

BOARD PRIORITIES

Topic	Looks Like	Information, advice, sources
Elementary Curriculum	● District-wide overview of curriculum at each grade level, in each area. ● Stakeholder meeting ● Organize existing information regarding scope and sequence, vertical/horizontal alignment. ● Communicate priorities of standards to the board and public ● Determine what is the ‘Springfield Way’ – prioritize the ‘mastery standards’	Looking at how other districts present curriculum** Current assessments administered to students Viewing current practices at the classroom level
Student/Family Surveys for exiting students	● Each year we have lost students – survey students/families who have left the district ● Could inform our absenteeism ● What are families wanting?	

	● Use a combination of surveys, community fora, and individual conversations	
Student Behavior	● How do we address bullying and violence in the classrooms? ● A one-pager to describe how we address discipline (condensed from student handbook) ● Produce a ‘Student Discipline Handbook’ ● Policy should be supportive of ALL students. If there are limitations by the ODE, we should engage in upward advocacy. ● Administer survey to students and families regarding discipline policies	Explore ‘discipline handbooks’ from other districts
Board Meeting Calendar	● Room in the calendar for 3 additional meetings – November, December, May ● Decision-point memo to make this decision ● Potentially additional retreat	

Supt Evaluation Process	● Per contract, completed in executive session	Add to executive session agenda to establish standards of success – ASAP (September business meeting)
Sites and Facilities Committee	● 10-Year Capital Improvement Plan ● Establish a Sites and Facilities Committee with staff and community members (Board action required to establish committee) ● Leverage partners on Team Springfield to inform Facilities Committee ● How do we increase revenue attract students and get students who left back into the system	Explore solar for buildings, supporting green/affordable housing for families, school garden projects
Legal Counsel at Meetings	● Decision point memo with costs for multiple options (e.g. all meetings, select meetings, available by phone during meeting)	
Policy BG and DFA Review Update	● Policy committee to go through issues, prioritize and bring back to the board for	BG – Board-to-staff communication, staff-to-board communication, school

	consideration ● Timing of BG is important because the policy is in conflict with current and proposed operating agreements between board and superintendent	visits by board members DFA – policy in error or practices in error?
Student Performance Updates for academics	● Interim Assessment reports, achievement by subject areas ● Monthly/Quarterly reports (attendance, benchmark/interim assessments, etc.) ● Already reporting to the state or already collecting information, share with board (as allowed).	
Attendance Issues	● Internal attendance/attendance rates vs. ‘regular attenders’ (90.1% and above) ● Upward advocacy may help as state policies have changed over the past several years ● What are the barriers to student attendance? ● In what practices have we engaged? Why are	

	students not attending? What are the deeper reasons that students are not in school?	
Student Support System Updates	● Provide existing student reports to Board	
Staff Well Being	● Collaboratively develop beginning and end of year survey for staff morale with the OSEA, SEA, and SAAC	Student achievement and staff morale are related. Potentially use existing survey SEED for students and EVE survey
Community Involvement Listening Suggestions	● We have not involved our community as partners as well as we could. ● Provide opportunities to weigh in, with board members present ● Establish different forum on a different cadence to collect feedback in a different way	Quality Education Model example. Consider supporting PTO/PTA/athletic boosters collaboration/connection
Potential Land Development Partnerships	Solar arrays Partnering with stakeholders to explore development Link to facilities committee???	

Policy Development Process	● Policy committee would be formed, members appointed by chair.	
Superintendent Selection Process	● Develop RFP in September ● This requires Board action and is the Board's process.	
Explore the Development of a Local Levy	● Provide opportunity to discuss so we can be sensitive to timelines.	

Springfield Public Schools

Board and Superintendent Working and Operational Agreements

STATEMENT OF PURPOSE: The procedures outlined below are the agreements between the School Board and Superintendent that will be used to assist the School Board and Superintendent in carrying out the day-to-day business of the district. These agreements are not intended to substitute and/or replace any statutory responsibilities or SPS Board policies governing either party.

