



**In Person/Virtual Oral Public Comment
August 10, 2026**

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

James Mann – Football Program – Thurston

Loretta Halter – Hopes for District

Ingrid Nordstrom – K-5 Curriculum

Nicole De Graff – Stakeholder Survey

Emily Timesheveskiy – Collaborate with Parents

Krystal Sundstrom - Dual Immersion Promotes Academic Achievement

Brandon Ferguson – SEA Progress

Economic Summary: Oregon and the United States

July 1, 2025 - June 30, 2026

Executive summary

The July 2025-June 2026 period was characterized by continued economic expansion but increasingly uneven momentum. Nationally, economic growth remained positive throughout the period, but quarterly GDP swung considerably - from strong growth in the third quarter of 2025 to much slower growth later in the fiscal year. Inflation also reaccelerated, ending June 2026 above its level at the beginning of the period. At the same time, hiring slowed substantially, although the national unemployment rate remained relatively low.

Oregon experienced the same broader forces but entered the end of the period with a materially weaker labor market than the nation as a whole. Oregon payroll employment declined over the year, unemployment remained elevated at 5.2%, and manufacturing experienced significant job losses. Health care and social assistance provided an important counterweight. Oregon's overall economic output continued to expand through the latest available state GDP data, but the pace moderated substantially after mid-2025.

United States

Economic growth remained positive but volatile. Real U.S. GDP expanded at a 4.4% annualized rate in the third quarter of 2025, which covers the first three months of the requested period. Growth then slowed sharply to 0.5% in the fourth quarter before recovering to 2.1% in the first quarter of 2026. The advance estimate for April-June 2026 showed real GDP expanding another 1.5%. Taken together, the economy avoided recession but clearly lost some of the momentum evident during summer 2025.

Consumer spending, business investment and exports contributed to second-quarter 2026 growth, while government spending declined. BEA estimated that real final sales to private domestic purchasers - a useful gauge of underlying private-sector demand - rose at a stronger 3.9% annualized rate in Q2, indicating that underlying household and business demand was somewhat stronger than the headline GDP number suggested.

The labor market cooled significantly without collapsing. The national unemployment rate stood at 4.2% in June 2026, compared with 4.1% a year earlier. Employers added only 57,000 payroll jobs in June, and average monthly payroll growth during the prior 12 months had slowed to about 36,000. Health care, social assistance, and professional and business services were among the areas continuing to add employment, while leisure and hospitality weakened in June.

The period therefore increasingly resembled a "low-hire, low-fire" labor market: unemployment remained relatively contained, but businesses became much more cautious about adding workers. Oregon's Office of Economic Analysis similarly characterized national hiring conditions as tepid and noted that softer economic growth was reducing the likelihood of a near-term labor-market acceleration.

Inflation moved in the wrong direction during the year. U.S. CPI inflation was 2.7% year over year in July 2025 and finished the period at 3.5% in June 2026. Core CPI - excluding food and energy - was 2.6% over the year ending June. Energy was a major source of volatility.

Because inflation remained above the Federal Reserve's 2% objective, monetary policy remained restrictive. At its June 17, 2026 meeting, the Federal Reserve maintained the federal funds target range at 3.50%-3.75%.

noting that economic activity was still expanding but inflation remained elevated and that energy-related supply shocks were adding to price pressures.

Oregon

Oregon's economy continued growing, but momentum weakened. The latest available BEA state GDP figures - which currently extend only through the first quarter of 2026 - put Oregon real GDP at an annualized \$269.1 billion in chained 2017 dollars, compared with \$264.9 billion in Q2 2025. Real GDP climbed relatively strongly in Q3 2025, then grew much more slowly in Q4 2025 and Q1 2026. State GDP for April-June 2026 will not be released until September 2026, so a complete Oregon GDP measure for the requested period is not yet available.

The more significant concern was employment. Oregon's unemployment rate was 5.2% in June 2026, unchanged from June 2025 but a full percentage point above the national 4.2% rate. Oregon's rate was tied for the highest among the states in June.

Oregon employers had 8,500 fewer payroll jobs in June 2026 than in June 2025, a decline of 0.4%. Private employment fell by 5,400 jobs, while government employment declined by 3,100. This contrasts with the national economy, where employment continued to grow, albeit slowly.

