



SPRINGFIELD

PUBLIC SCHOOLS

Every Student, Every Day

BOARD OF EDUCATION
September 28, 2026
Administration Building Board Room
640 A Street, Springfield, OR 97477

[En español](#)

5:15 PM Executive Session, ORS 192.660(2)(a) to consider the employment of a public officer, employee, or staff member.

6:00 PM Work Session

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 | Ken Kohl |
| 2. Action Item | |
| A. Approve Policy KN, Immigration Enforcement on District Property | Interim Superintendent Shawn Stover |
| 3. Presentations | |
| A. Summer Learning and Engagement Programs (15 mins) | Melissa Locke |
| B. English Learner Local Metrics (10-15 mins) | Brian Megert & Taylor Madden |
| C. Dual Language Advisory Committee Update | Brian Megert & Taylor Madden |
| 4. Discussion | |
| A. Board & Agenda Priorities | Interim Superintendent Stover |
| B. Attorney Present, Board Meetings | Chair Light |
| C. Board Meeting Start Times | Interim Superintendent Stover |
| D. Facilities Committee | Brett Yancey |
| E. SEA/OSEA, Board Meeting Attendance | Chair Light |
| F. Public Comment Process | Chair Light |
| 5. Reports and Information | |
| A. Board Communication and Comments | Chair Light |
| B. Superintendent Search | Chair Light |
| 6. Next Meetings: | |
| October 12, 2026 - Regular Meeting at 6:00 PM | |
| October 26, 2026 – Work Session at 6:00 PM | |
| 7. Adjournment | Chair Light |



SPRINGFIELD

PUBLIC SCHOOLS

Every Student, Every Day

JUNTA DE EDUCACIÓN
28 de septiembre de 2026
Edificio de Administración Sala de Juntas
640 A Street, Springfield, OR 97477

En español

5:15 PM Sesión Ejecutiva, ORS 192.660(2)(a) para considerar el empleo de un funcionario público, empleado o miembro del personal.

Sesión de trabajo a las 6:00 PM

URL de la reunión en streaming: <http://www.vimeo.com/SpringfieldPS>

AGENDA	TAB
1. Convoca a la reunión abierta	Presidente de la Junta Jonathan Light
A. Juramento a la Bandera	Presidente Light
B. Reconocimiento de tierras	Ken Kohl
2. Elemento de acción	
A. Aprobar política KN, Aplicación de Inmigración en la Propiedad del Distrito	Superintendente Interino Shawn Stover
3. Presentaciones	
A. Programas de Aprendizaje y Participación de Verano (15 minutos)	Melissa Locke
B. Métricas locales para estudiantes de inglés y asesoría bilingüe	
Actualizaciones del Comité (10 min)	Brian Megert & Taylor Madden
C. Actualización del Comité Asesor de Lenguaje Dual	Brian Megert & Taylor Madden
4. Discusión	
A. Prioridades de la Junta y de la agenda	Superintendente interino Stover
B. Presencia del abogado en las reuniones de la Junta	Presidente Light
C. Horarios de inicio de las reuniones de la Junta	Superintendente interino Stover
D. Comité de Instalaciones	Brett Yancey
E. SEA/OSEA: Asistencia a las reuniones de la Junta	Presidente Light
F. Proceso de comentarios del público	Presidente Light
4. Informes e información	
A. Comunicación y comentarios en la Junta	Presidente Light
B. Búsqueda de Superintendente	Presidente Light
5. Próximas Reuniones:	
12 de octubre de 2026 - Reunión Ordinaria a las 6:00 PM	
26 de octubre de 2026 – Sesión de trabajo a las 6:00 PM	
6. Suspensión de la sesión	Presidente Light

Immigration Enforcement on District Property

The district complies with state and federal law, including Oregon Revised Statute (ORS) 180.805 and ORS 181.826, and this policy and accompanying administrative regulations KNA-AR(1) – Interactions with Immigration Enforcement and KNA-AR(2) – Federal Immigration Enforcement Request Log when responding to requests from federal immigration authorities regarding immigration enforcement. [Absent a judicially authorized subpoena, warrant or court order, district staff must not allow federal immigration authorities access to the district’s records or facilities not open to the public for the purposes of immigration enforcement and must verify the validity of any subpoena, warrant or court order involving immigration enforcement presented to them by federal immigration authorities to ensure it is judicially authorized. Examples of judicial and administrative warrants and subpoenas can be found in the Oregon Attorney General’s Model Public School Policies.¹ The superintendent or designee must review and approve any response to a request involving immigration enforcement. The district will provide ongoing training to designated staff to ensure compliance with this policy.]

This policy will be made available in the student handbook and on the district’s website². ~~{The district will ensure a copy of the Oregon Attorney General’s Model Public School Policies³ and this policy and accompanying administrative regulations are provided to staff.}~~

Designation of Primary Point of Contact

The **Superintendent** is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district. **The Director of Operations** shall serve as an alternative point of contact during the immigration liaison’s absence or unavailability.

