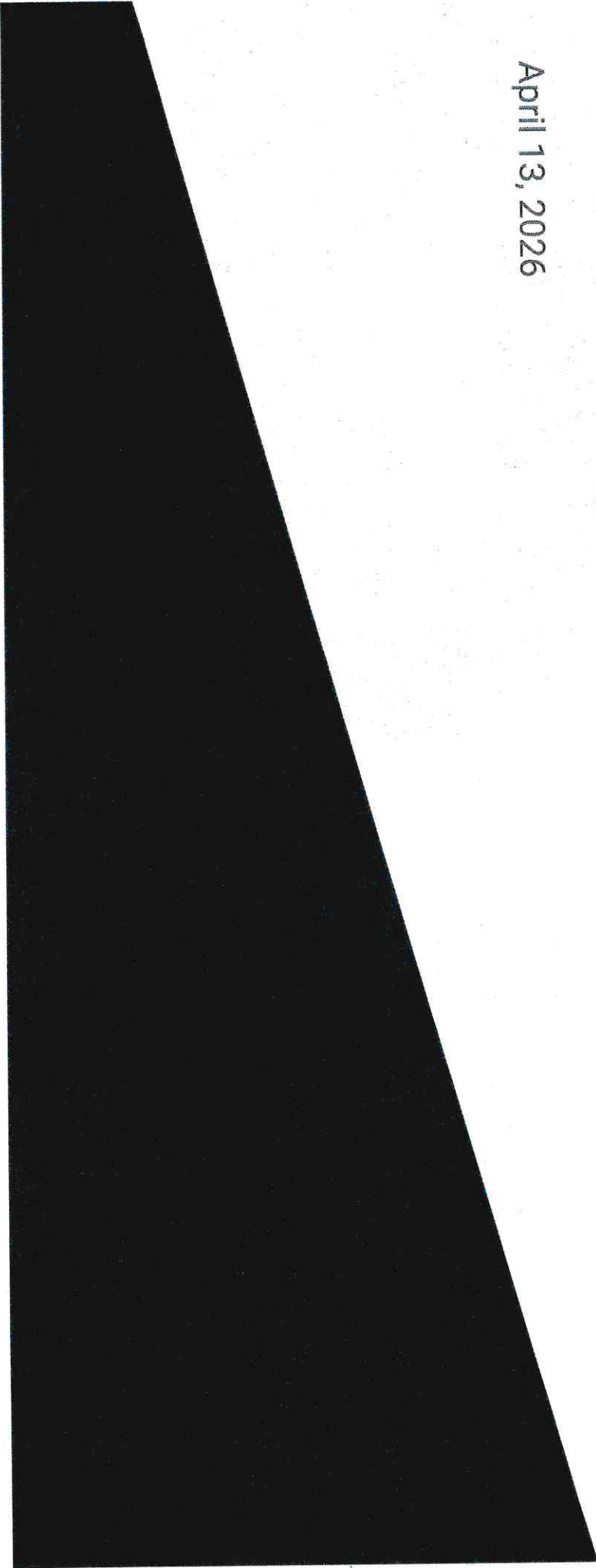
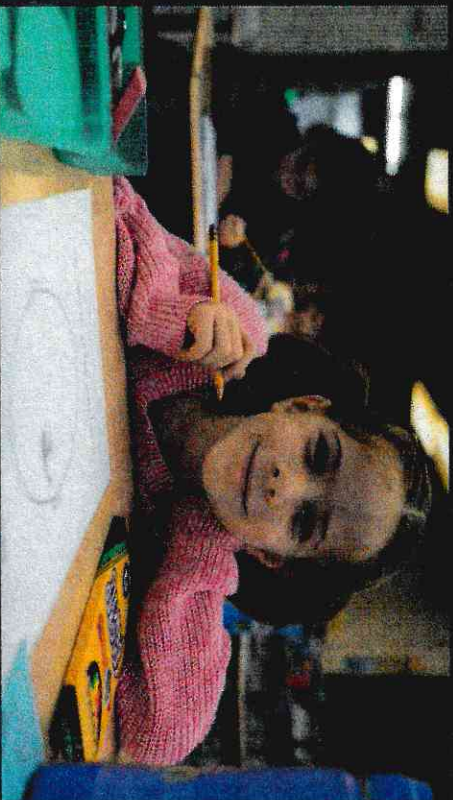