Industry performance was highly uneven. Health care and social assistance was Oregon's standout growth sector, adding approximately 14,000 jobs, or 4.5%, over the year. Social assistance employment grew 8.6%, while nursing and residential care employment increased 5.3%. By contrast, manufacturing lost roughly 10,000 jobs - 5.6% of its workforce - with declines in both durable and nondurable manufacturing.

This weakness is particularly significant for Oregon because manufacturing - including semiconductor, electronics, wood products, machinery and food manufacturing - plays a comparatively important role in the state's traded-sector economy.

Inflationary pressures remained meaningful for Oregon households. There is no monthly CPI covering Oregon alone, so the BLS West Region index provides a useful regional benchmark. West Region consumer prices were 3.2% higher in June 2026 than a year earlier, versus 3.5% nationally. Core West Region inflation was a more moderate 2.3%, but energy costs were 15.7% higher and gasoline prices were nearly 25% higher than June 2025. Shelter costs increased 2.4%.

Oregon's Office of Economic Analysis consequently described the state's economic environment as sluggish during much of the year. Its May 2026 forecast concluded that higher energy costs and softer national growth were interrupting an anticipated economic acceleration and reducing the likelihood of rapid improvement in Oregon's labor market.

Fiscal and Revenue Conditions in Oregon

Oregon state revenues remained relatively resilient despite the softer labor economy. In its May 2026 forecast, the Office of Economic Analysis increased its 2025-27 General Fund forecast by \$345 million, although approximately \$368 million of the improvement reflected tax-law changes and transfers. After accounting for those changes, economic conditions and timing effects reduced the underlying revenue forecast by roughly \$23 million.

The state also retained sizable reserves. OEA projected approximately \$3.47 billion combined in the Rainy Day Fund and Education Stability Fund at the end of the 2025-27 biennium, equivalent to roughly 9.7% of forecast General Fund resources.

Oregon versus the U.S. at June 30, 2026

Indicator	Oregon	United States
Unemployment rate	5.2%	4.2%
Payroll employment, YoY	-0.4%	Positive, but slowing
CPI inflation	3.2% West Region proxy	3.5%
Strong employment sector	Health care/social assistance	Health care/social assistance & professional services
Major area of weakness	Manufacturing	Hiring broadly slowing
Economic direction	Slow growth / weak labor market	Moderate growth / cooling labor market

Overall Assessment

For the United States, July 2025-June 2026 can be summarized as a year of continued expansion accompanied by slower hiring and renewed inflation pressure. GDP remained positive, consumers and businesses continued spending, and unemployment stayed relatively low, but the combination of a 4.2% unemployment rate, sharply slower payroll growth, 3.5% inflation and restrictive interest rates created a less favorable environment by the end of the period than headline GDP alone might suggest.

For Oregon, the picture was less favorable. Economic output remained positive, but the state underperformed the U.S. labor market, ending June with a 5.2% unemployment rate and fewer jobs than a year earlier. Health care remained a major stabilizing force, but manufacturing weakness was substantial. Inflation pressures, particularly energy costs, further constrained household purchasing power. State revenues remained comparatively sound, providing an important fiscal buffer against the softer economic backdrop.

Bottom line: The July 2025-June 2026 period was one of continued but slowing U.S. economic expansion, while Oregon experienced a more pronounced slowdown characterized by elevated unemployment, declining payroll employment and manufacturing weakness, partially offset by strong health-care employment and stable state finances.

Sources

U.S. Bureau of Economic Analysis (BEA): GDP releases for Q3 2025, Q4 2025, Q1 2026, and advance Q2 2026 estimates.

U.S. Bureau of Labor Statistics (BLS): Employment Situation and Consumer Price Index releases through June 2026.

Federal Reserve: June 17, 2026 Federal Open Market Committee policy statement.

Oregon Employment Department / QualityInfo: Oregon employment and unemployment data through June 2026.

Oregon Office of Economic Analysis: June 2026 economic and revenue forecast materials.

Federal Reserve Bank of St. Louis FRED: Oregon real gross state product series (BEA source data).

August 10, 2026 Public Comment

Good evening. My name is Nicole De Graff and am a parent of a 7th grader in the district and former board member.

I want to talk about something I only recently learned. I already knew Springfield had a governance problem because I experienced it from inside the boardroom. I watched the line between governance and operations constantly blur. During the superintendent search, I repeatedly asked the search firm and Board Chair questions. About the process and the survey results but did not receive them. What I did not know was how many people outside that boardroom were seeing the same problems.

