



SPRINGFIELD

PUBLIC SCHOOLS

Every Student, Every Day

BOARD OF EDUCATION
July 27, 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	Amber Langworthy
2. Review Process for Candidate Interviews	Chair Light
3. Interview Candidates	
4. Debrief Interviews	Chair Light
5. Action Items	
A. Board Appointment	Chair Light
B. Oath of Office	Chair Light
6. Next Meetings:	Chair Light
August 5, 2026 - Retreat 9:00 am	
August 10, 2026 – Regular Meeting at 6:00 pm	
7. Adjournment	Chair Light



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Every Student, Every Day

JUNTA DE EDUCACIÓN

27 de julio de 2026

Sala de Juntas del Edificio de Administración

640 A Street, Springfield, OR 97477

En español

4:00PM Reunión Especial

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	Amber Langworthy
2. Revisión del proceso para las entrevistas con candidatos	Presidente Light
3. Entrevistas a los candidatos	
4. Revision y comentarios sobre las Entrevistas	Presidente Light
5. Puntos de acción	
A. Nombramiento de un Miembro de la Junta	Presidente Light
B. Juramento del cargo	Presidente Light
6. Próximas reuniones:	Presidente Light
5 de agosto de 2026 - Retiro a las 9:00 am	
10 de agosto de 2026 – Reunión ordinaria a las 6:00 pm	
7. Suspensión de la sesión	Presidente Light

Las Escuelas Públicas de Springfield son un centro educativo y empleador de igualdad de oportunidades.

Las personas que tengan preguntas o solicitudes de necesidades especiales y alojamiento en las reuniones de la Junta deben contactar con la Oficina del Superintendente;

640 A Street, Springfield, OR 97477; Teléfono: (541) 726-3201. El contacto debe realizarse con 72 horas de antelación al evento.



Board Candidate Interviews

July 27, 2026

Panel #1 (30 minutes)

- A. Hollea Puzio
- B. Justin Bailey
- C. Matthew Brandt

Panel #2 (30 minutes)

- A. Daniel Stevens
- B. Michelle Heisler
- C. Kimberly Buckmaster

Panel #3 (40 minutes)

- A. Christina Scott
- B. Elery Neil Baird III
- C. Tracy Lilley
- D. Ky Fireside



PROCESS FOR CANDIDATE INTERVIEWS

July 27, 2026

The Board will select a community member to fill vacant position 4.

Position 4 is a mid-term vacancy, and the appointed member will serve through June 30, 2027.

Panel interviews will take place with several candidates on a panel. We anticipate that each panel will have about 30 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
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SPRINGFIELD BOARD OF EDUCATION
Appointment Interview Questions
July 27, 2026

1. What is your motivation in applying for the open board position and what unique qualities will you bring to the board, if appointed?
2. What do you believe is the role and responsibility of a school board member?
3. Describe a time you had to navigate conflict while maintaining respectful relationships. How did you go about resolving the conflict?
4. 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.
5. 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 and staff to support you?
6. How should a Board build trust with students, staff, and the community?
7. The appointment for Position 4 expires June 30, 2027. If appointed today, what would success look like for you after one year?

2026 Application for Appointment to Springfield Public Schools Board of Education, Position 4

Please complete this application and submit with a resume or letter of interest by 12 p.m. on July 24, 2026. Applications can also be submitted by emailing sps.communications@springfield.k12.or.us or at the District Administration Office at 640 A Street, Springfield.

The successful candidate will fill the Position 4 seat until June 30, 2027.

Name: *

Hollea Puzio

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

I want to serve on the Springfield public schools board because I believe strongly in the importance of public education and the role our schools play in shaping the future of our students and our community.

As a parent and community member, I have seen firsthand both the challenges our district faces and the dedication of the people who work within it. I want to be part of the solution by bringing a thoughtful, informed, and student-focused perspective to the board. My involvement with the district's budget committee has given me a better understanding of the complexities of school funding, decision-making, and the responsibility board members have to balance the needs of students, staff, families, and taxpayers.

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

As a school board member, I hope to help strengthen trust between the district, families, staff, and the community by encouraging open communication, transparency, and thoughtful decision-making.

My primary goal would be to ensure that every decision made by the board is focused on what is best for students. I want to help create an environment where students have access to the resources, support, and opportunities they need to succeed, while also recognizing the importance of supporting the educators and staff who serve them every day.

Ultimately, I hope to be a steady, engaged, and student-centered voice on the board—one that listens to the community, values different perspectives, and works toward positive outcomes for Springfield Public Schools.

How long have you lived in the school district? *

20+ years

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

My background includes experience serving on the Springfield Public Schools Budget Committee and the Head Start of Lane County Policy Council, where I have gained valuable experience in reviewing budgets, participating in decision-making processes, and representing the needs and perspectives of families and the community.

Through my service on these committees, I have developed a deeper understanding of the responsibilities involved in public education governance, including the importance of fiscal responsibility, transparency, accountability, and making decisions that prioritize student success.

My experience has strengthened my ability to listen to different perspectives, ask thoughtful questions, work collaboratively with others, and consider the broader impact of decisions on students, families, staff, and the community. I believe this background has prepared me to serve as a responsible, informed, and student-focused member of the Springfield Board of Education.

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

My primary interests and concerns regarding public schools are ensuring that every student has access to a safe, supportive, and high-quality learning environment where they have the opportunity to succeed.

I am particularly interested in supporting student achievement, strengthening communication and trust between the district and the community, and ensuring that decisions are made with transparency and accountability. I believe it is important that the district carefully evaluates how resources are allocated so that funding is used in ways that have the greatest positive impact on students and classrooms.

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

I would like the Board to consider my experience as a community member who has actively participated in Springfield Public Schools and understands the importance of strong public education.

My service on the Springfield Public Schools Budget Committee and the Head Start of Lane County Policy Council has given me experience with public education governance, budgeting, policy discussions, and the responsibility of representing the needs of families and students. These experiences have helped me develop the ability to listen, ask thoughtful questions, consider multiple perspectives, and make decisions based on the information available.

I believe a school board member should be a careful steward of public resources, a strong advocate for students, and a collaborative partner with families, staff, and district leadership. I would bring a willingness to learn, engage in meaningful discussion, and work toward solutions that support the success and well-being of all Springfield students.

Upload a resume or letter of interest. *

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 Add file

The successful candidate will fill the Position 4 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

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 parent and engaged member of the Springfield community, I believe strongly in the importance of public education and the role our schools play in supporting students, families, and the future of our community.

My interest in serving comes from a desire to contribute my experience, perspective, and commitment to ensuring that every student in Springfield Public Schools has the opportunity to succeed. I believe school board service requires thoughtful leadership, a willingness to listen, a commitment to transparency, and the ability to work collaboratively with students, families, staff, district leadership, and the broader community.

I have gained valuable experience through my service on the Springfield Public Schools Budget Committee and the Head Start of Lane County Policy Council, as well as being a parent of multiple students in the Springfield Public Schools ranging from elementary to high school.

These experiences have given me insight into public education governance, budgeting, policy discussions, and the responsibility of making decisions that consider the needs of children, families, and the community. They have also strengthened my ability to ask thoughtful questions, consider multiple viewpoints, and work toward solutions.

I understand that serving on the school board is a responsibility that requires careful consideration of both educational priorities and the resources available to support them. I hope to bring a student-centered perspective, a commitment to fiscal responsibility, and a dedication to building trust through open communication and meaningful engagement.

I would be honored to have the opportunity to serve Springfield Public Schools and contribute to the important work of supporting student success. Thank you for considering my application and for your continued service to our schools and community.

Sincerely,

Hollea Puzio

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Name: *

Matthew Brandt

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

I want to serve because I have a direct, long-term stake in this district's success: my wife and I have three children at Thurston Middle and Thurston Elementary, with twelve more years in Springfield classrooms ahead of us, and we volunteer in those schools throughout the year. I also believe I can be genuinely useful right now. The district is navigating a leadership transition, a structural budget gap, and a strained relationship with staff and families. The board benefits from members who stay calm under pressure, work from verified numbers, and treat disagreement as something to be resolved through process rather than conflict.

Since applying for the Position 2 vacancy in February, I have stayed engaged rather than waiting for another opening: attending nearly every board meeting in person if not virtually, studying the budget in depth, and producing independent analysis of the district's revenue options and a proposal for a Public Option Levy as a major tool in the the Districts toolkit. I did that work because it needed doing, not because a seat was available. I'd like to continue it with the responsibilities and accountability of a board member.

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

Three things, in order:

Support a stable transition year. Dr. Stover has one year and a clear mandate. The board's job is to give him clear direction, honest evaluation, and a united, professional governing body to work with. I intend to be part of the solution to board cohesion, not a new faction.

Move the district from crisis budgeting to long-range revenue planning. Two consecutive years of cuts and reserve draws are signs of a structural problem that cuts alone will not fix. I have researched Oregon's Local Option Levy framework in depth — rates, compression under Measures 5 and 50, and peer-district comparisons — and submitted that analysis to the board along with a draft resolution to charge the Budget Committee with a formal feasibility study. I hope to help the board rigorously evaluate whether a levy belongs on a future ballot, with the Budget Committee — not any one person's projections — determining the numbers.

