

Oregon Senate Bill 739 Effective January 1, 2026 directs the Department of Education to develop academic content standards for Oregon Studies, which will include a balanced representation from various racial groups, promoting diversity, equity, and inclusion (DEI) in education. The bill aims to ensure that the contributions of various racial groups, including African American, Hispanic, Native American, and Asian American communities, are represented in educational materials.

This sounds like the Dual Immersion Program

The **Oregon Student Success Act SSA** 2019 is a commitment to improving access and opportunities for students who have been historically underserved in the education system.

This sounds like the Dual Immersion Program

Springfield Public Schools: Dual Immersion Program: we acknowledge that systemic barriers have perpetuated disparities and disproportionate outcomes for students from historically marginalized populations. We believe that educational equity is about providing every student with the opportunities and resources to thrive, and removing the barriers that have led to the predictability of academic success.

This sounds like the Dual Immersion Program

The board voted 3 to 2 to discontinue the Dual Immersion Program That means one person is contradicting the state and local policy of DEI and affecting the academic outcome of over 27 Latinx students.

I urge the Board to postpone the vote to approve the budget as it stands today.

Hello,

My name is Adamaryz and I am a recent graduate from the University of Oregon. I am here today in advocacy for the dual immersion program.

In my k-12 education, I was part of dual immersion learning, where apart from ELD, many students took classes in reading and writing in Spanish. These classes set me up for success and opened doors for me that would turn out to be crucial for my time in higher education. *Both by being my avenue for employment and campus opportunities and by giving me a sense of belonging.*

In my hometown I lived a very bicultural upbringing and was constantly surrounded by other Latinos in school, work, and everyday life. When I moved to the Eugene/Springfield area for university, I struggled to acclimate due to that lack of culture I had access to back home.

One of the ways that I found a sense of belonging was through employment. Biliteracy and translation skills in Spanish are highly sought after in many industries/fields. Coming into higher education with strong biliteracy skills in Spanish opened the doors to many job opportunities which were crucial to me as a working college student.

At the UO I translated for Spanish speaking parents at orientation sessions and conducted Spanish tours through the Student Orientation Programs. I translated schoolwork for non-English-speaking students and translated documents through A Family for Every Child. I translated promotional content and materials for the Center of Latin American Studies. I transcribed and translated interviews through my courses and research on campus.

Every time I had the opportunity to flex my biliteracy skills in Spanish I felt more connected to the community I was in. Translation became my survival mechanism. It connected me to my roots, allowed me to use my skills for good, and provided me a source of income. This was only possible because I had the opportunity to learn how to read and write in Spanish in my k-12 education.

Belonging is defined as "the feeling of deep connection, acceptance and security within a group, physical place or community". The Dual Immersion program creates belonging for many students in the district. In dual immersion classes students can express themselves authentically, reinforce their cultural background and gain equitable access to education and skillsets.

By taking away the dual immersion program, you are hindering student success, in Education and potential future career opportunities and in their sense of belonging.

But beyond that, you are telling your community that you are not invested in the education and future of your students. More than that, in times like today when Latino people all over the US and right here in Lane County are being targeted and prosecuted you are telling your students that you agree with that sentiment.

Know that I do not say this lightly. Taking away the Dual Immersion program is racist. It is racist to take away the source of belonging for many students in your district. It is racist to create educational and systemic barriers. Your district is 25% Latino students, and your faculty is 4% Latino. Many of your already few Latino faculty members are being cut in this budget including the dual immersion teacher, and there is no effort to preserve their employment. That is racist.

Language is power. And you are taking away that power from students.

I ask you to ~~pre~~ reconsider
cutting the Dual Immersion
Program.

Hola, me llamo Sean. Cuando tenía cinco años, yo comencé el programa de 'dual immersion'. Ahora, estoy en el grado ocho.

I started the Dual Program in 2018. My Kindergarten class had 28 students; half were native English speakers, half native Spanish speakers. Paying attention in class is hard when you're 5 years old; it was extra hard to pay attention in a foreign language. Señora Reyes and Señora Tapia were very patient with me.

Over the years, friends moved away and left the program. Our class became smaller. This always seemed strange to me. Many kids at Hamlin are Latino and even have Spanish-speaking parents. It seemed weird that I had access to Spanish language classes and they didn't.

I know low student numbers are cited as one of the reasons this program is being cut. My 7th-grade Spanish classes only had 10 kids. I think more kids would be in the dual classes if there were fewer barriers to joining the program. The low numbers are a result of policies, not a result of low interest.

Muchas gracias por su tiempo. Y muchas gracias por esta oportunidad.

Thank you.