During the interim superintendent search, 561 stakeholders responded to the district's survey. The Board and the public received a basic six-page summary from GLS. Responses contained something significant that was not presented.

One in eight respondents voluntarily raised concerns about the board and board governance, even though they weren't specifically asked to evaluate the Board. 12% is telling.

They talked about blurred boundaries between governance and operations. Board role confusion. Distrust. Personal agendas. Treatment of district leadership. And the need for the next superintendent to establish appropriate boundaries with board members.

Had I seen those results, I would have spoken up louder.

Why wasn't governance identified as a major theme. I would like the Board chair to answer to that as he was heavily involved in planning things that the board knew nothing about. I would have asked candidates how they would respond when individual board members crossed from governance into operations.

Instead, much of our conversation focused on what the superintendent needed to do for the Board. One moment has stayed with me. A board member said that they wanted the next superintendent to "bring me healing."

And I remember thinking:

What about the students?!

Those survey results are still relevant. Watching the recent Board retreat, I heard some of the same governance issues that stakeholders were warning us about. I heard proposals that could limit the public's ability to file complaints against board members. I also heard assertions that information was missing from the district website and that the district does not sufficiently share positive stories, claims that did not square with what I know is

publicly available or with the steady stream of district stories and newsletters shared with the community. That matters because behind those communications are hundreds of staff members doing difficult, meaningful work every day. When broad negative assertions about the district go unchallenged, their work can disappear from the story.

The fundamental question to me is: Who is responsible for ensuring the Board governs itself well? When board members make assertions about the district, who checks whether they're accurate?

When board members move into operations, who protects that boundary?

Maybe it's time for the Board to listen to what the community told us it needed from its Board.

I am asking that the complete stakeholder survey results be uploaded to the website, so the public can decide for itself.

Letter to the Board

My name is Loretta Halter. My husband and I are retired public school teachers from California who moved to Springfield a year ago. In January of this year, we joined CAPE, the Community Alliance for Public Education, which has included ten members who are residents or teachers in Springfield. Since then, we have been attending board and CAPE meetings, learning about the challenges our public schools are facing in Springfield. Sharing the passion for the welfare and success of our children, that we see expressed by all district families and employees, we are excited by the possibilities in and for all our schools. We see you, the new superintendent and new school board members, expressing a fresh vision. We know you, together with the administration, are dedicated and ready to explore ways to reconnect with the public about how we can come together to find solutions to the problems we face within our school community, starting with:

Ways to reach out to the families who have left our school district or are considering leaving, by having open dialogue with them to clearly understand why and urge them to consider staying.

Second: To look honestly and courageously together at how narrowed, test-driven curriculum damages the love of learning in many students, making too many of them shut down, give up, and/or rebel. With acknowledgement of this truth, to consider the steps we can take to broaden the elementary school curriculum. Teachers can be encouraged to empower deeper language arts, writing and math acquisition by incorporating science, social studies, civics, critical thinking, and the arts.

Third: To instill curiosity, a love of reading, learning, and exploring a variety of subjects and genres, so that children CAN and WILL succeed.

And: To restore the Dual Immersion, Spanish and English Language Program that the SAFeR group is advocating. Reinstating and expanding this program would encourage more families to stay and to move into this district.

Springfield educators are poised to become leaders in making the meaning of No Child Left Behind a reality. If I can contribute to this growth, I will be grateful. My joy and belief in all the good you can accomplish is strong.

My name is Emily Timoshevskiy. I am a graduate of Springfield High School and have two sons in Springfield Public Schools.

I am here tonight to advocate for a total cultural change in the way the district collaborates with parents and the community. I acknowledge that we have seen steps toward relational healing between the Board of Directors and district administration in the last few months. That effort matters, deserves recognition, and I hope these positive first steps will continue into a full gallop this next year. *However*, there remains a deep, unaddressed rift of mistrust between the decision makers at the district and the parents who entrust you with our children.

Trust is not broken in a single moment; it is eroded through pattern and practice. I have dozens of personal examples, but I'll highlight a few public examples from last year.