Pursue every avenue of cost relief and opportunity that doesn't touch classrooms. As one example, I recently completed a feasibility and financing analysis of solar and battery storage across the district's 21 school buildings and other properties, focused on zero-upfront-cost structures appropriate to the district's fiscal position, with side benefits for CTE programming. I want the board to routinely ask "what would it take to afford what our students need" — and to do the disciplined homework that question requires.

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 through increasingly responsible roles: senior customer support, associate business analyst, technical account manager, product manager, and now software service engineer. The common thread is being trusted with complex, high-stakes situations — stabilizing incidents, communicating clearly what is known and unknown, leading after-action reviews, and presenting difficult information to executives and customers with composure. I also hold an accounting certificate, and financial analysis is a regular part of how I approach problems.

I bring a second, complementary perspective as a small business owner. My wife has run her own licensed early learning program since 2014, and together we employ four full- and part-time staff. Running that business firsthand has taught us how to balance a tight budget against the need to invest in staff and in a genuinely strong learning environment — the same tension the district navigates at a much larger scale. My wife went back to school to earn her Bachelor's in Early Childhood Education, and early childhood development is a shared priority for our family, not just a professional one.

I want to address the obvious question directly: I have not previously served on a school board. What I can offer instead is a demonstrated record of closing that gap on my own initiative. Over the past six months I have attended nearly every board meeting, studied Oregon school finance and Local Budget Law closely enough to produce statute-cited revenue analysis, authored a district-wide solar feasibility report, and built working relationships with district stakeholders including educator association leadership. In my career, I have made a habit of rapid mastery — I am routinely the person clients pull into meetings to explain how their own systems work. I treated the months since the last vacancy as my onboarding for this role, and I would arrive ready to contribute from the first meeting of what is a short, consequential term and intend on extending that by running and winning the seat in the upcoming election to retain a longer term seat.

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

Fiscal sustainability:

My central concern is that Springfield's structural deficit will keep forcing reactive cuts unless the district builds a long-range revenue and reserve strategy. I want budget decisions made early, transparently, and with the Budget Committee fully engaged — never mid-year if it can possibly be avoided.

Student-centered outcomes and well-rounded instruction:

Core academics, plus the counselors, specialists, arts, and enrichment that keep students engaged and families in the district. Enrollment decline is partly a confidence problem, and confidence is rebuilt by what happens in classrooms.

Rebuilding trust:

With staff, with families, and between the board and the community. That means clear communication about constraints and priorities, listening structures that work, and follow-through on what was heard.

Governance discipline:

The board sets direction and provides oversight; the superintendent and staff implement. I'm interested in strengthening that model so it functions well through the transition year and the permanent superintendent search.

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

Two things.

First, my approach:

I believe the district should start from a community-informed vision of what we want our schools to provide, then work backward to the most responsible way to achieve it — asking "what would it take to afford this" rather than defaulting to "we can't afford this." That mindset is why my independent work has focused on revenue options and cost-reduction opportunities rather than critique.

Second, in the interest of full transparency:

I founded the Springfield Bridge Plan, an independent community initiative supporting a future Local Option Levy. If appointed, I would keep that advocacy work strictly separate from my board role — any campaign activity would be carried out by an independent community committee in compliance with Oregon election law, district resources would never be involved, and my board-side participation would be limited to the same referral votes every member takes. I raise this proactively because I believe board members should surface potential questions before others have to ask them. I fully believe that a board member needs to represent their district and not their own agenda, and my aim would be to always be impartial and advocate on behalf of the students first, adults second.

Upload a resume or letter of interest. *



Matthew_Brandt...



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.

MATTHEW BRANDT

School Board Service — Governance, Fiscal Stewardship & Community 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. Springfield Public Schools parent of three and 15-year district resident. Known for calm crisis response, clear communication in high-stakes situations, and independent, statute-grounded financial analysis. Brings a collaborative, data-driven approach focused on fiscal sustainability, transparency, and student-centered outcomes.

CIVIC LEADERSHIP — SPRINGFIELD PUBLIC SCHOOLS

- **Founder, Springfield Bridge Plan** (springfieldbridgeplan.org) — independent community initiative supporting a Local Option Levy for SPS. Authored the levy framework: ~\$8.5M/yr net revenue model with statute-cited projections (ORS 280.060, ORS 255.085), Measure 5/50 compression analysis, peer-district rate benchmarking, and a 70/30 operations-to-reserve structure. Gathered over 1000 signatures and related community commentary when proposing the original Bridge Plan to avert the RIF in Jan.
- Submitted the levy framework and a draft resolution to the SPS Board of Education (June 2026) proposing that the Budget Committee be charged with a formal feasibility study ahead of a future ballot referral; delivered related public comment on district revenue options.
- Authored a solar PV and battery storage feasibility and financing report covering the district's 21 school buildings and additional properties — direct purchase vs. lease/PPA structures, SUB/EWEB net-metering analysis, and a bond buy-out pathway — prepared and sending over for Board consideration.
- Attended nearly every SPS board meeting since January 2026, in person and virtual; engaged with SEA and OSEA leadership during the 2026 RIF; guest speaker at a Community Alliance for Public Education (CAPE) community meeting.
- Parent of three SPS students (Thurston Middle School and Thurston Elementary); active classroom and school-event volunteer alongside my wife.

CORE STRENGTHS

- | | |
|---|---|
| • Public speaking and facilitation | • Financial analysis and reporting (Accounting certificate) |
| • Crisis leadership and incident response | • Policy and requirements interpretation |
| • Stakeholder engagement and diplomacy | • Process improvement and documentation |

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 across teams.
- Facilitates post-incident reviews and communicates outcomes to technical and non-technical stakeholders; trusted subject-matter expert routinely engaged by clients to explain their own systems' interactions.

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 across teams and partnered with QA to establish repeatable regression testing practices.

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

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Name: *

Justin Bailey

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

I want to help our schools get the resources we need to be successful and help our children in their future as successful citizens.

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

I want to take a look at our budgets as well as reviewing school curriculum to determine if resources are appropriately allocated.

How long have you lived in the school district? *

20 years, I was born in Cottage Grove and moved here.

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 an MBA in Business Management and Strategy from Western Governors University. I have 25 years of customer service experience to help me work with all the stakeholders to get the best outcome.

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

Bullying, finding the best way to help our students reframe their energy to productive force instead of putting people down.

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

I mostly want the board to know I am interested in making our schools efficient and remove barriers to the education of our children.

Upload a resume or letter of interest. *



Justin Bailey - AT...



Add file

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Google Forms

JUSTIN BAILEY

PROFESSIONAL SUMMARY

Results-driven Operations and Customer Support Leader with an MBA and over 25 years of experience managing high-volume service environments, including financial institutions, contact centers, and IT service desks. Proven expertise in end-to-end escalation resolution, team mentorship, and workflow optimization. Skilled in aligning daily front-office operations with corporate compliance frameworks and cross-functional technical teams to drive customer satisfaction and long-term retention.

CORE COMPETENCIES & TECHNICAL SKILLS

- **Leadership & Management:** Operations Management, Team Coaching & Mentorship, Performance Metrics tracking, Workforce Scheduling, Conflict Resolution, Crisis Support.
- **Banking & Compliance:** Customer Identification Program (CIP) Compliance, Fraud Mitigation, Financial Case Analysis, Consumer Loan Products processing.
- **Technical Proficiencies:** AS400/GUI, Siebel Databases, Altiris Deployment, Service Desk Platforms, CRM Systems, CMS, Interaction Desktop, Microsoft Office Suite (Word, Excel, PowerPoint).

PROFESSIONAL EXPERIENCE

PenFed Credit Union – Eugene, OR

Member Concerns and Advocacy Analyst (April 2023 – May 2026)

- Troubleshoot and resolved highly escalated member issues, utilizing delegated authority to grant policy exceptions and ensure member retention.
- Coached, educated, and monitored Member Service Representatives (MSRs) during real-time escalated interactions to improve soft skills and resolution outcomes.
- Led and motivated a close-knit operational team through highly demanding and high-stress situations.
- Facilitated system troubleshooting and staff training initiatives during the rollout of new software applications.

Operations Support Specialist (August 2020 – November 2023)

- Managed the universal internal assistance line, providing immediate policy guidance and accurate decision-making support to service center frontline agents.
- Reviewed member identity documentation to verify account data, ensuring strict compliance with CIP regulations and actively mitigating fraud.
- Maintained deep regulatory process knowledge of multiple consumer lending products,

including auto, personal, credit cards, IRA, and recreational vehicle loans.

- Served as an Assistant Treasurer within assigned authority and acted as a Certified Notary Public to execute official transactions.

Operations Officer (September 2019 – August 2020)

- Acted as a supervisor and team leader, monitoring key performance metrics and providing direct coaching and personal crisis support to frontline agents.
- Authorized account overrides, managed temporary holds, and investigated potential fraud patterns.
- Directed daily workflows for the Supervisor Inbox, managed financial returns processing, and validated identification documents.

Senior Mortgage Consultant (January 2018 – September 2019)

- Monitored high-volume call queues using CMS and Interaction Desktop, stepping in as Assistant Supervisor to optimize queue workflows.
- Processed mortgage and home equity loan applications, collaborating directly with underwriters and processors to accelerate application turnaround times.
- Served on a dedicated project team tasked with testing, debugging, and troubleshooting next-generation mortgage creation platforms.