- 1. Day-to-Day Operations and Decision Making of the Organization (Springfield Public Schools):** The Superintendent will provide direction and leadership that is consistent with Section 2 of his contract (Agreements), which outlines specific duties and responsibilities and responsibilities the School Board has charged the Superintendent to perform, and others that may be assigned to him by the School Board from time to time. As such, the Superintendent will maintain open lines of communication with the senior administrative staff and the School Board in carrying out such duties and responsibilities associated with the Office of the Superintendent.
- 2. School Board Meetings:** The school board chair and/or vice-chair, in consultation with the Superintendent, will prepare the School Board agenda to ensure a productive School Board meeting. The Board Chair will contact members regarding adding agenda or report items prior to the Superintendent/Chair board planning meetings. Additionally, time will be set aside during work sessions to discuss upcoming meetings. If a constituent/public citizen addresses the School Board during a meeting with requests for information, the Superintendent may refer the matter to staff members and when appropriate follow up with the constituent/public citizen after the meeting. As necessary, the information that is provided to the constituent will be provided to the School Board.
- 3. Consistent Superintendent Communication – Weekly or Bi-Weekly Briefings:** The Superintendent will forward to School Board members a Weekly or Bi-Weekly Briefing, unless he is otherwise out of the office for several days. Unless a member of the Board desires to respond to a particular topic, the briefings do not require a response from the Board members.
- 4. General Communications:** When necessary, the Superintendent will correspond with School Board members through emails, text messages, telephone, or in person in an effort to convey other important topics. The Superintendent will schedule one-on-one meetings with School Board members on a monthly basis and as needed.
- 5. Emergency Communications:** The Superintendent or his designee will contact the School Board as soon as practical when an emergency (e.g. school safety threat, negative personnel issues, negative media attention) has occurred. Depending on the situation, the communications will take place via phone call, text or email.
- 6. Parent and Community Concerns:** Unless it will compromise the impartiality of a student discipline hearing, School Board members will listen and then redirect them to the person who is best positioned to solve their issue eg. Teacher, Principal, CO Staff. The School Board member will alert the Superintendent and the Board Chair of the concern. We will follow

established policy

7. **Anonymous Complaints:** Anonymous complaints that don't require investigation and are not directly related to student/staff safety will be referred to the superintendent for his information only.
8. **Superintendent Communications with Board Members:** Superintendent will share information with the Board as a whole, except for cases where the topic requires either the protection of privacy of an individual or in cases where such information would adversely impact the Board's response to the matter at the appropriate time. Then the Superintendent will inform Board members of the matter, informing them that they may not discuss the particulars of the matter.
9. **Faculty and Staff Concerns:** When either faculty or staff members contact Board members, unless it would compromise the impartiality of the Board member's participation in a grievance hearing, the Board member will listen and redirect them to the person who is best positioned to solve their issue eg. Teacher, Principal, CO Staff; then advise the Superintendent and Board Chair about the concern that was shared. When appropriate, the outcome will be reported to the School Board.
10. **Board Request for Information from Central Office Staff:** When Board members need information from central office staff members, the request will be brought to the Superintendent's attention by the Board member. When responding, the staff member will inform the Board Chair and Superintendent who will share the information with the remainder of the School Board. General informational items regarding Board business will be routed through the Clerk of the Board.
11. **Request for Information from Principals and Staff:** If a Board member determines the need to request information that pertains to the operations of the organization from principals and/or staff, the request will be made through the Superintendent's Office and he will contact the appropriate staff to follow up with the appropriate Board member. The information will be shared with the remainder of the School Board.
12. **Strategic Planning:** The Superintendent and School Board will engage in long-range planning with specific goals after the Superintendent's initial entry. The established goals from the Strategic Plan will become the basis for the Superintendent's goals.
13. **Media Relations:** Board members should refer formal media inquiries to the Public Information Officer, who will contact the Board Chair and the Superintendent to confer on the appropriate response, especially when the media is inquiring about personnel issues, legal issues, student discipline, and closed session discussion. Board members should communicate media inquiries to the Board Chair, and utilize the Public Information Officer as a resource prior to responding, if possible.
14. **Revisions to this Agreement and Operating Procedures:** The School Board and Superintendent will revisit this Agreement and Operating Procedures for revisions and/or updates on a quarterly basis.

Springfield School District Real Estate Holdings

Executive Summary

Springfield School District (SSD) faces a structural challenge: enrollment has declined for several years, district schools are operating below capacity, and the District's financial resources are increasingly constrained. At the same time, Springfield faces a shortage of housing that is affordable and attainable for families with school-aged children.

SSD owns more than 125 acres of undeveloped or underdeveloped real estate, in addition to land associated with existing school sites. Much of this property is not currently contributing to the District's educational mission or to the broader community's tax base. This presents an opportunity to examine whether some of these assets could be used more strategically to address the District's long-term challenges.

This proposal recommends that the Springfield School Board establish an **Ad Hoc Real Estate Advisory Committee** to conduct a comprehensive review of the District's undeveloped and underdeveloped properties. The committee would bring together representatives of SSD and key public, business, housing, development, recreation, and community organizations.