We saw it when the secondary Dual Immersion program was cut at the end of last year—despite years of parents and teachers coming to you in good faith, offering collaboration and sustainable solutions. At the end of last year, the district was still adamant that it was not a cut, but a restructuring. Over the summer, the SPS dual immersion website was scrubbed of any mention of the secondary program.

We saw it with our science and social studies curricula. While parents raised concerns about inadequacy, the district adamantly insisted everything met standards—only to quietly adopt a new curriculum later. Even after the Oregon Department of Education issued its findings, there was no acknowledgment of deficiency, no accountability, and no transparency.

Last year's public forums seemed like a positive first step towards collaboration, but in practice, they felt heavily scripted. Meaningful input and genuine concerns were routinely redirected. At the education advocacy table, when parents asked how to work together to advocate for more funding, district representatives cast blame onto the state and suggested the only solution was to cut costs. That is not collaboration; that is deflection. Every parent I know who went to those forums came out feeling deflated and that it was merely a check box for the district to feign community involvement.

But it does not have to be this way. Some of us are hanging on because we see the positive steps that have happened with the board and district over the last several months, and we have hope that the same can happen between parents and the district.

If we want true collaboration and restored trust, we need structural avenues for parent voices. I recommend establishing parent and community steering committees for key programs such as—TAG, Dual Immersion, SPED, ELD, Athletics, etc. Give parents and educators a formal seat at the table *before* decisions are finalized, not after. Give us an avenue to express concerns and have meaningful conversations.

I am here tonight because I believe this district can heal. I believe Springfield can be a strong, thriving district. But to get there, we must root out insular policies that protect the district from public accountability. We must choose transparency over self-defense, and authentic partnership over scripted forums.

We must rebuild this district together.

Thank you.

Emily Timoshevskiy



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Year One Action Plan

Shawn Stover

August 10, 2026

Better Together

My Guiding Principles

- **Trust is the oil of change**
 - Trust is earned in drops and lost in buckets.
- **Seeing first-hand builds context and spurs creativity**
 - Model respect for those who make our District great.
- **Student-Centered**
 - Prioritize student well-being and academic success. This should be at the forefront of every decision.



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Big Picture

- Student centered
- Build trust
- See the District as other see it
- Create a planning arc for the year



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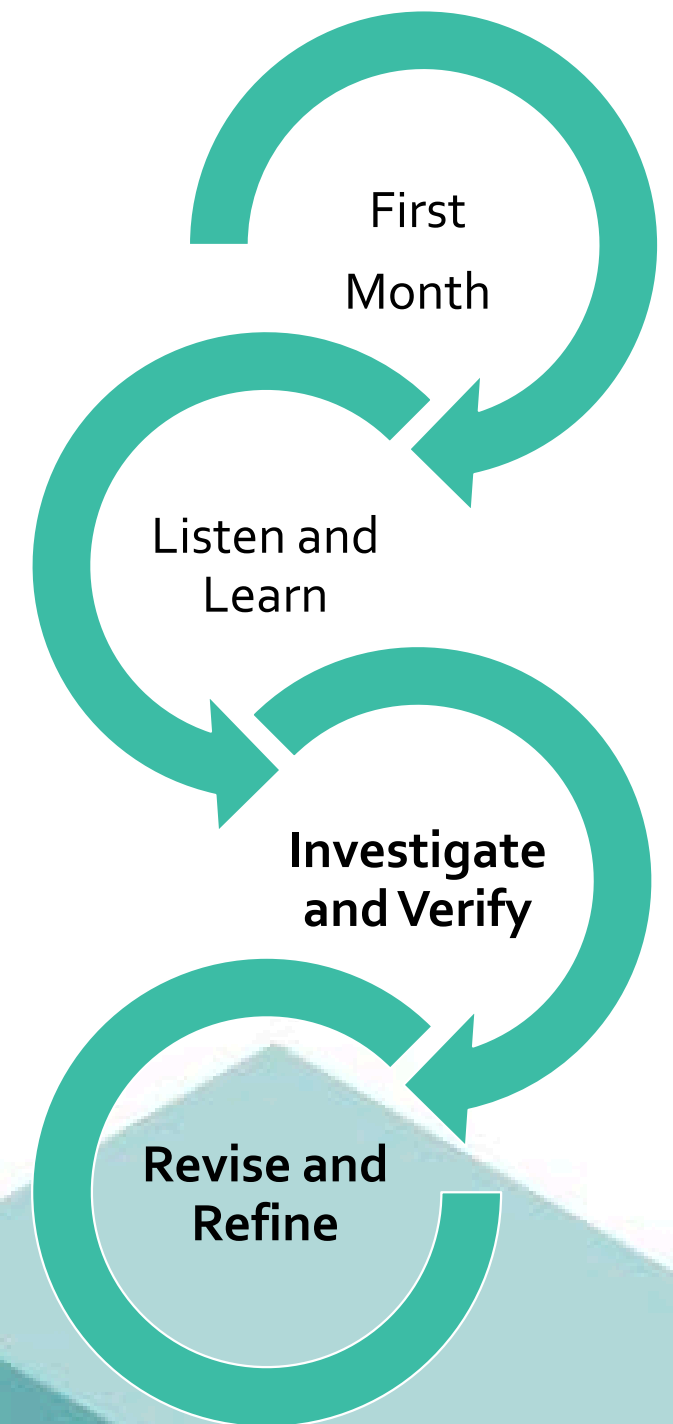
Entry and Transition Timeline