Member Service Representative (April 2016 – January 2018)

- Handled high-volume inbound member calls to efficiently resolve core banking, transaction, and account inquiries.

Firstsource Solutions Limited – Eugene, OR

Customer Service Team Lead (May 2015 – April 2016)

- Managed a team of 20 Customer Service Representatives within a fast-paced digital chat environment, cultivating a culture of high performance and operational excellence.
- Handled secondary chat escalations and authorized operational overrides to maintain high levels of customer satisfaction.
- Earned the corporate Integrity Award for maintaining transparent, honest, and ethical conduct standards across the team.

Sykes Enterprises, Inc. – Eugene, OR

Customer Service Agent / Representative (March 2015 – May 2015)

- Provided inbound customer service and technical product sales solutions within a highly structured call center setting.

Eugene Water & Electric Board (EWEB) – Eugene, OR

Service Desk Agent (May 2014 – November 2014)

- Provided IT service desk support, logging technical requests and resolving hardware and software issues over the phone and on-site.
- Drafted and organized official IT policies, troubleshooting standards, and knowledge base guidelines for the help desk.
- Utilized Altiris software to deploy remote installations and securely manage user PC workstations.
- Collaborated cross-functionally with Network Services, Cyber Security, Database Administrators, and Business Analysts to resolve complex issues.

Royal Caribbean Cruises, Ltd. – Springfield, OR

Loyalty Team Lead (October 2005 – December 2013)

- Earned 7 internal promotions over an 8-year tenure based on complex technical skills and master-level knowledge of AS400, Siebel, and group databases.
- Partnered with the management team as an assistant supervisor to lead 90 call center agents across 4 teams spanning two separate operational locations.
- Designed and deployed an optimized escalation and resolution system, streamlining workflows, minimizing supervisor intervention, and saving turnaround time on guest callbacks.
- Recommended the integration of the "Average Handle Time" metric to management, directly accelerating overall department call resolution rates.
- Trained agents on AS400/GUI, Microsoft Office, Lotus Notes, Sametime, Avaya, and Marketing Driven Organization (MDO) sales techniques.

Safeway – Cottage Grove, OR

Fuel Station Assistant Manager / Gas Station Manager (January 1999 – October 2005)

- Managed staff scheduling, inventory forecasting, and comprehensive onboarding for department personnel.
- Operated and maintained Point-of-Sale (POS) and corporate loss prevention systems while tracking sales trends to optimize delivery schedules.

EDUCATION

Master of Business Administration (M.B.A.) – Business Administration, Management, and Strategy

Western Governors University (2013 – 2015)

Bachelor of Science – Business Administration and Management

University of Phoenix (2009 – 2013)

HONORS & AWARDS

- Truly Legendary Citizen Award
- Force Multiplier Recognition
- Corporate Integrity Award – Firstsource Solutions

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Name: *

Michelle Heisler

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

I want to serve on the Springfield Public Schools Board of Education because I believe every child in our community deserves the opportunity to receive a high-quality education and have a positive, supportive school experience. As a parent of a child currently in the district, with another child who will soon join SPS, I have a personal investment in the success of our schools and the future of our students.

Beyond my role as a parent, I have spent my career leading organizations focused on serving communities, developing people, and creating positive experiences for those we serve. I would bring that perspective to the Board by listening to students, families, educators, and community members, while helping make thoughtful decisions that balance educational priorities with responsible stewardship of district resources.

I want to contribute my leadership experience, commitment to Springfield, and passion for helping children succeed to ensure our schools continue to be a place where every student has the support and opportunities they need to thrive.

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

As a school board member, I hope to help restore trust and strengthen relationships between the Board, district leadership, educators, families, students, and the broader Springfield community. The recent challenges facing Springfield Public Schools have created significant division and uncertainty, and I believe moving forward requires a commitment to respectful dialogue, transparency, and collaborative problem-solving.

My goal would be to help create an environment where all stakeholders feel heard and valued, while ensuring the Board remains focused on its most important responsibility: supporting student success. This includes making thoughtful decisions around educational priorities, financial stewardship, and long-term planning.

Throughout my career, I have led teams through complex organizational changes, including situations where communication and trust were critical. Those experiences have taught me that rebuilding confidence requires listening, acknowledging concerns, communicating openly, and following through on commitments.

I hope to bring a steady, collaborative, and community-focused perspective to the Board—one that helps move Springfield Public Schools forward while keeping students at the center of every decision.

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 am a lifelong Springfield resident and graduate of Springfield Public Schools, giving me a personal connection and deep appreciation for the role our schools play in shaping our community. As a parent of a current SPS student, with another child who will soon enter the district, I have a personal investment in ensuring our schools continue to provide a strong educational experience for all students.

Professionally, I have spent my career in leadership roles focused on operations, strategic planning, financial stewardship, employee development, and serving communities. Most recently, I served as Director of Branch Network for Peak Credit Union, where I led eight branch locations across Oregon and Southwest Washington, overseeing teams, operational performance, compliance, budgets, and major organizational initiatives. I have experience working with executive leadership and boards, evaluating policies, managing complex challenges, and making decisions that balance the needs of stakeholders with responsible resource management.

I hold a Bachelor of Science in Economics, a Master of Business Administration, and have additional training in leadership, customer experience, Lean, and Six Sigma. My experience leading through organizational change has strengthened my ability to listen, communicate effectively, build trust, and collaborate toward solutions.

I believe my background as a Springfield graduate, parent, community member, and experienced organizational leader would allow me to bring a thoughtful, balanced, and student-focused perspective to the Springfield Public Schools Board of Education.

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

My primary interests and concerns about public schools are ensuring that every student has access to a high-quality education, that educators and staff feel supported and valued, and that families have confidence in the decisions being made on behalf of their children.

I believe strong schools are built on strong relationships between students, families, teachers, administrators, and the community. I am particularly interested in fostering an environment where educators have the resources and support they need to be successful, while students have access to the academic programs, extracurricular opportunities, and services that help them thrive.

I also have a strong interest in responsible financial stewardship and long-term planning. School districts must make difficult decisions with limited resources, and those decisions should be guided by transparency, data, and a clear understanding of how they impact students and the people who serve them.

Having attended Springfield Public Schools and now having a child in the district, I have a personal commitment to ensuring our schools continue to be a place where every student feels supported, challenged, and prepared for the future.

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

I would like the Board to consider the combination of my lifelong connection to Springfield Public Schools, my experience as a parent, and my professional background in leadership and organizational management.

As a graduate of Springfield Public Schools, I have personally experienced the impact our schools can have on students and families. Now, as a parent of a current SPS student, with another child who will soon enter the district, I have a vested interest in the continued success of our schools and our community.

Throughout my career, I have led teams, managed complex operations, partnered with boards and executive leadership, and guided organizations through significant change. These experiences have strengthened my ability to listen to different perspectives, evaluate information objectively, communicate transparently, and make thoughtful decisions that balance competing priorities.

I would bring a collaborative and steady approach to the Board, with a commitment to rebuilding trust, supporting educators and staff, maintaining responsible stewardship of district resources, and keeping students at the center of every decision.

I am seeking this opportunity not because I believe I have all the answers, but because I believe effective leadership starts with listening, learning, and working together to serve our students and community.

Upload a resume or letter of interest. *



MHeisler_Resum...



MHeisler_Interes...



Add file

The successful candidate will fill the Position 4 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.

M i c h e l l e H e i s l e r

COMMUNITY LEADERSHIP PROFILE

Lifelong Springfield resident, proud graduate of Springfield Public Schools, and dedicated SPS parent with a deeply rooted investment in the long-term success of our district. A senior operations leader offering over 15 years of experience characterized by strategic planning, multi-site operational management, multimillion-dollar budget stewardship, and successful partnerships with governing boards and executive leadership. Known as a collaborative, steady leader who listens intently to diverse perspectives, evaluates data objectively, and builds trust through transparent communication. Fully committed to supporting our educators, maintaining responsible resource allocation, and placing students at the center of every board decision.

Key Governance & Leadership Strengths

- **Strategic & Operational Leadership:** 15+ years of experience directing complex operations, aligning organizational strategy with overarching goals, and leading high-performing teams through continuous improvement.
- **Change Management & Stability:** Proven capability to guide large, geographically dispersed teams through major high-stakes transitions, including a comprehensive 15-branch core system conversion and enterprise-wide mergers.
- **Financial Stewardship & Accountability:** Deep background directing multimillion-dollar operational budgets, ensuring responsible resource allocation, and maintaining strict compliance in highly regulated environments.
- **Collaborative Decision-Making:** Experienced in partnering directly with executive leadership, governing boards, and community stakeholders to implement strategic visions and solve complex problems.

Education & Credentials

MASTER OF BUSINESS ADMINISTRATION (MBA), MANAGEMENT AND LEADERSHIP
Bushnell University | Eugene, Oregon

BACHELOR OF SCIENCE, ECONOMICS | MINOR: BUSINESS ADMINISTRATION
University of Oregon | Eugene, Oregon

Lean Six Sigma Green Belt | Advanced Innovation Group Pro Excellence (AIGPE)

Diversity, Equity, and Inclusion Certificate | eCornell

Business Analytics Certificate | eCornell

Customer Experience Management (CX) Masterclass 2026 | Udemy

Training Certificate | Association for Talent Development (ATD)

Work Experience

2023 – 2026

Director of Branch Network | Peak Credit Union

Provided strategic direction, operational oversight, and executive leadership for an eight-branch network serving diverse communities across Oregon and Southwest Washington. Partnered closely with executive leadership and the Board of Directors to execute organizational priorities, maintain regulatory compliance, and ensure responsible fiscal stewardship.