Within six months, the committee would evaluate each property and provide the Board with a specific recommendation for its future use. Potential recommendations could include retaining property for future District needs, selling or developing property for housing, entering into partnerships for joint development, exchanging property with another public entity, or pursuing a combination of uses.

The committee would not make decisions on behalf of the Board. Its purpose would be to provide objective analysis, identify opportunities and constraints, and establish a foundation for informed public discussion and future Board decisions.

The effort would focus on four interconnected goals:

1. **Strengthen SSD enrollment** by helping make Springfield a more affordable and accessible community for families with children.
2. **Expand housing opportunities**, particularly more affordable and middle housing, through partnerships with public, nonprofit, and private-sector organizations.
3. **Strengthen SSD's financial position** by identifying opportunities to generate revenue or preserve assets for future District needs.
4. **Return appropriate property to productive use**, potentially increasing the local tax base while advancing community priorities.

The proposal does not assume that every District property should be sold or developed. Rather, it recognizes that each property is different and should be evaluated on its own merits. A deliberate, comprehensive review would allow the Board to determine whether the District's existing real estate portfolio is being used in the manner that best serves students, families, taxpayers, and the long-term interests of Springfield.

I. The Current Landscape

Springfield School District is confronting a combination of enrollment, financial, demographic, and housing challenges that are unlikely to resolve themselves without deliberate action.

Declining Enrollment and Excess Capacity

SSD enrollment has declined over a period of several years, leaving district schools with significant unused capacity. Shrinking enrollment means fewer students to educate and fewer families directly connected to the District, while many of the District's fixed costs remain.

The demographic outlook compounds this challenge. Springfield's population in 2026 is lower than it was in 2020, and available projections indicate only modest population growth over the next two decades. Without a significant increase in the number of households with school-aged children, the District should not assume that enrollment will naturally return to previous levels.

A Challenging Financial Environment

The District has used one-time reserves to help meet ongoing expenses. While reserves can provide an important short-term financial tool, relying on one-time resources to support recurring operations is not a sustainable long-term strategy.

Oregon's school funding system also presents significant constraints. The basic structure of school district funding has remained largely unchanged since the adoption of Ballot Measures 5 and 50, and there is currently little indication that a major statewide restructuring of the system is imminent.

A local option levy could provide additional revenue and should be evaluated as one component of the District's financial strategy. However, a local levy would need to compete for voter support with other existing and potential local funding measures, including levies supporting fire services, the jail, parks, public safety, Willamalane, and OSU Extension services.

More importantly, additional operating revenue would not by itself address the underlying enrollment challenge.

Housing and Enrollment Are Connected

Springfield's housing supply is relatively tight, and housing costs can be difficult for households whose incomes are not keeping pace with those costs. This is particularly significant for young families with children—the households most directly connected to the long-term enrollment health of the School District.

Increasing enrollment requires increasing the number of families with school-aged children living within the District. Housing policy cannot solve the District's enrollment challenge by itself, but increasing the supply of housing that is more affordable and attainable for families could be one component of a broader strategy to attract and retain those households.

An Underused District Asset

SSD owns more than 125 acres of undeveloped or underdeveloped real estate, in addition to property associated with current school sites.

Land that is not needed for current educational purposes may represent a significant underutilized asset. In its current state, vacant District-owned property generally does not contribute to the property-tax base of SSD, the City of Springfield, Willamalane Park and Recreation District, Lane Community College, or Lane County.

The District therefore has an opportunity to ask a fundamental question:

Is every property currently owned by SSD being used in the way that provides the greatest long-term benefit to students and the Springfield community?

A comprehensive review would allow the Board to answer that question based on facts, rather than assumptions.

II. Proposed Action

The Springfield School Board should authorize the creation of an **Ad Hoc Real Estate Advisory Committee** to evaluate the District's undeveloped and underdeveloped real estate holdings.

The committee should be advisory to the Board and should have a defined six-month timeframe in which to complete its work.

The committee's purpose would be to:

- Develop a comprehensive inventory of potentially available District properties.
- Evaluate the current and potential future educational value of each property.
- Identify legal, zoning, infrastructure, environmental, financial, and community considerations affecting each property.
- Examine opportunities for residential development, particularly housing that is more affordable and middle housing.
- Identify opportunities for partnerships with public agencies, nonprofit organizations, and private-sector entities.
- Estimate potential financial implications of various alternatives.
- Consider whether a property could better serve the community or District through a sale, exchange, partnership, redevelopment, or other disposition.
- Provide the Board with a specific recommendation for each property reviewed.