A handwritten signature in black ink that reads "Sean Stord". The signature is written in a cursive, flowing style.

June 8, 2026

Dear Springfield School District Board Members,

My name is Andrew Davis, and I taught Dual Immersion at Springfield High School for the 2023-2024 and 2024-2025 school years. As the first High School Dual Immersion teacher at SHS, I was deeply disappointed to learn the district intends to cut the Dual Immersion program just as its first class approaches graduation. This will do a huge disservice to the kids who have come up through the program, and to all those it could have served if the program were allowed to mature and grow.

One justification I've heard for this decision is that enrollment and retention are low. But these are realities of the district administration's own making. Over my two years at Springfield High School, my coordinator and I argued to open the program to Newcomer students and to advertise it to students from feeder schools besides Guy Lee and Hamlin. The district, when it paid attention to the program at all, insisted on restricting it to the original cohort. Naturally, kids move out of the district or want to be in "normal" classes with their friends. Attrition is inevitable, but it is only an inevitable drag on numbers *where you limit the ability of new students to join the program*. Only late last school year did the district finally agree to open the program to Newcomers. Axing it a single year later is shortsighted, given the patience any new program requires as it adapts to local needs, especially one as unique as Dual Immersion.

You don't have to travel far to find successful Dual Immersion programs: 4J runs one in multiple languages, Salem has integrated its Dual Immersion and ESOL programs, and Portland's programs are decades old and a national model. These models vary, but they work. Each is adapted to the community it serves. The research bears this out. I moved from Tennessee to Oregon to teach at SHS because I wanted to be part of starting something. When I left, I felt confident knowing the high school program was in the hands of Saray Lopez Meraz, then my student teacher, who would give the kids and the program the continuity they needed. My only worry was follow-through from the district. So I am disappointed, but not surprised, to be writing this letter a year later.

Springfield and SHS could benefit enormously from letting this program mature. I was relieved to learn the elementary program isn't on the chopping block, at least for now. Research shows that gradually transitioning students whose home language isn't English supports their learning far better than dropping them into English-only classrooms. The same is true for middle and high schoolers. I have seen firsthand how hard general content classes can be for English Language Learners. Dual Immersion lets them earn the same credit while learning in a language they're already proficient in, from a teacher they can talk to directly, without an intermediary.

For kids who grew up in monolingual English- or Spanish-speaking households, Dual Immersion is a chance not just to speak Spanish but to read and write it. Literacy doesn't come automatically with speaking a language; like any skill, it takes practice and instruction. Cutting the program forecloses that for many students, along with the doors it would have opened for them.

Finally, I am saddened for the students being robbed of the chance to be SHS's first graduating class of Dual Immersion students. They have lived the growing pains of something new up close, and their families have fought to keep the program alive when it was threatened before, just as it is now. Not only for their own children, but because they believed in what it stood for and saw what it did for their kids. I urge the board to reverse this decision and instead give the Dual Immersion programs at Hamlin and SHS the opportunity to grow by broadening enrollment and committing to building a program that meets Springfield students' needs. At a moment when all things immigrant are vilified by our national government, it seems especially important that Springfield not abandon a program built on pride in the Spanish language and the communities that speak it.

Sincerely,

A handwritten signature in black ink, appearing to read "Andrew Davis". The signature is fluid and cursive, with the first name "Andrew" and last name "Davis" clearly distinguishable.

Andrew Davis

Former SHS Dual Immersion Teacher, Current Law Student at Loyola University Chicago

Name: Emily Timoshevskiy

District: Springfield, Guy Lee Elementary

Contact: 541-554-8871

Happytree17@gmail.com

Agenda Item: Dual Immersion Program Advocacy

My name is Emily Timoshevskiy. I'm a graduate of Springfield High School and a parent of two boys in the Dual Immersion Program—one at Guy Lee and one entering Hamlin. I'm here today as a committed advocate for this program and for the strong, thriving community it creates.

I am asking the district to commit to a strategic five-year support plan for Dual Immersion—not simply to keep it alive, but to invest in its growth. Parents have repeatedly come to this board asking for real, sustainable support. And too often, what we hear in return is that the district *is* supporting the program because it hasn't cut it. But keeping a program "afloat" is not the same as helping it thrive. We are asking you to strengthen the ship, expand its capacity, and keep it on course toward its intended purpose: building biliteracy, fostering cultural enrichment, and supporting a growing, connected community—not just patching leaks.