- **Large-Scale Project Governance:** Served as the executive operational leader orchestrating the comprehensive core system conversion across all 15 Oregon branches. Coordinated cross-functional teams, mitigated operational risks, and led readiness planning to ensure a stable transition for staff and members.
- **Organizational Integration:** Directed enterprise-wide operational integration during a major credit union merger. Focused heavily on aligning policies, procedures, staffing, and facilities while preserving a positive stakeholder experience.
- **Financial Stewardship:** Directed multimillion-dollar operational budgets with a strict focus on responsible financial stewardship, risk management, and efficient resource allocation.
- **Crisis Management & Stability:** Demonstrated steady, resilient leadership during a major core system outage. Handled extended, critical remote operations to maintain service continuity, support frontline staff, and uphold organizational trust during a high-stress period.
- **Workforce Advocacy & Development:** Fostered a culture of collaboration, accountability, and mutual respect. Developed future leaders through targeted coaching, transparent feedback, and professional development initiatives.

2020 – 2023

Regional Manager | Peak Credit Union

- Provided leadership for multiple branch locations, coaching management teams while ensuring consistent execution of organizational priorities.
- Managed regional operations, staffing, budgeting, and performance improvement initiatives across multiple locations.
- Implemented process improvements that increased operational efficiency and reduced risk.
- Maintained strict compliance with federal and state regulations while achieving regional goals.

2015 – 2020

Branch Manager | Peak Credit Union

- Managed daily operations, staffing, and budgeting for a high-performing financial center.
- Built strong partnerships within the local community to enhance local engagement.
- Improved operational efficiency through process improvements and employee coaching.

2011 – 2015

Branch Manager/Registered Representative | Chase

- Managed full scope of branch operations, asset protection, and regulatory compliance for a high-volume financial services location.
- Achieved two consecutive clean audit cycles by embedding strict internal controls and a proactive risk-mitigation framework.
- Analyzed data to improve local performance, mitigate fraud, and enhance customer satisfaction metrics.

District & Community Connection

- **SPS Graduate:** Personally benefited from the dedication of Springfield's educators and schools, fueling a lifelong commitment to the district's educational mission.
- **SPS Parent:** Active parent of a current Springfield Public Schools student, with a second child preparing to enter the district, providing a firsthand understanding of current family and student needs.
- **Community Advocate:** Dedicated to fostering open dialogue, rebuilding stakeholder trust, and ensuring that the Springfield school system remains a supportive, transparent, and rigorous environment for all students and staff.

Michelle Heisler

JULY 20, 2026

Springfield Public Schools Board of Education
School District No. 19
Springfield, Oregon

RE: Letter of Interest – Board of Education Appointment (Position 4)

Dear Members of the Board of Education,

I am writing to formally express my enthusiastic interest in being considered for the appointment to Position 4 on the Springfield Public Schools Board of Education. As a lifelong resident of Springfield and a proud graduate of Springfield Public Schools, I have experienced firsthand the profound, positive impact our schools have on students and families. Today, I am the parent of a current SPS student, with another child preparing to enter the district. I have a deeply personal, vested interest in ensuring our schools remain places where every student is supported, challenged, and set up for long-term success.

In addition to my deep roots in this community, I bring over 15 years of professional leadership, strategic planning, and operational experience that align closely with the responsibilities of a governing board. My career has been defined by driving organizational excellence, managing multimillion-dollar budgets, navigating complex regulatory landscapes, and partnering directly with executive leadership and boards of directors to achieve shared goals.

Most recently, as the Director of Branch Network for Peak Credit Union, I was responsible for the strategic direction, financial performance, and compliance of an eight-branch network spanning Oregon and Southwest Washington. During my 11-year tenure with the organization, I frequently guided large, diverse teams through high-stakes transitions. Notably, in 2025, I served as the executive operational leader orchestrating a comprehensive core system conversion across all 15 Oregon branches, a massive enterprise project requiring intense collaboration, risk mitigation, and continuous cross-functional communication. Additionally, during a major system outage in February 2022, I managed critical extended remote operations to maintain service continuity, provide frontline advocacy, and steady the organization during a period of high friction.

These experiences have sharpened my ability to listen to varied perspectives, evaluate data objectively, and make thoughtful decisions that balance competing priorities. I know how to ask the right operational questions, exercise strong fiscal stewardship, and maintain accountability, all skills that I am eager to apply to the stewardship of our district's resources.

If appointed to the Board, I will bring a collaborative, transparent, and steady approach. My priorities will be focused on rebuilding community trust, advocating for our dedicated educators and staff, maintaining responsible financial oversight, and, above all, keeping our students at the absolute center of every decision.

I am seeking this opportunity not because I believe I have all the answers, but because I believe effective leadership begins with listening, learning, and working together to serve our community. Thank you for your time, your consideration, and your continued service to Springfield Public Schools.

Sincerely,
Michelle Heisler

2026 Application for Appointment to Springfield Public Schools Board of Education, Position 4

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Name: *

Kimberly Buckmaster

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

I feel I have a unique skill set to help shape school policy and maintain a budget

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

My primary concern is increasing the literacy rate of our youth

How long have you lived in the school district? *

21 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 an investor, a business owner, and have worked in finance and housing. I know what hiring someone looks like for an entry level position in a local business. I understand complex systems including economics and human relations.

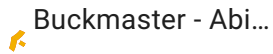
What are your special interests or concerns about public schools? *

My primary concern is the quality of education of the youth and their ability to be successful after high school. Literacy and math skills need the most improvement to that end.

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

The number one thing I look for is competency and positive results in all things. I have lived near Springfield High School for 21 years, and had my business located next to A3 for 11 years, I have had both positive and negative interactions with the students over this time, I see the trends, I hear them talk, I witness the behavior first hand. I think that gives me a perspective that most people do not have.

Upload a resume or letter of interest. *

 Buckmaster - Abi...

 Add file

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

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Kimberly Buckmaster

Primary place of business 13 years

Castle of Games

2100 Main St.

Springfield, OR

97477

Formerly

Castle of Games

660 Main St. Ste B

Springfield, OR

97477

I originate from Upper Michigan, where even the most modest people, farmers, handymen, retail associates, are highly educated, well read and well versed on a wide variety of subjects.

Education and the desire to learn new things is held in high regard.

Houghton Central High School #1,610 in National Rankings.

vs

Springfield High School #12,290 in National Rankings

Thurston High School #7,830 in National Rankings

Perhaps like Superintendent Stover coming from a place with higher educational outcomes brings an outside perspective to raise the quality of educational service here, a school board member like myself can also assist in that mission.

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Name: *

Daniel L Stevens

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

I think education is a main pillar of our community, of our city. Public education is fundamental to preserving and improving our way of life. It provides crucial opportunities for our children to experiment and develop skills to become independent and to succeed in life. As a public servant I would serve to promote the school district and its mission. Children and families are the priority; furthermore, teachers need to be supported and trained in an ongoing way. Community support must be sought to fund vital budget items.

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

I would like to improve and reinforce the bonds between the community and the school district. It is important to be transparent and seek the input of all the stakeholders in the Springfield community. I'd like to put the students and their education first. I would also like to support teachers as they try to provide the best experiences for their students. Additionally, I'd like to advocate for an adequately funded education system.

How long have you lived in the school district? *

I have lived in Springfield for almost six 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've been an educator for 41 years. During that time I worked for three school districts: Creswell, Eugene 4J, and Corvallis SD. During my teaching tenure, I've always worked to provide the best lessons possible and utilize best practices. I have experience in classrooms from K-12. My early assignments were in high and middle school; the last quarter of my career I spent primarily in elementary schools. An area in which I have extensive experience is dual-immersion education. Another area of experience was several years as AYSO Coach Administrator. In this capacity I was responsible for training and overseeing up to 200 coaches per year.

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

I've been involved in Spanish dual-immersion programs for 26 years at the elementary through high school levels. I would like to support Springfield's efforts in this area. By the way, I'm a native Spanish speaker.

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

I realize I'm probably not your ideal demographic for the position. However, if I could be of service, I have the energy and the time. Thanks

Upload a resume or letter of interest. *

 Dan Stevens res...

 Add file

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

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DAN STEVENS

PROFILE

EXPERIENCED TEACHER — RETIRED

I'm an experienced Spanish, Spanish Immersion, Social Studies, and Language Arts teacher. I also have taught many Computer Applications and Journalism classes.

SUBSTITUTE TEACHER, CORVALLIS SD 509J — FALL 2008-2020

Focused on elementary Spanish/English dual-immersion substitute assignments but also taught middle and high school Spanish, social studies, and language arts.

SUBSTITUTE TEACHER, EUGENE SD 4J — SPRING 2008

After a long teaching career, I got my first opportunity to be a Guest Teacher. I taught a variety of subjects in Eugene high, middle, and K-8 schools.

SPANISH TEACHER CORVALLIS SD 509J — FALL 2007

I briefly taught Spanish 2 and Spanish 3 part-time at Crescent Valley High School in Corvallis. I resigned due to a family emergency and had to move our family back to Eugene.