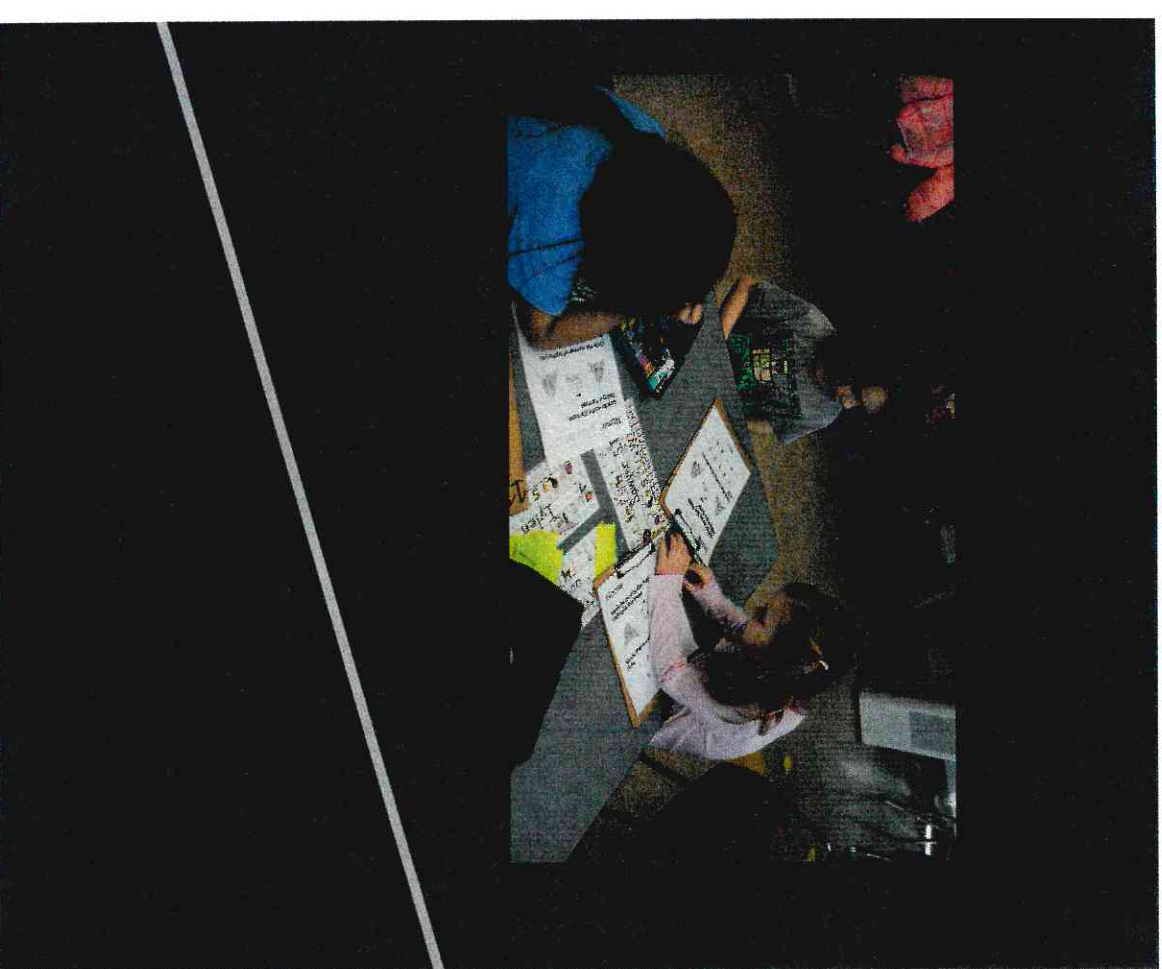
2026 Board Update and Proposal K-5 Science, 6-12 Social Science

April 13, 2026





The purpose of this presentation is to provide the Board with an update on our progress implementing the Division 22 Action Plan, share an overview of the completed elementary science process supporting our independent adoption, and present key information related to our current curriculum adoptions, including a request for postponement.



ODE Action Plan Update

- Division 22 Action Plan included postponement of elementary science adoption
- Commitment to present independent adoption recommendation in 2025–26 for fall of 2026 implementation
- On track with timeline; recommendation being presented this evening
- One-year postponement of elementary social science adoption also identified
- Purpose of postponements:
 - Allow time for teacher learning of new standards
 - Review existing literacy materials with integrated science and social science content
 - Identify instructional gaps
 - Inform selection of supplemental materials to meet standards and student needs



Elementary Science

Two-year, teacher-led process to strengthen elementary science instruction

Built on existing literacy materials (anchor texts + extension activities)