I don't need to explain the sense of belonging this program brings; the testimony from the last board meeting spoke clearly for itself. What does need to be addressed is the district's reaction—or lack of one—to that testimony. Parents received no follow-up communication. Instead, we learned through media reports that the district "never intended" for the program to create a sense of belonging. Whether or not that was the original intent, that *is* the outcome. A strong, connected community has formed—so build on it. Highlight it. Work collaboratively across departments to support what families and educators have built.

The district has missed several opportunities to grow enrollment—not just in the program, but district-wide. Last year, there were enough students to open a second kindergarten class, which could have meant more than 100 additional students over the life of the program. That represents over a million dollars in future funding. Now, with no meaningful secondary pathway, I personally know families preparing to transfer to 4J's program. That is funding lost—and it's potentially as much as a teacher's salary lost who *could* be serving secondary Dual Immersion.

Right now, due to all of the media attention, more people know about Springfield's Dual Immersion program than ever before. Use this moment to course-correct. Actively grow the program. Show that the district values it by restoring at least two half-time secondary teachers. No publicity is bad publicity, right? Make good out of this mess.

I'm calling for genuine action: transparent decision-making, real collaboration, and meaningful engagement with families and educators. Dual Immersion is not just a budget item. It is a bridge—connecting students to each other, to their heritage, and to the world. A program's worth is measured not only in dollars, but in the opportunities and enrichment it provides.

Let's work together to ensure this program doesn't just survive but thrives—supported with clear goals, dedicated resources, and honest communication.

Thank you.

Save Oregon Schools

Funding Oregon schools is the best investment the state can make to improve our community

➤ **Resend the \$365 million Moda Center renovation to retain the Trail Blazers**

\$365 million would fix the deficit of most Oregon K-12 schools

➤ **Stop the Salem Prison development plan**

The \$4.5 million feasibility study to build a new prison in Salem costing over a \$1 billion must STOP. Our state's priority should be improving our children's education regardless cost.

➤ **Disband the state Prosperity Council**

Following the Big Beautiful Bill, giving sweeping tax cuts to corporations and the wealthy, California and Washington have legislation to tax the rich. The Oregon Prosperity Council convened by Tina Kotek, aims to reduce Oregon corporate taxes even further.

Stop the Oregon K-12 teachers layoffs with immediate emergency funding

School districts are terminating dedicated teachers who are leaving their profession or leaving the state for employment

I am the parent of two kids in Springfield elementary schools, and I am here again tonight because I remain frustrated by the district's response to its curriculum failures.

It is now well established that according to the Oregon Department of Education, this district did not have instructional materials for science or social studies that met state standards, and it could not demonstrate that the materials being used adequately covered the required content and skills. This is a failure that directly affects students.

Last week, I spent time organizing my kids' schoolwork from the last five years. I found penguin crafts, hand print turkeys, daily writing notebooks, and even a research project about the blobfish. What I did not find was meaningful science instruction. Social studies was largely limited to a few lessons on state government before a Salem field trip. And even the reading curriculum that the district invested so heavily in does not appear to be one that fosters the love of reading, curiosity, or critical thinking that we know are essential to student success.

The work I reviewed reflects exactly what ODE found: this district has not consistently provided the well-rounded education our children are entitled to receive. What is especially troubling is that these concerns were raised years ago. The state finding did not reveal a new problem. It confirmed one that many parents and teachers had already identified.

So what is the district going to do about it?

I've heard you dismiss the problem of declining enrollment as the result of demographic trends, but I know families who are leaving because they no longer believe their kids are receiving the education they need. One parent recently told me their child actually lost academic ground this year. That family supports public education, and they do not want to leave the district. Yet they are choosing to homeschool because they feel they have no other option.

That should concern every person in this room.

We entrust this district with our children for more than six hours each day. In return, we have the right to expect an education that inspires a love of learning, nurtures curiosity, and provides the strong academic foundation our children need to succeed.

I am asking, again, for specific public answers:

- Who is responsible for this failure, and what oversight breakdowns allowed it to continue for years?
- Why were concerns raised by teachers and parents not addressed sooner?
- How will the district support students who have already missed years of science and social studies instruction?
- What measures will be used to ensure that every student now receives the instruction they deserve?
- And how will parents be able to verify that these changes are actually happening?

Ingrid Nordstrom
Public Comment, 22 June 2026

These questions matter because public trust has eroded.

The ODE finding cannot be the end of this conversation. It must be the beginning of a serious public examination of how this happened, who is accountable, and how the district will restore confidence that every child is receiving the education they deserve.

Thank you.