SPANISH IMMERSION TEACHER IN EUGENE SD 4J — 1990-2006

I taught Spanish Immersion 8th grade Block: US History and Language Arts. I also taught Spanish 1 and Spanish Conversation for 6th and 7th graders. Other non-Spanish middle school assignments included the following subjects: Social Studies, Language Arts, Literature, Computer Applications, Teen Issues, and Journalism.

I also taught Spanish Immersion Literature and Composition at the 9th and 10th grade levels for a year.

SPANISH AND SOCIAL STUDIES TEACHER IN CRESWELL SD 40 — 1981-1990

I taught Spanish I, II, and III at the high school level. I also taught US History, Honors Global Studies, Sophomore English, Developmental Reading, and Annual.

At the middle school, I taught Spanish I, Language Survey, and Journalism.

CERTIFICATION (EXPIRED 2023)

STANDARD SPANISH (1-12)

BASIC SOCIAL STUDIES (5-12)

ADVISING

CHESS CLUB (6 yrs.); **MIDDLE SCHOOL NEWSPAPER** (4 yrs.); **SPANISH CLUB** (4 yrs.); **HIGH SCHOOL ANNUAL** (3 yrs.); **TRIP TO MEXICO** (1985)

EDUCATION

UNIVERSITY OF OREGON — M.A.T. Spanish (August '84)

UNIVERSITY OF OREGON — B.S. Psychology (June '81)

UNIVERSITY OF PENNSYLVANIA — B.S. Candidate Psychology ('68-'72)

Leadership and Training

Benton County Citizen's Police Academy (2018)
Goals 2000 Second Language (14 PDUs)
Second Language Oral Assessment (19 PDUs)
Teaching Language Through Immersion (12 PDUs)
Goals 2000 Social Studies Grant (30 PDUs)
Second Language Mini-Workshop (6 PDUs)
4j Handheld Project (3 Portland State University Credits)
Technology Workshops (42 PDUs)
Second Step--Social Skills Curriculum (16 PDUs)
Quest Skills for Adolescence
8th Grade Team Leader (1998)
Organizer for Creswell Earth Day ('90)
Site committee member for 20-20 grant application ('90)
Wrote district Spanish curriculum guides ('90)
Year-long training and peer-coaching in the TESA model of student-teacher interaction
Served on the "Writing Is Terrific Committee," promoting writing and giving presentations to school districts on writing across the curriculum ('87, '88)
Organized Future Fair and Career Day for Creswell schools and community ('83)

COACHING

Jamboree Master Coach, Corvallis AYSO — 2014-2020
Coach Administrator, Corvallis AYSO — 2014-2017
Corvallis AYSO U-12 -- U-19 Coach -- 2008-2020
Eugene KidSports Soccer Coach -- 1996-2000; 2002-2007
Boys' Soccer Head Coach Sheldon High School --1991 and 1992
Middle school cross country ('88, '89) and wrestling ('88)
High school cross country, as an assistant ('82, '86, '87)
High school j.v. girls' basketball ('82)

RECOGNITION

ACADEMIC

Rockefeller Fellowship Recipient (June '89)
NEH Grant Recipient (June '87)
Phi Beta Kappa (June '81) University of Oregon
Dean's Scholar ('80) University of Oregon
Dean's List ('79) University of Oregon

EMPLOYMENT

12 Oregon AATSP Outstanding Spanish Teaching Awards -- shared with two other colleagues 1991-2006
Number One Award ('85) Creswell High School
Meritorious Service Award ('77) Fairview Hospital and Training Center, Salem, Oregon

COMMUNITY

Lane County Recognition Award ('89) Lane County, Oregon
Distinguished Service Award, City of Salem ('77) Salem, Oregon

PROFESSIONAL ACTIVITIES

AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE (AATSP) MEMBER -- '87-'06

EDITOR/WRITER AATSP NEWSLETTER -- '89, '90

SECRETARY AATSP -- '89, '90

OREGON HIGH SCHOOL MODEL UN, FOREIGN STUDENT LIAISON -- '83, '84

LANE COUNTY RESOURCE RECOVERY ADVISORY COMMITTEE -- '89, '90

RELATED PROFESSIONAL EXPERIENCE

COUNSELOR/TUTOR -- Educational Opportunities Program (University of Oregon), Eugene, Oregon -- '80

VOCATIONAL TRAINER -- Adult Basic Education (Lane Community College), Eugene, Oregon -- '80

THERAPY TECHNICIAN -- Fairview Hospital and Training Center, Salem, Oregon -- '73-'79

INTERESTS

Walking, ping pong, soccer, photography, travel, history, politics, gardening, snow birding

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Name: *

Christina Scott

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

I represent all poor kids, all kids that were under parented and under resource and I speak for and see things that folks that are not familiar with that type of background do not see or speak about. There's a lack of representation for poverty in our district, and I am just offering my time to enlighten and be helpful. My son is also in special education and I am an advocate for that in education. I don't think traditionally I think more of a student forward mission and that doesn't always mean integration because I believe 29 out of 30 students also have rights. I'm also available for the previous administration to go ahead and add me to their lawsuit so that we can highlight and call to public viewing if they do proceed with that any corruption that I have witnessed personally and been involved in on the short end of the stick, including, but not limited to Hamlin middle school, where my child was bullied so bad they attempted suicide where they didn't even call an ambulance and I had to come get my kid and take them to the hospital. I then withdrew them and they've been thriving at Twin Rivers Charter School since. I do not want to lose my George to a system although I was able to save my Melody and she is a senior this year and we'll graduate with honors from her school that has instilled work ethic and people skills unlike her environment that she would've been in. I'm optimistic that the environments are from ignorance and not necessarily lack of wanting to help and to make changes. I believe folks in education don't understand that children children have to be fed, clothed and parented before they can even show up to take a test, this puts the burden on the teachers in the district, but I would like to come in as a board member and help out in a professional networking type manner, integrating the community businesses, and resources all in to one room and targeting the investment into students of Springfield ultimately providing a stronger more valuable community with more productive community members that graduate from our system. I've raised over a dozen street kids and got them to graduation. I currently have a child in my garage. I am very familiar and aware of the ins and outs of what a student has to go through just to get an education if they don't have the drive the ambition or the love waiting for them at the resource unfortunately they don't keep going or our unmotivated to participate . With my knowledge, street skills and background with my own public education system and being thrown out at 15 and homeless, I feel like I can help navigate things that folks may not be aware of, including, but not limited to when the government shut down food stamps we had students serving people at a fundraiser, charity food, and we didn't even know if those children have food at home. These are just things that certain folks don't think about and that is OK. It doesn't matter where you came from. It's about where you're going and I think we could all go somewhere together and enjoy watching these children thrive into incredible adults. This is voice to text. I'm not going back through the grammar. I'm not the best at technology, but I am committed to be in professional and learning and stepping up for this gig.

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

I think I answered this one in the last rambling the question above. I openly interviewed and may have not understood what you were looking for me to say outside of what ChatGPT told me to say and I'm just here to tell you I know this is a volunteer gig. I'm not looking for a title or a trophy I'm literally offering my services in my knowledge to help make us stronger and better. If I'm successful, I would run for a term if I'm unsuccessful, at least we all gain a learning experience and I would gracefully let the next man take over in July 2027. I think the paper said.

How long have you lived in the school district? *

We have been in Springfield since February 2012

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

I ran the streets for children during the pandemic. I was the snack lady for eight years in the guy Lee neighborhood off of pheasant Boulevard and clothed, parented and fed 25 to 30 students every day out of my apartment. I haven't had a signed contract that they would commit to their education and going to school in order to receive my resources. I didn't work with any parents cause most children in that neighborhood navigate without parents and that's the unfortunate burden these children face when they're not in school.

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

My special interest and concerns are definitely special education, but primarily the low income under parented under resource children having to navigate childhood to adulthood while getting that diploma to start their lives successfully or at least with a fair chance.

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

I know I'm not for everybody. I know I have some Frenemies and one of them recently dropped from the board, but I never speak unless it is truthful and it has a purpose. When I stand up for folks sometimes others may have strong beliefs against, but that doesn't mean I'm wrong. I will always put student first and believe a child is innocent until adulthood and they didn't ask to be here but we are the responsible ones that should be navigating them to giving them a fair chance and using their own two hands and their brains and feet to take care of themselves instead of relying on resources . I don't have a résumé. I'm retired. I'm disabled physically I self manage my mental just fine. I'm not toxic. I am very honest and direct. I tried to be patient and above anything. I am kind and understanding the picture. I included is a child that doesn't have a dad that lives right here in Springfield that I have stepped up and become his dad. This is a hike. I took him on because he deserves a fair chance at life and because he's being raised by a single mom shouldn't put the burden on him and getting his education so I resource him with all of his needs at this age obviously, he's not school age, but I believe our children should have access to age-appropriate Education and I advocate in the special-needs community outside of the school system on a daily helping parents navigate the system, get resources and stand up for their child without having to have an attorney involved because it's what's best for the child not the system

Upload a resume or letter of interest. *

 IMG_3194 - Chris...

 Add file

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Name: *

Ky Fireside

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

I see the current board members trying to address a deluge of complex issues and I want to offer my support and my skills to assist in stabilizing the district. Because I have so much variety in my background, I'm able to connect with people in many different ways. I want be part of a collaborative board that values communication and community, while maintaining a focus on student needs and outcomes. School district choices have cascading effects on the community. A well-functioning school district leads to a better educated community which in turn has positive economic effects. I want to help make sure the district is having a positive impact on our community.