Focus on aligning to new science standards and identifying gaps

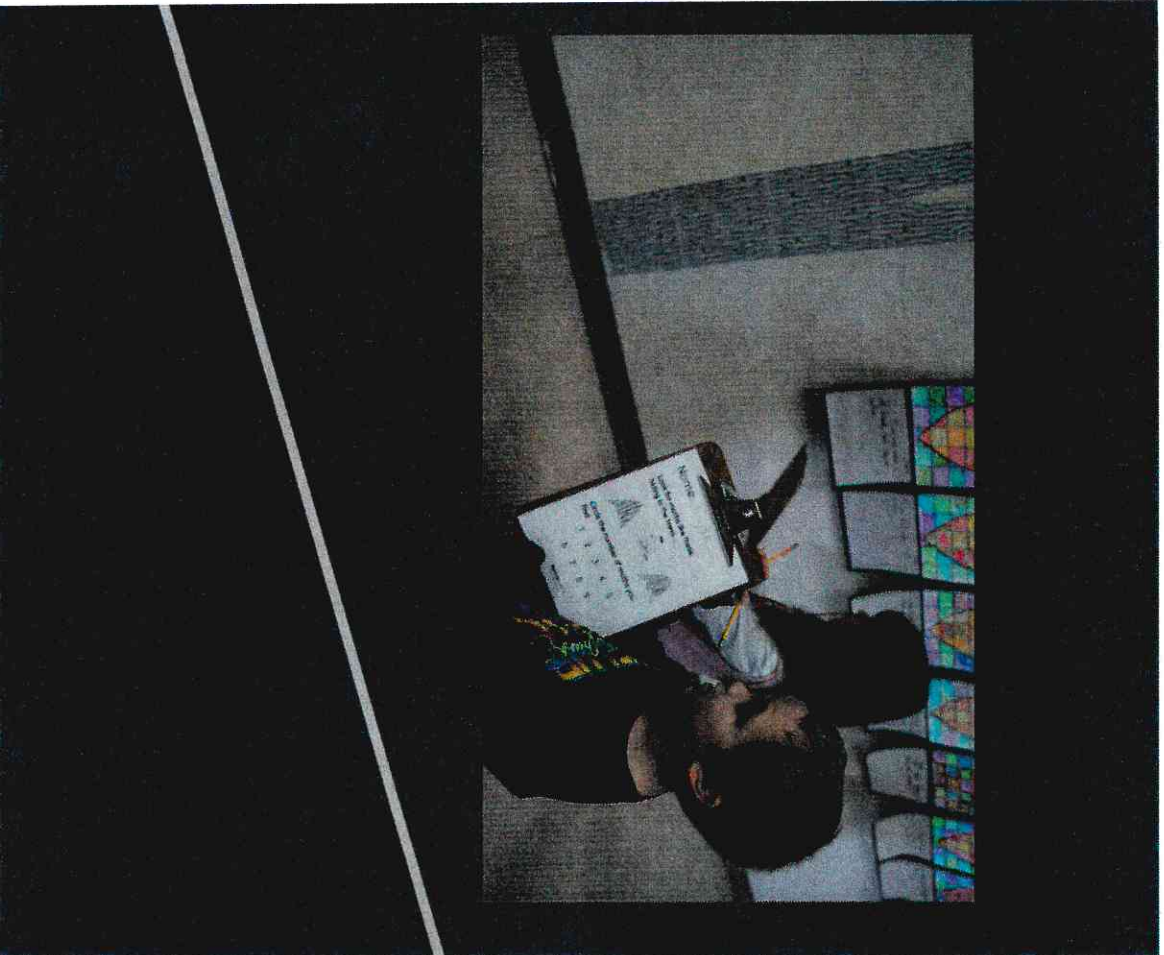
Teachers deepened understanding of both literacy resources and science standards

Above-and-beyond effort to design meaningful, student-centered science experiences

Recommendation reflects this work:

- Combination of two programs
- Completed instructional maps and lessons
- Hands-on science implemented and available to all grade levels

Result: coherent, engaging science learning connected to reading and writing and aligned to NGSS performance expectations



Social Science Review

Elementary

- Social science adoption aligned with approved Division 22 Action Plan timeline
- Requesting one-year postponement
- Purpose: follow same teacher-driven process used for elementary science
- Allows time for standards learning, materials review, and gap analysis
- Maintains overall timeline established in the action plan
- Anticipate bringing recommendation to the Board next school year

Middle School Social Science

Recommending TCI, History Alive!
(Teacher's Curriculum Institute)



Dec '25 - Jan '26: All MS Social Science teachers reviewed the new SS standards in collaboration using Google Classroom during content collaboration periods

Feb 24th: Small team review at Lane ESD, 5 teachers from each MS representing all 3 grades participated in narrowing from 7 to 3 programs