III. Recommended Committee Membership

Because the potential uses of District property extend beyond traditional school facilities planning, the committee should include subject-matter expertise and perspectives from throughout the community.

Recommended representation includes:

- **Springfield School District**
- **City of Springfield**
- **Willamalane Park and Recreation District**
- **Springfield Chamber of Commerce**
- **Springfield Board of Realtors**
- **Western Oregon Builders Association**
- **A housing-focused nonprofit or social-service organization**, such as Catholic Community Services, St. Vincent de Paul, or Homes for Good
- **Parent and family organizations**
- **Other subject-matter experts or community interests**, as appropriate

Membership should be structured to provide a range of perspectives while maintaining a manageable working group capable of completing its assignment within six months.

IV. Scope of Review

The committee should examine each potentially available property individually. The review should consider, at a minimum:

- Current District use and educational value
- Anticipated future District needs
- Property size and configuration
- Zoning and land-use restrictions
- Infrastructure availability and development costs
- Environmental or site constraints
- Market conditions
- Potential residential development opportunities
- Potential for affordable and middle housing
- Potential revenue or cost implications for SSD
- Potential impact on enrollment
- Potential property-tax implications
- Opportunities for public-private or intergovernmental partnerships
- Potential community benefits
- Estimated timing and feasibility of each alternative

The committee should not presume that a property should be sold simply because it is currently undeveloped. Some properties may have substantial future value to the District and should be retained. Others may be better suited for housing, recreation, public use, or other purposes.

V. Potential Recommendations

For each property, the committee could recommend one or more of the following:

1. **Retain the property** for current or future District educational needs.

2. **Sell the property** for residential development where doing so would advance District and community objectives.
3. **Develop the property for housing** while retaining ownership, either directly or through a partnership.
4. **Partner with a public, nonprofit, or private organization** to develop the property in a manner consistent with District and community goals.
5. **Exchange the property** with Willamalane, the City of Springfield, or another public entity for property that is better suited to the District's future needs.
6. **Divide or phase the property** so that different portions can serve different purposes.
7. **Pursue another use or disposition strategy** identified through the committee's analysis.

A recommendation could also include a combination of these approaches.

VI. Guiding Goals

All recommendations should be evaluated against clearly defined public objectives.

1. Strengthen School District Enrollment

Where appropriate, District real estate should be considered as one tool for making Springfield a more affordable and accessible community for families with school-aged children.

The objective is not simply to maximize the number of housing units. It is to consider whether particular development strategies could help create the types of households that contribute to a sustainable local community and a healthy school system.

2. Increase Housing Opportunities

The District should explore opportunities to work with community partners to increase the supply of housing that is more affordable and attainable for Springfield residents, including middle housing.

Partnerships could potentially leverage District-owned land in ways that reduce land costs, improve project feasibility, or allow public and nonprofit partners to pursue housing objectives that might otherwise be difficult to achieve.

3. Strengthen District Reserves and Long-Term Financial Capacity

Some District properties may represent substantial financial assets. Selling, leasing, developing, or exchanging an appropriate property could provide resources that strengthen SSD's reserves or reduce future capital and operating pressures.

Any such transaction should be evaluated in the context of the District's long-term financial needs rather than simply as a source of short-term operating revenue.

4. Return Appropriate Property to the Tax Base

Where property is not needed for educational purposes, placing it into productive private or taxable use could increase the tax base supporting local public services.

The benefits could extend beyond SSD to the City of Springfield, Lane County, Willamalane, Lane Community College, and other taxing jurisdictions.

VII. A Six-Month Work Plan

The committee should complete its work within six months of appointment.

Months 1–2: Inventory and Initial Assessment

- Establish committee membership and operating procedures.
- Compile a comprehensive inventory of potentially available properties.
- Review existing property records and District plans.
- Identify known legal, zoning, environmental, and infrastructure constraints.
- Establish evaluation criteria.

Months 2–4: Property Analysis

- Conduct individual property reviews.
- Consult with City, County, Willamalane, housing, development, and real estate professionals.
- Evaluate potential development and partnership opportunities.
- Identify properties that warrant more detailed analysis.

Months 4–5: Alternatives and Financial Analysis

- Develop potential disposition or development scenarios for each property.
- Evaluate estimated financial, enrollment, housing, and community impacts.
- Identify potential partners and implementation considerations.

Month 6: Final Report

The committee would present a report to the School Board containing:

- An inventory of properties reviewed.
- A summary of findings for each property.
- One or more recommended future uses for each property.
- The rationale supporting each recommendation.
- Key financial considerations.
- Potential enrollment and housing implications.
- Potential partners.
- Recommended next steps for properties warranting further consideration.