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

I hope to assist the board in finding creative solutions to the challenges the district faces. I am committed to remaining open-minded and fostering positive relationships among the board, the administration, and the community, by focusing on our commonalities and utilizing our differences to work towards our common goals. I hope to learn from the longer-serving board members and also bring some new perspectives.

How long have you lived in the school district? *

6.5 years

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

As a member of this community, I have been involved in multiple organizations that provide assistance and support where it's needed. I do this volunteer work because I genuinely care about helping out where I can. I sit on the Springfield History Museum Advisory Board. I also regularly attend school board meetings for SPS and LCC as well as City Council and County Commission. I stay involved and I stay informed.

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

Literacy rates are a particular concern for me as are ensuring the school is meeting standards for other subjects and for graduation rates. I'm interested in the falling enrollment rate issue and how that can be mitigated. It's also important to me that the district continues acknowledging that not every student learns the same way and is able to provide a variety of programming to meet student needs.

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

I'm skilled at synthesizing information and pulling out details that sometimes get overlooked. More than anything, I'm excited about a new era for this board which is marked by cooperation, teamwork, and trust building.

Upload a resume or letter of interest. *

 Fireside Resume ...

 Add file

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Google Forms

Ky Fireside

Collaboration across departments to meet standards and exceed goals efficiently and accurately. Coordinate to ensure deliverables are produced within specifications and in a timely manner.

EXPERIENCE

Kleinfelder, Inc. — *Biologist and Staff Archaeologist*

2022 - PRESENT

- Customer support and consultation for large clients (National Park Service, Forest Service, PG&E, CalTrans);
- Reduce Reviewers' QA time, wrote macros to automate formatting;
- Author technical reports;
- Field survey and monitoring, specimen prep.

Tremaine & Associates — *Archaeologist*

2021 - 2023

- Collaborate with Wintu tribe on adopted plans, policies, and regulations for construction work on their land;
- Monitor and write reports for compliance;
- Analyze impacts to cultural sites from Caldor Fire.

Corona Corps — *Team Lead*

2020 - 2021

- Ensure team balanced incoming calls with other tasks and projects;
- Maintain adherence to HIPAA and FERPA for personal information;
- Arrange isolation housing for students after covid diagnosis;
- Gather and analyze data to generate information on virus spread.

Starbucks — *Shift Supervisor and Barista*

2015 - 2022

- Support team members' development with constructive communication to reach store goals;
- Use sound judgment to make reasonable recommendations and develop alternate solutions for customers;
- Administrative duties as needed, including cash handling.

9-1-1 Dispatch — *Dispatcher, Nevada County Sheriff*

2017 - 2019

- Use independent decision making to resolve calls for service;
- Process sensitive, confidential information, maintain privacy;
- Multitask emergency and business line calls with radio activity.

SKILLS

Computer systems, software:
MS Office, Salesforce, git, Linux.

Effective communication:
Present to stakeholders, integrate teams.

Confidentiality:
Adhere to privacy laws.

Resourceful:
Inclusive issue solving, self-motivating, organized.

EDUCATION

BS - Cybersecurity, Information Assurance
Western Governors University
2026 (expected)

BS - Anthropology, Biology
University of Oregon 2021
magna cum laude

AS - Natural Science, Biology
Sierra College 2019
Presidential Honors

CERTIFICATES

- HAZWOPER 40-HOUR
- PG&E Corporate Contractor Safety (ISN)
- CompTIA A+

2026 Application for Appointment to Springfield Public Schools Board of Education, Position 4

Please complete this application and submit with a resume or letter of interest by 12 p.m. on July 24, 2026. Applications can also be submitted by emailing sps.communications@springfield.k12.or.us or at the District Administration Office at 640 A Street, Springfield.

The successful candidate will fill the Position 4 seat until June 30, 2027.

Name: *

Elery Neil Baird III

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

I am running for the Springfield Board of Education to bring leadership, accountability, and common sense back to our local schools. As a military veteran and long-time community member, I have dedicated my life to service, discipline, and standing up for core principles. I want to apply that same duty and practical leadership to serving our students, families, and taxpayers.

My vision for Springfield Public Schools centers on three principled priorities:

Restoring Focus to Core Academics & Discipline: Our primary duty is to prepare students for successful lives through strong fundamentals in reading, math, science, and practical skills. I will advocate for high academic standards, classroom order, and an environment where teachers can teach without disruption and respect is mutual.

Empowering Parents & Protecting Rights: Parents are the ultimate authority in their children's lives and education. I stand for full transparency in curriculum and policy, ensuring that families have a clear voice in the decisions shaping their children's futures.

Fiscal Responsibility & Respect for Taxpayers: School board leadership requires disciplined stewardship of public funds. I will fight to ensure tax dollars are directed where they matter most—into safe facilities, practical learning tools, and direct support for educators—rather than administrative bloat.

Springfield's youth deserve a school system that instills character, respects traditional community values, and delivers excellence in education. I am ready to bring steady, conservative leadership and a standard of service to the Springfield Board of Education.

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

As a 19-year veteran elementary school teacher, National Guard veteran, and youth program director, my goal on the school board is simple: restore focus to core academics, ensure fiscal responsibility, protect parental rights, and create safe, structured environments where every child can succeed.

1. Refocus on Academic Excellence & Core Fundamentals

Schools exist primarily to equip students with the foundational skills they need to thrive: reading, writing, mathematics, science, and critical thinking.

Back-to-Basics Mastery: Prioritize proven, evidence-based instructional methods in literacy and math.

High Expectations: Maintain rigorous standards and measurable achievement goals rather than lowering the bar.

Classroom-First Resources: Direct funding and instructional support straight to teachers and classrooms where learning actually happens.

2. Guard Taxpayer Dollars & Demand Fiscal Transparency

School board members are stewards of community resources. Every dollar spent should directly benefit student learning and safety.

Audit Administrative Overhead: Conduct thorough budget reviews to trim bureaucracy and eliminate inefficient spending.

Prioritize Essential Needs: Direct capital and operating budgets toward modernizing facilities, maintaining competitive teacher pay, and updating essential learning materials.

Complete Transparency: Ensure all district expenditures, contracts, and budget decisions are easily accessible to the public.

3. Reinforce Classroom Discipline & Campus Safety

Drawing from my military service in the Army National Guard and nearly 20 years in public school classrooms, I know that real learning requires order, respect, and physical security.

Support Teachers in Classroom Management: Empower educators to enforce clear, consistent discipline so that disruptive behavior does not undermine the learning of the majority.

Comprehensive Safety Measures: Partner with local law enforcement to ensure campus security protocols, physical infrastructure, and emergency readiness meet the highest standards.

Promote Responsibility & Character: Foster a school culture grounded in personal accountability, respect for authority, and civic duty.

4. Respect Parental Rights & Strengthen Community Trust

Parents are the ultimate stakeholders and primary educators in their children's lives. Schools succeed when they partner with families, not push them aside.

Curriculum Transparency: Ensure parents have clear, full visibility into classroom materials, reading lists, and district initiatives.

Open Communication: Encourage active parental involvement in school committees, board meetings, and district policy decisions.

Focus on Unity, Not Division: Keep political agendas out of the classroom and focus strictly on academic and character development that brings the community together.

How long have you lived in the school district? *

20 years

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

*

As a candidate for the Springfield Board of Education, my goal is to refocus our public schools on their foundational purpose: academic excellence, practical skill-building, and equal treatment for all students under the law.

To accomplish this, my platform focuses on two key policy objectives:

1. Refocusing Curricula on Academics Over Political Ideologies

Schools should be places of neutral learning, open inquiry, and high standards, not venues for ideological activism. I will work to audit and re-evaluate district programs and policies to ensure we are prioritizing core competencies—reading, writing, mathematics, science, and critical thinking—rather than dividing students through political DEI frameworks.

Equal Opportunity, Not Forced Outcomes: I advocate for treating every child as an individual evaluated on merit, character, and effort, rather than grouping students by identity.

Neutral Classrooms: Instructional time must be dedicated to objective academics that prepare students for the workforce or higher education, leaving personal, political, or social activism out of the classroom.

2. Prioritizing Resources for Enrolled Students & Upholding Legal Frameworks

School board members have a fiduciary and legal responsibility to ensure that public tax dollars directly serve the legal residents and enrolled students of our district.

Fiscally Responsible Stewardship: District funding, student services, and facility capacity must prioritize the needs of the legal residents and taxpayers who support our local schools.

Adherence to Federal & State Law: I will ensure Springfield Public Schools operates with total transparency, aligning district practices with legal mandates while protecting tax dollars from being diverted toward non-essential administrative programs or unauthorized services.

By returning our focus to foundational academics, merit, and responsible governance, we can rebuild trust with parents, support our teachers, and give every student in Springfield the tools they need to succeed.