Tuesdays in March: 16 MS teachers with equal representation from all schools review 3 remaining programs with use of rubrics; publisher visits

March 17: Unanimous choice for TCI; consensus check-in resulted in every teacher being willing to champion and strongly support the program



High School Social Science

Recommending Cengage-Nat Geo

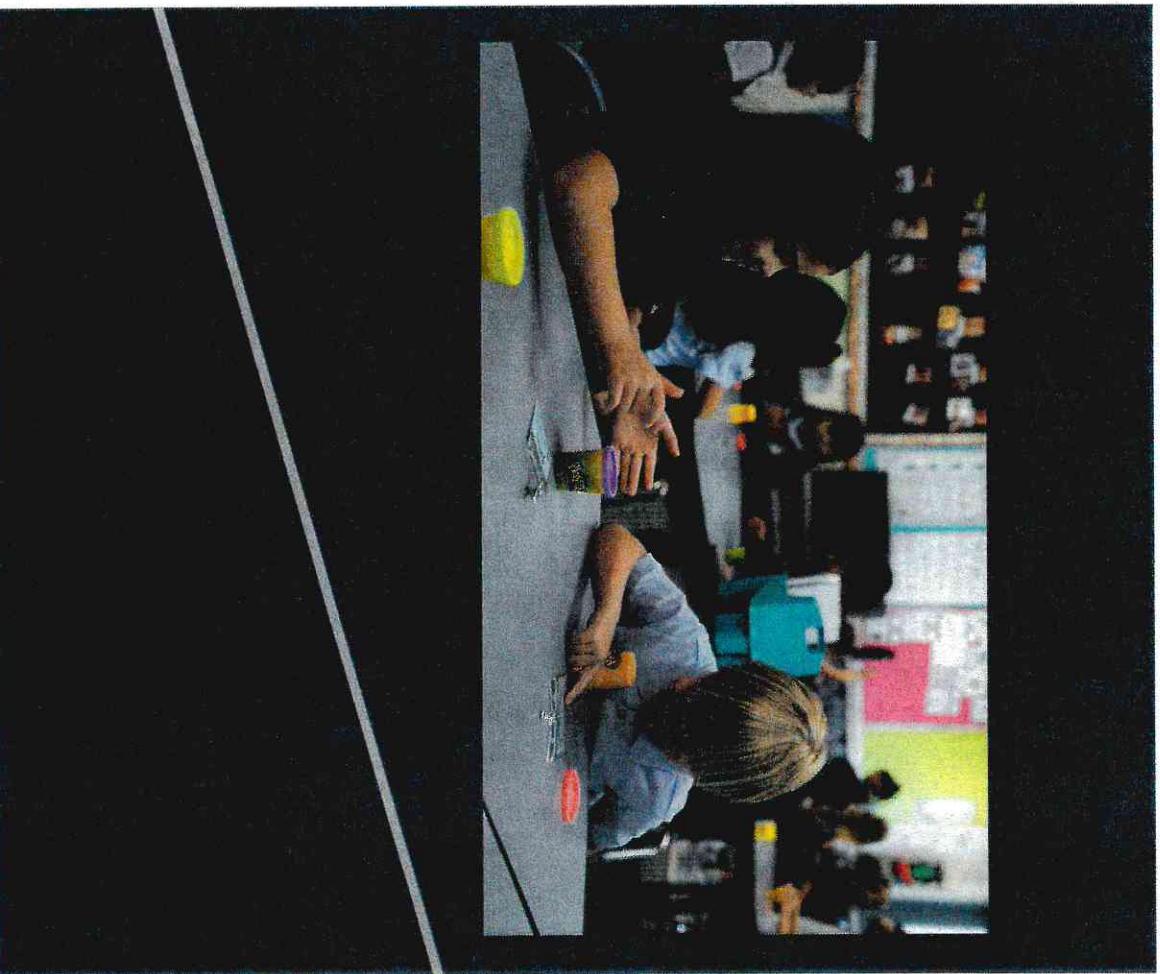


Use of Early Release days for all HS SS teachers to review new Oregon Social Science standards and create priority standards

Feb 24th: 5 HS staff members reviewed 5 state approved materials and narrowed to 3

Feb 27 & March 13: Full social studies departments of THS, SHS, and GHS reviewed 3 remaining programs using rubrics; publisher visits

March 13: Unanimous decision to recommend Cengage-Nat Geo by all HS SS teachers; consensus check-in resulted in every teacher willing to implement and strongly support recommendation.