- **First Month**
 - Getting to know Board and Cabinet
 - Deliverable - Entry Plan to be presented at Board Meeting
- **First 100 Days (Listen and Learn)**
 - July 1 to October 9
 - Listen and learn with a sense of awe and wonder
 - Deliverable – Findings from initial entry to be presented at 10/26 Work Session



Entry and Transition Timeline (Cont.)

- **Phase 2 (Investigate Initial Findings)**
 - November to January
 - Take initial findings/theories and use visits and actions to verify
 - Deliverable – Present lessons learned and amended findings at February 22 Work Session
- **Phase 3 (Revise and Refine)**
 - February to April
 - Continue to investigate findings and build trust
 - Deliverable – Blueprint of action at a State of the Schools style event



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PLAN WALK-THROUGH

- **Letter of Introduction**
 - Highlight my why and my goals
 - Introduce theme of my first year: “ Better Together”
- **Phases and Commitments**
 - Introduce the idea of phases
 - Share my commitments
- **Entry Plan Goals**
 - Create goals that incorporated the big picture ideas and build trust
 - Reinforce listening, learning, together, and student focus
- **Deliverables**
 - Ensure transparent steps throughout the year
 - Publish schedule of what and where I am going on [District webpage](#)



Questions





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ONE YEAR ACTION PLAN

by Interim Superintendent Shawn Stover

Letter to Our Community

from Interim Superintendent Shawn Stover

I am excited to join the educators and staff of Springfield Public Schools (SPS) who work tirelessly every day to inspire, engage, and empower all learners to achieve their highest potential. My life and career trajectory were significantly impacted by educators who saw potential in me that I never saw in myself. Outstanding teachers like Mrs. Smith, Mrs. Mooring, Dr. Benavie, and Mrs. Sessoms showed me the power of connection while providing me with grace even when I did not deserve it. These educators, along with the colleagues I have worked with over the course of my career, continue to powerfully influence my actions and will help guide every decision I make here in Springfield.

I believe down to my core that a district’s success depends on the people who serve our students every day. Whether in the classroom, on a school bus, in the cafeteria, in the front office, maintaining our facilities, supporting instruction, or working behind the scenes, every employee plays an essential role in helping students succeed. My primary focus is to ensure every employee feels valued, supported, and connected to our shared mission of serving students.

During my first one hundred days, you may see me riding a bus route, shadowing students, team teaching with educators, attending community events, and visiting every school. These experiences are designed to help me better understand our District through the eyes of those we serve, ensuring future decisions are grounded in firsthand experience rather than assumptions. If you happen to see me out and about or in a school, please do not hesitate to introduce yourself and let me know whatever is on your mind.

The purpose of this Entry Plan is not simply to help me learn about Springfield Public Schools. It is to ensure our priorities as a school district are reflective of the voices, experiences, and aspirations of the students, staff, families, and community we serve. By listening and learning together, we can move forward with confidence that our work is grounded in our shared commitment to every student, every day.

With gratitude,

Shawn Stover

Guiding Principles

My Entry Plan is guided by five ideals and commitments:

1. Listen before leading.
2. Seek to understand before making commitments.
3. Ground decisions in evidence, data, and lived experience.
4. Honor Springfield’s history and culture while preparing for its future.
5. Keep students at the center of every decision.