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

As a candidate for the Springfield Board of Education, my priority is ensuring that our public schools provide a safe, structured, and high-quality learning environment for every student, while remaining responsible stewards of community tax dollars. Inclusion is an important value, but genuine inclusion requires proper support, adequate staffing, and clear boundaries so that one child's learning needs do not compromise the safety or education of others. Under federal and state law—including the Individuals with Disabilities Education Act (IDEA)—districts are obligated to provide a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). To balance these obligations fairly for all students, my focus on the Board will be:

- 1. Supporting Teachers with Dedicated Resources** When classrooms experience frequent disruptions, it is usually because general education teachers are placed in an impossible position—expected to handle complex behavioral or high-level special needs without adequate dedicated support staff or specialized training. **Targeted Assistance:** I will push to ensure that high-need students receive dedicated paraprofessional support or specialized instruction rather than placing the burden entirely on the primary classroom teacher. **Resource Management:** We must review administrative spending to direct funds where they matter most: into specialized classroom aids, support staff, and proper facilities.
- 2. Protecting the Learning Environment for All Students** Inclusion must not mean allowing repeated classroom disruptions that halt learning for the rest of the class. **Alternative Placements when Necessary:** Federal law explicitly recognizes that the "Least Restrictive Environment" is an individual determination. When a student's behavioral needs severely disrupt the general learning environment, the district must utilize specialized settings, behavioral interventions, or smaller staff-to-student ratios to ensure all children can learn safely. **Classroom Order & Safety:** I support clear, firm behavioral expectations across all grade levels so teachers can maintain order and focus on instruction.
- 3. Fiscally Responsible & Lawful Governance** Special education funding requires transparent management to balance district budgets without sacrificing core academic programs for the broader student body. **Maximizing Federal and State Reimbursables:** I will work to ensure Springfield takes full advantage of state and federal special education funding streams and grant opportunities to alleviate pressure on local general funds. **Accountability:** We must continually evaluate special education programs and contracted services to ensure tax dollars deliver measurable progress for special needs students while protecting the general educational budget. By funding dedicated support staff, maintaining sensible behavioral standards, and properly utilizing specialized learning environments, we can uphold our legal obligations, support special needs students, and protect the daily learning environment for every child in Springfield.

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

My service as a Team Leader in the Oregon Army National Guard instilled in me core values of duty, discipline, integrity, and respect. I bring this same structured, service-oriented mindset into the educational environment. I believe schools play a vital role in building standard character and civic responsibility, helping students develop self-discipline, resilience, and respect for their peers, educators, and nation.

With nearly two decades of hands-on experience as an elementary classroom teacher, my primary commitment is to traditional academic mastery. My focus remains firmly on fundamental skills—strong literacy, foundational mathematics, and structured problem-solving. I believe in establishing high expectations for all students, maintaining classroom order that respects the learning environment, and ensuring that instructional time is dedicated entirely to core educational growth.

My career extends beyond the classroom to direct leadership roles, including serving as a Youth Program Director with the Boys & Girls Club and managing community recreation programs. These experiences reinforced my belief that public education is a trust between schools, parents, and the local community. I prioritize open communication with families, recognizing parents as the primary stakeholders in their children's upbringing and education.

Holding a Master of Education (M.Ed.) and a Bachelor of Arts from the University of Oregon, combined with over 19 years of public school instruction, I offer both the academic credentialing and practical, battle-tested classroom management required to foster a disciplined, respectful, and high-achieving classroom environment.

I offer a reliable blend of military discipline, nearly twenty years of dedicated elementary teaching experience, and a firm commitment to foundational learning, civic virtue, and parental partnership. I look forward to the opportunity to contribute to a structured, high-standard educational environment.

Upload a resume or letter of interest. *



Elery Neil Baird r...



dd214 - Neil Bair...



Add file

The successful candidate will fill the Position 4 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

Elery Neil Baird

Professional Summary

Dedicated and highly experienced Elementary Educator with over 20 years of success in Springfield Public Schools. Proven track record of developing meaningful curricula, fostering positive parent-teacher partnerships, and managing diverse classrooms of up to 34 students. US Army Veteran and former "Oregon State Soldier of the Year" with a unique blend of tactical leadership, disciplined classroom management, and empathetic student mentorship.

Core Competencies

- Instructional Leadership: Differentiated Instruction, Standardized Test Prep, Educational Software Integration.
- Classroom Management: Behavioral Intervention, Social-Emotional Learning (SEL), Conflict Resolution.
- Professionalism: Curriculum Revision, Collaborative Policy Development, Stakeholder Communication.

Professional Experience

Springfield Public Schools | Elementary Teacher Springfield, OR | Jan 2007 – March 2026
Instructional Excellence & Curriculum Development

- Designed and executed daily lesson plans for diverse learners, consistently meeting Oregon state and district standards.
- Adapted teaching methodologies to accommodate varying learning styles, ensuring equitable access to subject-specific material for classes of up to 34 students.
- Incorporated modern educational software and digital tools to enhance interactive learning and student engagement. Leadership & Collaboration
- Partnered with administrators to evaluate and revise elementary programs, contributing to district-wide improvements in educational outcomes.
- Collaborated on the development of school-wide classroom policies and discipline strategies to maintain a safe, productive learning environment.
- Mentored students in citizenship and social skills, preparing them for the transition to middle school and beyond. Assessment & Community Engagement
- Managed comprehensive student data, utilizing assessments to track progress and refine instructional strategies.
- Cultivated strong relationships with families through regular progress meetings, fostering a transparent and supportive educational community.

Boys and Girls Club of Roseburg | Youth Program Director Roseburg, OR | May 2003 – May 2005

- Supervised a team of six program staff members and coordinated volunteer efforts to support community initiatives.
- Built strategic partnerships with local businesses and community groups to expand youth programming resources.

Oregon Army National Guard | Team Leader (E4) Eugene, OR | Sept 1997 – May 2003

- Oregon State Soldier of the Year: Recognized for exceptional performance, discipline, and leadership among peers.
- Tactical Leadership: Directed a Fire Team, overseeing the training, safety, and performance evaluations of squad members.
- Program Development: Developed and led diverse training programs, honing skills in high-pressure decision-making and personnel management.
- Honorably Discharged.

InfoGroup Northwest | Call Center Supervisor Eugene, OR | Aug 1998 – April 2003

- Managed a high-volume team in a fast-paced environment, consistently exceeding service and quality standards.
- Developed performance improvement plans and recognized team achievements to maintain high morale and efficiency.

Willamalane Parks and Recreation | Recreation Program Leader & Coordinator Springfield, OR | June 1995 – 1998 Teen Camp & Center Leadership

- Multi-Year Program Direction: Dedicated years to designing, scheduling, and executing comprehensive summer camp curricula and recreational activities tailored to teen development, team-building, and community engagement.
- Teen Center Operations: Managed day-to-day operations of the Teen Center, cultivating a safe, inclusive, and welcoming environment while mentoring youth, resolving conflicts, and managing group dynamics.
- Accountability & Oversight: Supervised daily logistics, behavioral expectations, and safety compliance for large groups of teenagers, maintaining a strong track record of safety and positive parent communication over a half-decade of service. Special Recreation & Adaptive Excursions
- Adaptive Program Design: Tailored and modified recreational activities, sports, and social events to meet the diverse physical, cognitive, and emotional needs of special recreation participants, ensuring full equity and inclusion.
- Excursion Logistics & Safety: Planned, coordinated, and executed off-site trips and community excursions, meticulously managing transportation safety, risk assessment, and accessibility requirements for individuals with specialized needs. Senior Center Programming

- Intergenerational & Lifespan Engagement: Coordinated and facilitated recreational, social, or wellness programs tailored to older adults, demonstrating versatility in communication and program delivery for distinct age demographics.
- Community Relations: Built strong, empathetic relationships with Senior Center participants, fostering a supportive community space that promoted active living, social connectivity, and personal well-being.

Education & Certifications

- Master of Education (M.Ed.) | University of Oregon, Eugene, OR
- Bachelor of Arts (B.A.) | University of Oregon, Eugene, OR
- Oregon Professional Teaching License (Current)