Community & Board Review

Board Review - 6 dates set aside as options for review, can meet in pairs, sign up with Martie

Community Review - 3 dates set aside for review, check district and school websites for information on how to review



In Person/Virtual Oral Public Comment
April 13, 2026

The following in person oral public comments will be shared at the meeting:

Megan Knight – Science at Maple Elementary

Louis Woodford – Budget

A3 School Board Report

April 13, 2026

We just returned from a 3-week break and have jumped headfirst into our J-term schedule. J-term is a month-long class focused on one subject. Rock climbing, chockstoneering, Spies Like Us, and blacksmithing. A3 passed their accreditation for Cognia and got valuable information from our stakeholder groups about our positive and active culture and environment. We also got feedback on how A3 needs to improve as well: mainly focusing on developing a system to collect math data, focusing on developing a single professional development plan, and developing professional development that is more in tune with educators' needs.

Over the past nearly three years, I have made it a priority to visit our schools and see learning firsthand. I currently have **one school left to visit**, and along the way, I've had the opportunity to visit **several schools more than once** through my work with the Springfield Education Foundation and other school events over the years.

These visits have been incredibly valuable to me as a board member especially because I did not come from an education background. Seeing classrooms, talking with educators and observing students learning has helped me better understand the decisions we make at this table.

During my most recent visits, I observed kindergarten assessments in action, learned more about how benchmarks are set, and saw instructional support staff working alongside teachers. I also observed hands on science lessons, discussions about PE time, and classrooms where students were engaged, prepared and excited to learn.

One thing I want to address directly is the claim that school visits are scripted or not authentic when staff accompany board members. That has **not** been my experience.

Every visit I've participated in has felt **unscripted, transparent and open**. I ask questions as they come to mind while observing classrooms and I've consistently received thoughtful and honest answers. The presence of staff has not limited conversation, in fact, it has often allowed for deeper understanding and follow up.

I also want to address the suggestion that Springfield does not provide a well-rounded education. From what I've seen firsthand including science instruction, hands on learning, early literacy assessments and strong classroom engagement I believe our schools are working hard to provide a **well-rounded educational experience** for students. Of course we have areas of improvement. Springfield is doing good work to enrich student learning.

These visits have strengthened my confidence in the work happening across our district and in the dedication of our educators.

As we face difficult budget decisions, I want our educators and administrators to know that I see their work, I value their leadership and I remain committed to supporting strong schools, transparency and responsible stewardship of taxpayer dollars. because our students deserve nothing less.

*for the Record,
Nicole DeAvall, Board Member
4/13/20*

Testing Candy for Camp Way-Too-Hot

Do the Mystery Plants grow better with LOTS of water or just a LITTLE water?

Box A: Sun, Water Container (Full)

Box B: Sun, Water Container (Empty)

REMARKS: Do the Mystery Plants grow better with LOTS of water or just a LITTLE water?

Breakfast Bowl

Do the Mystery Plants grow better with LOTS of sunlight or just a LITTLE sunlight?

Box A: Sun, Water Container (Full)

Box B: Sun, Water Container (Full)

REMARKS: Do the Mystery Plants grow better with LOTS of sunlight or just a LITTLE sunlight?

Water Experiment

Do the Mystery Plants grow better with LOTS of water or just a LITTLE water?

Box A: Sun, Water Container (Full)

Box B: Sun, Water Container (Empty)

REMARKS: Do the Mystery Plants grow better with LOTS of water or just a LITTLE water?

Sunlight Experiment

Do the Mystery Plants grow better with LOTS of sunlight or just a LITTLE sunlight?

Box A: Sun, Water Container (Full)

Box B: Sun, Water Container (Full)

REMARKS: Do the Mystery Plants grow better with LOTS of sunlight or just a LITTLE sunlight?

Fluffadoo Seed Travel

Ms. Brade

Test 1: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Test 2: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Test 3: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Water Journal