Goals

- Build relationships with students, employees, families, the Board, and community partners.
- Develop a deep understanding of District strengths, challenges, culture, and opportunities.
- Evaluate District systems, practices, and supports through stakeholder feedback, survey results, and quantitative data.
- Strengthen governance, collaboration, and organizational alignment.
- Develop a shared systemwide framework that maintains a relentless student-centered focus to inspire, engage, and empower every learner.

Deliverables

Reporting

- Present Entry Plan to the Board on August 10.
- Provide regular updates to Board during the 2026-27 school year.

Engagement

- Fall family survey.
- Spring family survey.

Leadership Experiences

- Visit every school at least twice in first semester time frame.
- Shadow students at each grade level.

Findings

- Complete districtwide data review.
- Identify emerging improvement opportunities.

Entry Plan Phases



Phase I

Seeing the District through the eyes of our stakeholders

In order to best support our staff and students, I need to understand what it is like to learn, teach, and work in our district. I, and other members of the central office team, will spend a full day with randomly selected students to see what it feels like to be a student in our district. I will also spend time working with staff members throughout the district. I will teach with some of our colleagues, serve on a cafeteria line, ride some bus routes, etc.

- District Staff and Superintendent shadow a student at all three school levels for a full day during the month of September.
- Teach with or substitute for teachers throughout the district during September/October.
- Work with and/or shadow principals, central office staff, and classified staff during August, September, October.

Listening to learn and build trust

It is essential you trust me as a leader and believe I listen to a wide variety of voices before making major decisions. While I will start a “listening blitz” during my first hundred days, my commitment to hearing from all of our stakeholders will be a constant theme. Some opportunities to hear from our stakeholders:

- Spend meaningful time at every school (observing, meeting with staff, eating lunch with students, etc.). September - November.
- Small group empathy interviews for randomly selected students. Ongoing starting in September.
- Schedule one-on-one small group meetings with school board members, principals, teachers, administrative staff, parents union leaders, and key community members. Ongoing starting in July.
- Meet with current advisory councils and groups already established in the division. July - October.

Connecting to the community

As stewards of the school system, it is essential we listen to and learn from our families, community leaders, local businesses, and community members not directly connected to the school system:

- Attend community events, council meetings, local churches, and chamber events. July - Ongoing.
- Host town halls with board members across the district July and August.
- Meet with leaders of the military and military support organizations. July - Ongoing.



Phase II

As I continue to listen, learn, and connect, I will synthesize my initial findings and prepare a report for the board and community outlining where I will focus my time for the year. I will then start a more comprehensive review of data with the goal of identifying areas of strength to leverage and investigate areas of opportunity to address.

Analyzing information

- Deep budget analysis, ensuring budget decisions are aligned to our District’s strategic plan. September - October.
- Review and analyze student data to assess academic strengths, challenges, and areas of disconnect. Use qualitative approaches (school visits, departmental reviews) to triangulate and form theories. October - Ongoing.
- Review processes and systems to ensure alignment with the Division's strategic plan and individual school and classroom needs. October - ongoing.

Targeted feedback and visits

- Attend school leadership team and PLC meetings to assess effectiveness and strategic alignment to school and district goals. October - ongoing.
- In smaller group settings (coffee chats, advisory boards, focus groups) gather feedback on initial theories. October - December.

Synthesis and ideation

- Prepare and present a comprehensive report to the board on district process alignment, highlighting areas of strength and areas of opportunity. December.
- Start planning retreats and training needed to develop ideas. December - January.

Phase III

Using the findings from the summary report, I will refine my approach to stakeholder meetings and feedback opportunities so that I am able to triangulate data and test theories that I have developed in the previous two phases.

- Continue targeted visits and feedback opportunities with leadership team, principals, and board members, to continually refine theories developed. January - March.
- If feasible, introduce comprehensive school visits and data-based problem solving step-backs and pilot for selected schools/departments. February - June.
- Roll out areas and focus, strategic direction, and next steps at State of the Schools event. April.
- Plan engagement process to get feedback and refine findings. April - June.



CONCLUSION

Throughout this process I will provide ongoing updates regarding what I am learning while remaining transparent about emerging themes, questions, and ideas. The foundation for our future work should be rooted in what we collectively learn from students, staff, families, and the community. I look forward to partnering with you as we build Springfield Public Schools together.



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