VIII. Advisory Role and Public Engagement

The committee would be strictly advisory. The School Board would retain full authority over all District property and would have no obligation to accept or implement any committee recommendation.

This distinction is important.

The committee's purpose is not to predetermine the disposition of District property. Its purpose is to provide the Board with a rigorous, community-informed assessment of the options available.

The committee's final report could then serve as a foundation for broader community conversations. Where the Board determines that a particular property warrants further consideration, the District could undertake the appropriate public process before making any final decision.

IX. Conclusion

Springfield School District faces a long-term structural challenge involving declining enrollment, excess facility capacity, constrained revenues, and an uncertain demographic outlook. At the same time, Springfield faces a housing challenge that particularly affects the young families the District needs to attract and retain.

These challenges are interconnected, but they are not necessarily insurmountable.

SSD controls a substantial portfolio of undeveloped and underdeveloped real estate. Rather than treating these properties solely as surplus assets or simply retaining them indefinitely, the District has an opportunity to examine whether they can contribute to a broader strategy for strengthening enrollment, supporting families, improving the District's financial position, and benefiting the Springfield community.

Establishing an Ad Hoc Real Estate Advisory Committee would require relatively little commitment from the Board while creating a structured process for examining these opportunities.

The Springfield School Board should authorize the creation of the committee and direct it to return within six months with a property-by-property assessment and recommendations for the future use of the District's undeveloped and underdeveloped real estate.

The Board would then have the information necessary to determine which opportunities, if any, merit further consideration, public discussion, and action.

Current Landscape:

- Springfield School District (SDS) enrollment is declining and has been declining for several years
- Springfield schools are currently well below capacity
- The population of Springfield in 2026 is actually lower than it was in 2020 and is expected to only grow modestly over the next 20 years.
- SSD Board has accessed one-time reserves in order to help meet ongoing expenses
- The Oregon Legislature has made no serious attempt to reform the current school district funding model since the adoption of Oregon Ballot Measure 5 (1990) and Ballot Measure 50 (1997), and none is anticipated in the near future.
- A 5-year local option levy is possible, but it would be competing for voter support with the two levies currently active by the City of Springfield (Fire Services and Jail), one by Willamalane, two by Lane County (Parks and Public Safety), and the OSU Extension Service.
- Housing in Springfield is relatively tight and moderately expensive compared to local incomes.
- High housing cost is particularly challenging for young families with children.
- SSD owns more than 125 acres of undeveloped or underdeveloped real estate, in addition to land abutting current school sites.
- Vacant land owned by the District does not contribute to the tax base of SSD, the City of Springfield, Willamalane, LCC, or Lane County

In short, Springfield's enrollment and funding are shrinking and will continue to do so. There is no reason to believe the State of Oregon will take action to correct the funding crisis. A local option levy can, and should be, explored but doesn't solve the underlying enrollment problem.

Increasing enrollment is possible by increasing the number of families with school-aged children in the district, and part of this increase could be generated by increasing the supply of "more affordable" housing in Springfield.

Proposal:

The Springfield School Board should authorize the creation of an ad-hoc advisory committee to evaluate the District's undeveloped and underdeveloped real estate holdings. These committee members should include subject matter experts and representing the following:

- Springfield School District

- City of Springfield
- Willamalane Part and Recreation District
- Springfield Chamber of Commerce
- Springfield Board of Realtors
- Western Oregon Builders Association
- Catholic Community Charities, Saint Vincent DePaul Society, or Homes For Good
- Parent Groups
- Other Interests, as appropriate

As proposed, the charge of the group would be to examine each of the District's properties and, within six months, present a report to the Board that provides a recommendation for each property. These recommendations could include, but aren't limited to:

- Retain the property for future District needs
- Sell the property for residential development
- Retain the property for residential development by the District alone or in partnership
- Trade the property to Willamalane, City of Springfield, or other public entity in exchange for property more suitable to one of the above uses
- Divide the property for more than one of the uses above
- Other uses, as recommended

Any recommendations should be to support one or more of the following goals:

- Increase SSD enrollment by making Springfield a more affordable, accessible community for families
- Work with community and public sector partners to increase the housing stock of "more affordable" and "middle housing"
- Increase the size of the SSD reserves for future needs
- Increase the tax base of the City and School District

The committee is advisory to the Board, and the Board is under no obligation to act on any of the committee's recommendations. Rather, these recommendations could provide a solid foundation for the Board to have conversations about the disposition of these properties with the community at large.