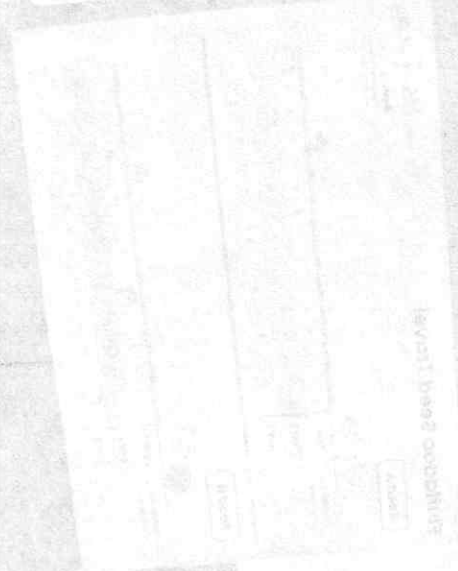
Explore the Basics

Water Cycle

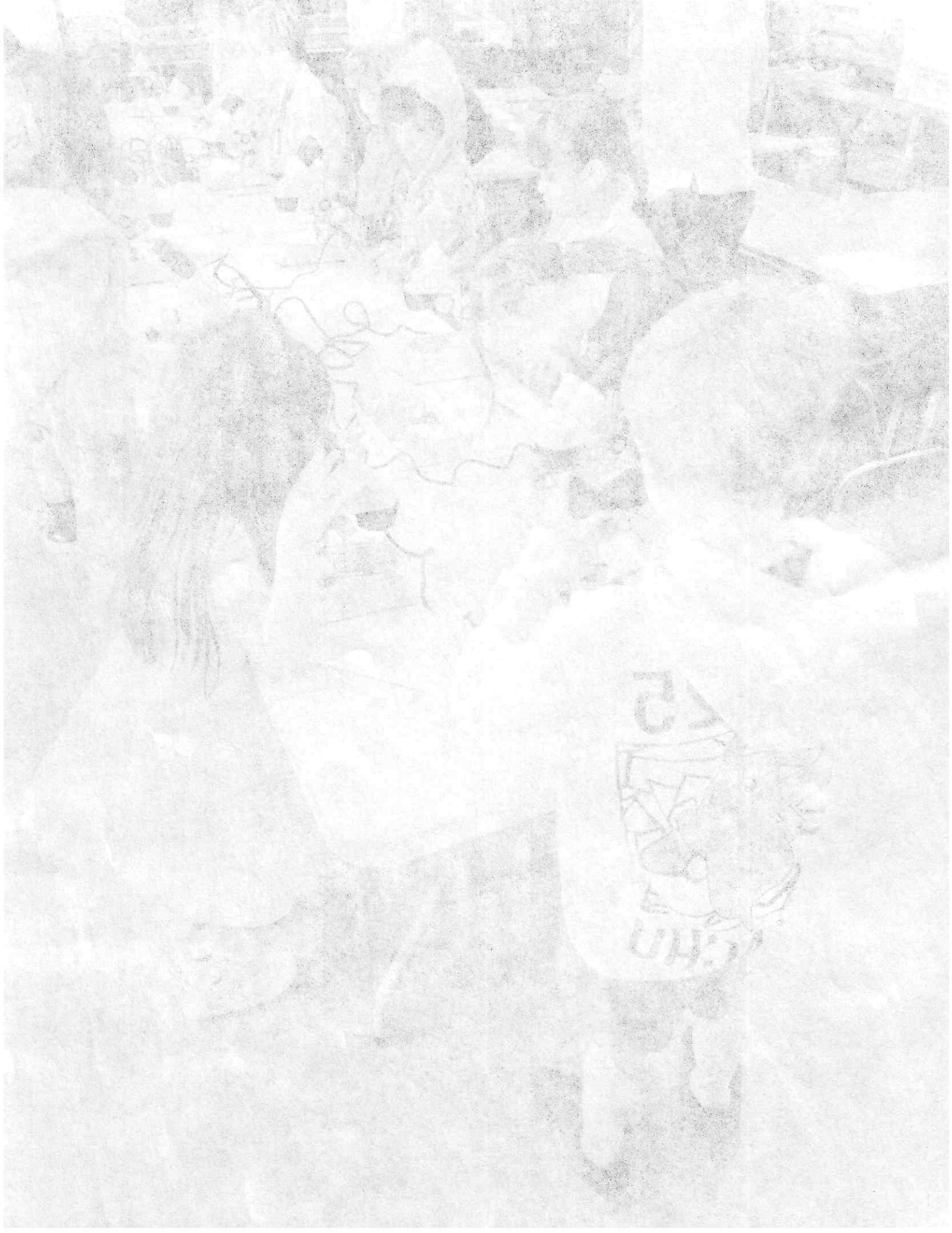


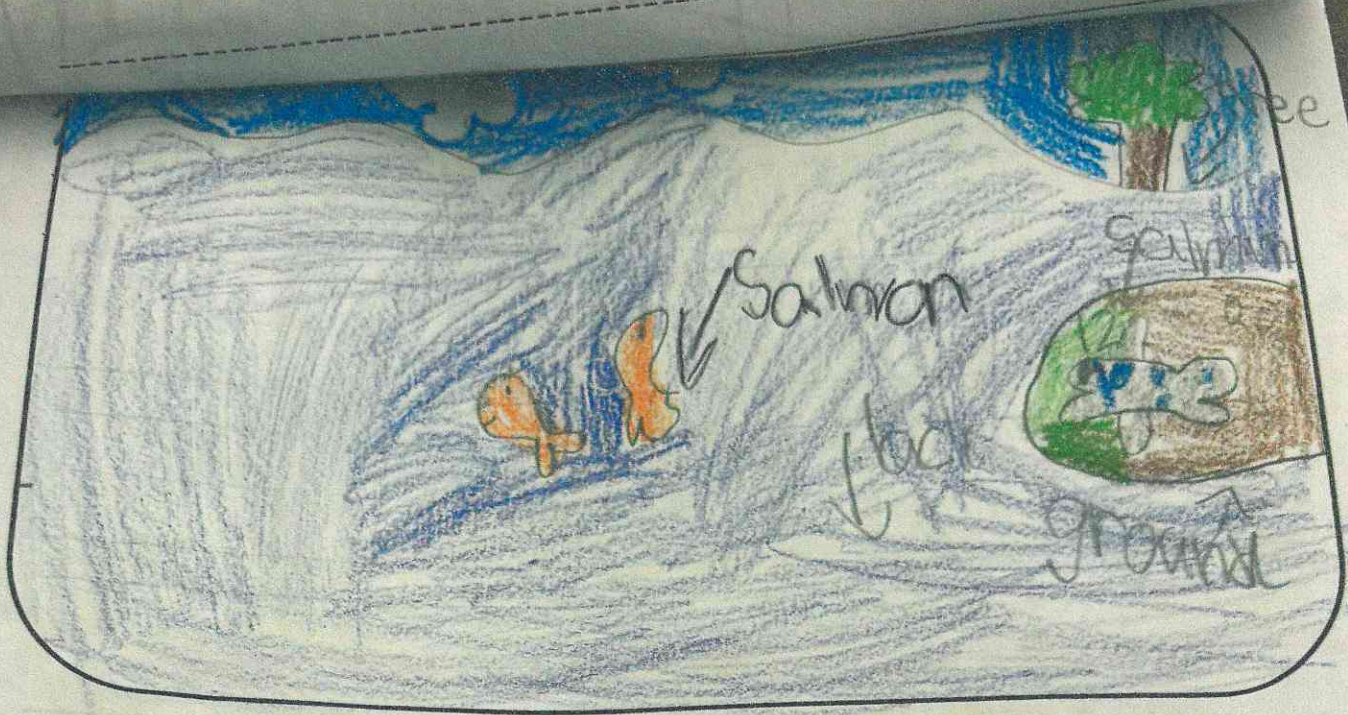
Maple



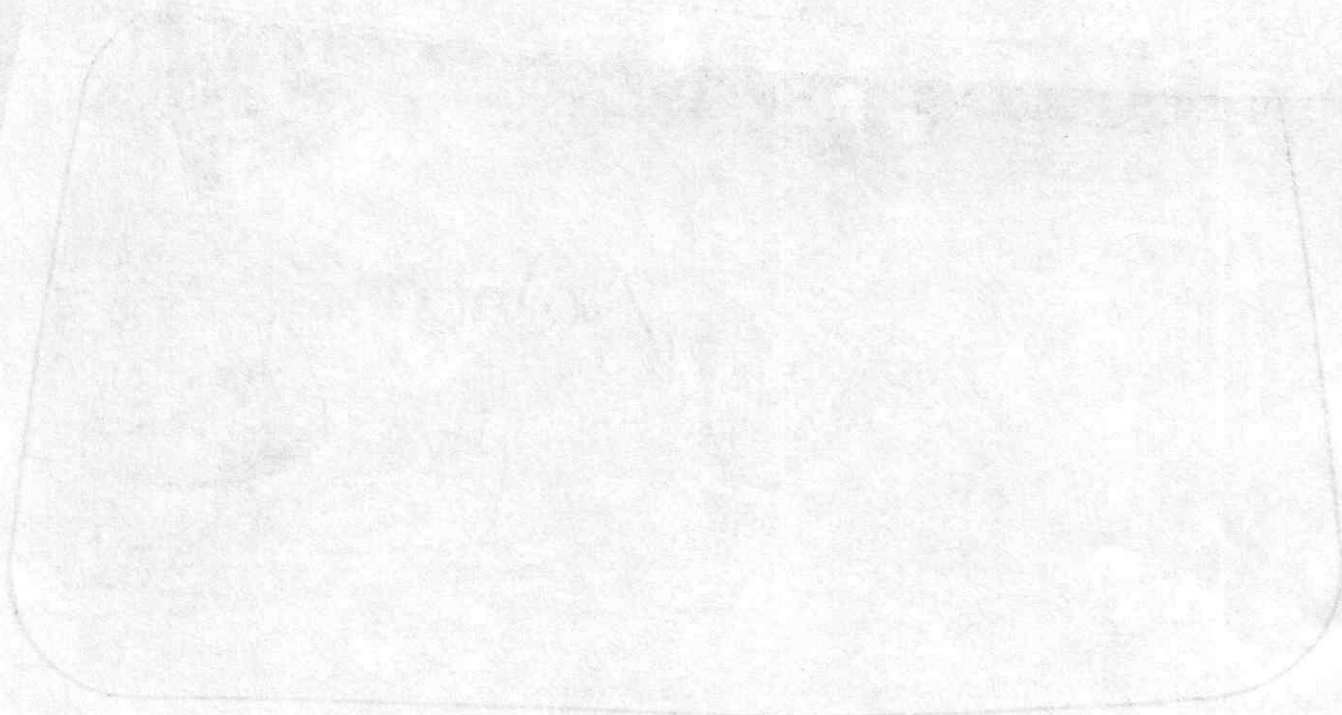








I liked the salmon
eggs because there are
a hundred eggs. They
are pink with black
spots. My clas got to



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Hello Members of the School Board,

My name is Megan Knight and I am the Principal at Maple Elementary. I am pleased to share some of the exciting work happening in science instruction at our school this year. Our students are engaging deeply with scientific concepts through hands-on, inquiry-based learning experiences that spark curiosity and build lasting understanding.

While we have been piloting Mystery Science and Wonders as core components of our science instruction for the past two years, two recent additions have made implementation even more seamless and impactful for our teachers. First, we received Mystery Science kits that include all the materials needed for each grade-level lesson. This has removed barriers to preparation and ensured that every classroom can fully engage in the intended investigations. In addition, a district team has been working on elementary science integration and we were provided with three complete science units per grade level to explore and review, each containing all necessary resources to support high-quality instruction from start to finish. Recently, we have also added science into our Literacy curriculum maps and are using collaboration time to help teachers plan and feel well-prepared for upcoming science units.