CERTIFICATE OF RELEASE OR DISCHARGE FROM ACTIVE DUTY

1. NAME (Last, First, Middle) BATEDJ, ELLERY N III		2. DEPARTMENT, COMPONENT AND BRANCH ARMY/ARNG		3. SOCIAL SECURITY NO. [REDACTED]					
4. GRADE, RATE, OR RANK CPL	4.b PAY GRADE [REDACTED]	5. DATE OF BIRTH (YYYYMMDD) [REDACTED]	6. RESERVE OBLIG. TERM. DATE Year 2005 Month 05 Day 07						
7.a PLACE OF ENTRY INTO ACTIVE DUTY EUGENE, OR		7.b HOME OF RECORD AT TIME OF ENTRY (City and state, or complete) [REDACTED]							
8.a LAST DUTY ASSIGNMENT AND MAJOR COMMAND C CO 2/162 INF GB		8.b STATION WHERE SEPARATED FORT CARSON, CO 80913-5014							
9. COMMAND TO WHICH TRANSFERRED C 2/162 INF EUGENE OR 97401			10. SGLI COVERAGE ☐ None Amount: \$ 200,000.00						
11. PRIMARY SPECIALTY (List number, title and years and months in specialty. List additional specialty numbers and titles involving periods of one or more years.) 11B10 00 INFANTRYMAN--2 YRS-5 MOS//NOTHING FOLLOWS		12. RECORD OF SERVICE		Year(s)	Month(s)	Day(s)			
		a. Date entered AD This Period		2000	01	22			
		b. Separation Date This Period		2000	07	14			
		c. Net Active Service This Period		0000	05	23			
		d. Total Prior Active Service		0000	03	24			
		e. Total Prior Inactive Service		0002	04	20			
		f. Foreign Service		0000	04	11			
		g. Sea Service		0000	00	00			
h. Effective Date of Pay Grade		1997	05	08					
13. DECORATIONS, MEDALS, BADGES, CITATIONS AND CAMPAIGN RIBBONS AWARDED OR AUTHORIZED (All periods of service) ARMY COMMENDATION MEDAL (2ND AWARD)//ARMY ACHIEVEMENT MEDAL (2ND AWARD)//ARMED FORCES EXPEDITIONARY MEDAL//ARMY SERVICE RIBBON//EXPERT MARKSMANSHIP QUALIFICATION BADGE WITH GRENADE BAR//SHARPSHOOTER MARKSMANSHIP QUALIFICATION BADGE WITH RIFLE BAR//ARMED FORCES RESERVE MEDAL WITH M DEVICE//NOTHING FOLLOWS									
14. MILITARY EDUCATION (Course title, number of weeks and month and year completed) NONE//NOTHING FOLLOWS									
15.a MEMBER CONTRIBUTED TO POST-VIETNAM ERA VETERAN'S EDUCATIONAL ASSISTANCE PROGRAM		Yes	No	15.b HIGH SCHOOL GRADUATE OR EQUIVALENT		Yes	No	16. DAYS ACCRUED LEAVE PAID NONE	
			X			X			
17. MEMBER WAS PROVIDED A COMPLETE DENTAL EXAM AND ALL APPROPRIATE DENTAL SERVICES AND TREATMENT WITHIN 90 DAYS PRIOR TO SEPARATION						X	Yes	No	
18. REMARKS DATA HEREIN SUBJECT TO COMPUTER MATCHING WITHIN DOD OR WITH OTHER AGENCIES FOR VERIFICATION PURPOSES AND DETERMINING ELIGIBILITY OR COMPLIANCE FOR FEDERAL BENEFITS//SUBJECT TO ACTIVE DUTY RECALL, MUSTER DUTY AND/OR ANNUAL SCREENING//SERVICE IN SOUTHWEST ASIA 200006207-20000617//ITEM 12B ABOVE DOES NOT ACCOUNT FOR ANNUAL AND/OR WEEKEND TRAINING THIS SOLDIER MAY HAVE ACCOMPLISHED PRIOR TO DATE ENTERED IN ITEM 12A//INDIVIDUAL COMPLETED PERIOD FOR WHICH ORDERED TO ACTIVE DUTY FOR PURPOSE OF POST SERVICE BENEFITS AND ENTITLEMENTS//ORDERED TO ACTIVE DUTY IN SUPPORT OF OPERATION SOUTHERN WATCH IAW 10 USC 673-B//NOTHING FOLLOWS PERMS AUG 02 2000									
19.a MAILING ADDRESS AFTER SEPARATION (Include Zip Code) [REDACTED]			19.b NEAREST RELATIVE (Name and address - include Zip Code) [REDACTED]						
20. MEMBER REQUESTS COPY 4 BE SENT TO OR DIR OF VET AFFAIRS ☒ Yes ☐ No			22. OFFICIAL AUTHORIZED TO SIGN (Typed name, grade, title and signature) TERESA ROMERO, CHIEF, TRANSITION CENTER						
21. SIGNATURE OF MEMBER BEING SEPARATED [REDACTED]									
SPECIAL ADDITIONAL INFORMATION (For use by authorized agencies only)									
23. TYPE OF SEPARATION RELEASE FROM ACTIVE DUTY		24. CHARACTER OF SERVICE (include upgrades) HONORABLE							
25. SEPARATION AUTHORITY AR 635-200, CHAP 4		26. SEPARATION CODE MBK		27. REENTRY CODE NA					
28. NARRATIVE REASON FOR SEPARATION COMPLETION OF REQUIRED ACTIVE SERVICE									
29. DATES OF TIME LOST DURING THIS PERIOD NONE				30. MEMBER REQUESTS COPY 4 [REDACTED] Initials					

2026 Application for Appointment to Springfield Public Schools Board of Education, Position 4

Please complete this application and submit with a resume or letter of interest by 12 p.m. on July 24, 2026. Applications can also be submitted by emailing sps.communications@springfield.k12.or.us or at the District Administration Office at 640 A Street, Springfield.

The successful candidate will fill the Position 4 seat until June 30, 2027.

Name: *

Tracy Lilley

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

I want to be on the Springfield Board of Education to strengthen the relationship the Springfield School District has with the community at-large. When communities support schools and students, they reap the benefits of knowledgeable and productive graduates. The community thrives not just economically but socially. Children in our school system deserve dedicated advocates that are building new, and protecting existing, opportunities for their future. I want to bring my education and experience to the Springfield Board of Education to help Springfield students get the comprehensive education they deserve.

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

As a school board member, I hope to enhance the lives of all children in the Springfield School District. There is a dire need to advocate to local, state, and federal governments for resources to support our students. A comprehensive educational foundation is the key to building confidence in our students so they can grow into successful adults. I want to find ways to improve the districts performance on Oregon Statewide Assessments. We must find ways to support our students in obtaining the education they deserve. It is my goal to see graduate rates across the district rise to meet those of the best schools in the nation. It's important to me that all students have the opportunity to continue education past high school, whether that be through much needed trades or through traditional secondary education.

How long have you lived in the school district? *

32 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 product of the Springfield School District having come up through Guy Lee Elementary, Hamlin Middle School, and Springfield High School. I graduated from the Lundquist College of Business at the University of Oregon and obtained my Master of Business Administration from Eastern Washington University. I currently work for the University of Oregon in Human Resources. I have previously served a term (two years) as the President of the Board of Directors for Twitchy Tails Rescue, a local 501(c)3 non-profit cat rescue. My work and volunteer experience are dedicated to helping others in our community. I have deep roots in Springfield and it would be an honor to serve on the Springfield Board of Educators.

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

I am deeply concerned by the Oregon Statewide Assessment scores of our students across the district. I want to support our educators and the staff that work with students across the district to lift assessment scores by at least 10% in the next two years.

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

Whoever is the finalist for this position, I hope they serve on the Board with a fierce commitment to improving the lives of student across the district.

Upload a resume or letter of interest. *

 Letter of Interest...

 Add file

The successful candidate will fill the Position 4 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

Letter of Interest
Position 4 Springfield Board of Education

Dear Members of the Springfield Board of Education,

I am writing to express my interest in serving in Position 4 on the Springfield Board of Education. As a lifelong member of the Springfield community and a graduate of Springfield High School, I would be honored to give back to the schools and community that helped shape who I am today.

I attended Guy Lee Elementary, Hamlin Middle School, and Springfield High School before continuing my education at the University of Oregon's Lundquist College of Business, where I earned my bachelor's degree in Business Administration, and Eastern Washington University, where I earned my Master of Business Administration. I currently work in Human Resources at the University of Oregon, where I manage complex federal and state protected programs, interpret and apply state and federal regulations, develop processes, and work collaboratively with employees, campus administrators, and institutional leaders. My professional experience has strengthened my ability to navigate challenging issues, evaluate information, advocate for individuals, and approach difficult decisions with fairness, accountability, and empathy.

I also previously served for two years as President of the Board of Directors of Twitchy Tails Rescue, a local 501(c)(3) nonprofit organization. That experience provided me with valuable insight into nonprofit formation and governance, organizational leadership, financial and operational considerations, and the importance of working collaboratively with volunteers and community stakeholders toward a shared mission. Both my professional and volunteer experiences have been grounded in service to others and a commitment to strengthening the community in which I live.

It is my belief that strong schools are the foundation of strong communities. When a community invests in its schools and students, everyone benefits. Students gain the knowledge, skills, and confidence they need to build successful futures, while the broader community benefits from an educated, engaged, and productive population. I want to help strengthen the relationship between the Springfield School District and the community at large and ensure that our students have dedicated advocates working to build new opportunities while protecting and improving those that already exist. Achieving meaningful relationships will require listening to and supporting educators and staff, examining available data, identifying effective strategies, and ensuring that resources are directed where they will have the greatest impact.

I also believe the district must continue advocating at the local, state, and federal levels for the resources necessary to provide students with a comprehensive education. Every student deserves the opportunity to graduate prepared for the next stage of life, whether that means pursuing a traditional college education, entering a skilled trade, pursuing technical training, or moving directly into the workforce. Our responsibility is to help students discover their strengths and provide them with the education, resources, and opportunities necessary to succeed.

Serving on the Springfield Board of Education would be an opportunity for me to combine my professional experience, educational background, leadership experience, and deep roots in Springfield in service to our students and community. I understand the immense responsibility that comes with serving in a public leadership role, and I would approach the position with integrity, transparency,

thoughtful decision-making, and a commitment to listening to the people I represent. Springfield is my community, and the Springfield School District is part of my story. It would be an honor to now serve the students, families, educators, and residents of this community and help ensure that every Springfield student has the opportunity to receive the comprehensive education they deserve.

Thank you for your consideration of my interest in serving as the Position 4 representative on the Springfield Board of Education. I would be honored to contribute my experience and perspective to the important work of supporting the future of Springfield's students and schools.

Sincerely,

Tracy Lilley