To the Springfield School District Board:
Dual Immersion Program Statement

June 8, 2026

My name is Nancy Bray. I taught in Springfield School District from 1977 – 2009. In 1999 with the changing demographics in Springfield, the district awarded me a sabbatical to go to the UO to get the endorsement in English for Speakers of Other Languages and to write the District English Language Development (ELD) Plan. When I returned from sabbatical, the district asked me to coordinate the ELD Program as a TOSA. I worked with administrators, teachers, staff members, families and community members and together we created the program that is still in effect today. As required by state and federal mandates, the program must teach English and ensure equal educational opportunity in the regular classroom. The program we created in the early 2000's is still in effect today. It's the largest ELD program in Lane County, serving over 700 students.

From the very beginning in 2000, we advocated for a Spanish/English Dual Immersion Program. Research shows that this is the most effective way for students to learn to read and write in two languages. For students whose native language is Spanish, that language is their strength, not their weakness. If they learn classroom content in Spanish while they are learning English, they transfer their skills to English more easily. As new ELD and Spanish-speaking students move into the district, the Dual Immersion program is a lifeline for them to build on the skills they already have as they transition to English. Students in this program receive the Oregon Seal of Biliteracy on their diplomas when they graduate from high school.

In 2014 the district made a commitment to establish a Spanish/English Dual Immersion Program that would add one grade level a year, until it became a grade K-12 program. We know that it takes more than the elementary years to become bilingual/biliterate; it must be a K-12 program to be effective. By eliminating the middle and high school program, the district is breaking the commitment it made to the students, their families, district staff, and the community. A decision of this magnitude must be transparent and include meaningful engagement with all who are impacted. Since 25% of the students enrolled in Springfield District are Latinx, this is a huge impact. The District needs to honor its commitment, and the program needs to be supported and celebrated, not eliminated.

I would be happy to talk with Superintendent Shawn Stover if he would like more information.

Nancy Bray
braynj@gmail.com

541-302-9074

Springfield High School - Dual Immersion: Courses, Pathway, Honors, and College Now Credit

Grade 9:

- Dual Immersion Spanish 9 - 1.0 credits.
 - ^ College Now: Spanish 101
- Dual Immersion Global History - 0.5 credits

Grade 10:

- Dual Immersion Spanish 10 - 1.0 credits
 - ^ College Now: Spanish 102
- Dual Immersion US History 20th Century - 0.5 credits

Grade 11:

- Dual Immersion Spanish 11 1.0 credits
 - ^ College Now: Spanish 103
- Dual Immersion Nuclear Era US History 0.5 credits
- Dual Immersion Government (Civics) 0.5 credits
 - ^ College Now: Political Science

Grade 12:

- Dual Immersion Global Studies: Mexico (World History) 0.5 credits

*Seal of Bilingualism:

- Students who demonstrate literacy in more than one language may qualify for the Seal of Bilingualism, which is placed on their diploma and can be included on college, scholarship, and job applications. To earn the Seal, students must meet proficiency requirements by passing an approved assessment such as the SLIP, STAMP, or CLEP exam, which are offered each spring.
- Taking Dual Immersion courses will help support and build skills necessary to pass the STAMP exam

High School Credits required for Graduation:

- 3.0 credits of Social Studies, including .5 Civics
- 3.0 World Language/Fine Arts/CTE credits required for graduation

D.I. Honors Credit:

- All Social Studies or Civics courses offered through Dual Immersion count towards Honors credit/diploma

- Completing 2.0 credits of Dual Immersion Spanish courses

- Satisfies World Language honors requirement

D.I. College Now Credit:

- Students can earn College Now credit through Dual Immersion courses
 - Dual Immersion Spanish 9 = CN Spanish 101
 - Dual Immersion Spanish 10 = CN Spanish 102
 - Dual Immersion Spanish 11 = CN Spanish 103
 - Dual Immersion Government (Civics) = CN Political Science

Students in the Dual Immersion Program:

- Students who have been part of the Dual Immersion program must take 2.5

Credits of Dual Immersion courses.

- 2.0 credits of Dual Immersion Spanish
- .5 credits of Dual Immersion Social Studies or Civics courses

Dual Immersion Pathway:

- Students who have not been part of Dual Immersion program and are interested in Dual Immersion can take 3.0 DI credits to earn Dual Immersion recognition.
 - 2.0 credits of Dual Immersion Spanish
 - 1.0 credits of Dual Immersion Social Studies or Civics courses



SPRINGFIELD
PUBLIC SCHOOLS
Every Student, Every Day

REQUEST TO ADDRESS THE BOARD

Name Jim Cupples Date 6-22-2026

District Residency 2 Phone _____

Email jim.cupples@gsq.il.com

Agenda Item or Topic Spanish Transition

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The meeting is being tape recorded. Please limit your comments to three minutes.