These supports have translated into rich, hands-on learning experiences across grade levels. In Kindergarten, students designed and constructed bird nests, carefully considering how to keep eggs and baby birds safe. First graders explored animal movement by building “spider walkers” to better understand how spiders are able to climb walls. In second grade, students created animal models to investigate how seeds are dispersed and how far they can travel. Our fourth graders took on the challenge of building roller coasters, applying their understanding of height, energy, and energy transfer in creative and engaging ways.

We have intentionally built time for science into our weekly schedule through Themed Units, ensuring consistent opportunities for exploration. Additionally, science is integrated into both reading and writing instruction, allowing students to deepen their understanding while strengthening literacy skills.

I would also like to extend a sincere thank you to Board Member Nicole De Graff for taking the time to visit Maple and observe our second graders using microscopes. It was a wonderful opportunity to showcase student engagement and enthusiasm for scientific discovery. We invite other board members to schedule a visit as well—please feel free to coordinate with Martie to arrange an observation.

Thank you for your continued support of our students and staff. It is an exciting time for science learning, and we are proud of the meaningful experiences taking place in our classrooms each day.

My name is Lou Woodford. My wife Gail and I spent our entire careers teaching in THIS district. Our children attended Springfield schools, and now, also, a grandson, so we continue to have great interest in what's going on.

We attended one of the community forums to talk about upcoming cuts in the budget. It was a good start and we welcomed the invitation to provide feedback, but ended up frustrated by the narrow focus of the two questions we were asked to answer. Here are the questions we were hoping to discuss:

When deciding what staff positions to eliminate, shouldn't those cuts be kept as far from the classroom as possible? When you eliminate 27 teaching positions in mid-year, you are doing the opposite; kids are greatly affected and in some cases traumatized.

When making personnel cuts, maybe your first consideration should be which positions give you the most bang for your buck. When Eugene 4J eliminated three assistant superintendent positions, the district saved in excess of half a million dollars. Has Springfield considered a similar administrative restructuring as a way to reduce staffing costs?

As a board, might you be asking how many district office positions there are? Are there any that could be consolidated or even eliminated?

We all know it's ideal to have a generously staffed administration building. But can we afford that luxury when we are facing such a catastrophic budget shortfall?

Our student population has decreased from 11,000 to 8,700 students - a drop of almost 21%. Has the district office realized comparable reductions?

If our mission truly is "Every student, every day", then your budget decisions should reflect that.

Thank you.