The immigration liaison’s responsibilities include:

1. Serving as the district’s representative during encounters with federal immigration authorities;
2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;

¹

<https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

² Must be provided in culturally appropriate languages that are used to communicate effectively with parents and guardians of students in the district, as determined by the Board. {The district is encouraged to evaluate language needs in the district in order to effectively communicate with all parents and guardians.}

³

<https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

- ~~3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB—Education Records/Records of Students with Disabilities, JOA—Directory Information, JOB—Personally Identifiable Information and this policy;~~
4. (3)Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;
5. (4)Reviewing and responding to requests from federal immigration authorities; ~~in coordination with, and under the direction of, the superintendent or designee~~
6. (5)Facilitating the district’s compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;
7. (6)Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property for immigration enforcement.

Required Notice

When a federal immigration authority is reported to have entered school property for the purpose of immigration enforcement the immigration liaison shall confirm whether federal immigration authorities have entered school property for immigration enforcement and when confirmed, shall provide notice as follows:

1. Notice must be provided to:
 - a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades [7] and above;
 - b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
 - c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
 - d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting [the immigration liaison at the district office].
2. Notice must include:
 - a. The general location of the federal immigration authority; and
 - b. Whether classes or school operations were affected by the presence of the federal immigration authority.
3. Notice must not disclose:

- a. Personally identifiable information;
- b. Other information that may not be legally disclosed; or
- c. Other information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

The required notice will be provided as expediently as possible **using email notification**.

Unless otherwise prohibited ~~Except when required~~ by law or court order, the district will make reasonable efforts to provide notice to a student, or to the parent or guardian of a student, when the district has provided information related to the student to a federal immigration authority.

Confidentiality of School Records

Except when required by a judicially authorized warrant, subpoena, or order, Oregon law prohibits the district from disclosing protected information to federal immigration authorities for the purpose of enforcing federal immigration laws. Protected information includes information relating to a person's:

1. Address;
2. Workplace or hours of work;
3. School or school hours;
4. Contact information, including telephone number, electronic mail address or social media account information;
5. Known associates or relatives; and
6. Date, time or location of the person's hearings, proceedings or appointments with a public body that are not matters of public record.

Oregon law also prohibits sharing any of the above information about a person's relatives or known associates with federal authorities for immigration enforcement purposes.

Oregon law generally prohibits the district from sharing or disclosing citizenship or immigration status or country of birth information⁴ that the district collects, unless one of the following exceptions applies:

1. The disclosure is required by state or federal law (other than federal immigration law);
2. The disclosure is required by a judicially authorized warrant, order, or subpoena;

⁴ Citizenship or immigration status or country of birth information is any information concerning:

1. Where a person was born; or
2. Whether a person is a citizen of the United States; or
3. Whether a person has lawful authority to be present in the United States.

3. The information being shared with a person concerns only that person or their dependents; or
4. The information is aggregated and not personally identifiable.

In addition to the prohibitions described above, federal and state laws make records and information related to students confidential and permit disclosure only in limited circumstances. ~~The district's policies with respect to student records can be found in Board policies JO/IGBAB—Education Records/Records of Students with Disabilities, JOA—Directory Information and JOB—Personally Identifiable Information.~~ To ensure compliance with applicable federal and state law, the district's staff shall not disclose any school records or information to federal immigration authorities except as provided in these policies.

Staff must also maintain the confidentiality of school records and other information about students, staff, and volunteers when communicating with other students, parents, or community members about immigration enforcement activities involving students, staff, or volunteers of the district or occurring on district property. Staff should direct anyone with questions about immigration enforcement activities occurring on district property to the immigration liaison.

Training

The district will provide the immigration liaison and alternate immigration liaison with training as follows:

1. The training must include information on the requirements of House Bill 4079 (2026), any applicable model policies published by the Attorney General, and this policy; and
2. The training must be provided at the time of designation and at least once every two years thereafter.

[⁵] Upon the adoption of this policy and not less than once every two years thereafter, the district will provide training to all current district staff of one hour or more regarding federal and state laws, and the district's policies, relating to interacting with federal immigration authorities and responding to immigration enforcement efforts. The district will provide the required training to all new staff within 30 days of beginning employment.]

END OF POLICY

Legal Reference(s):

⁵ {This language is included in the Attorney General's *K12 School Model Policy*. House Bill (HB) 4079 (2026) requires that districts adopt policies that are "consistent with applicable model policies published by the Attorney General as provided by ORS 180.810."}

[ORS 180.810](#)
[ORS 180.805](#)

[ORS 181.826](#)
[OAR 581-021-0371](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

[Oregon Attorney General's K12 School Model Policy](#)

Senate Bill 1538 (2026).

Senate Bill 1594 (2026).

House Bill 4079 (2026).

OSBA Model Sample Administrative Regulation

Code: KNA-AR(1)
Revised/Reviewed: September 28, 2026

Interactions with Immigration Enforcement

The **Superintendent** is designated as the “immigration liaison.”

1. Staff [, contractors and volunteers] shall adhere to all district policies when interacting with federal immigration authorities and the following administrative regulations:
 - a. Unless expressly authorized by the superintendent or designee, or by the immigration liaison on behalf of the superintendent or designee, staff shall not:
 - (1) Provide federal immigration authorities with records or information about students, staff, or volunteers;
 - (2) Confirm whether a student, staff member, or volunteer is present or make the student, staff member, or volunteer available;
 - (3) Allow access to non-public areas of the district’s facilities or property;
 - (4) Sign documents presented by federal immigration authorities; or
 - (5) Give consent to any immigration enforcement action.
 - b. Staff may not interfere with lawful immigration enforcement actions or physically obstruct federal immigration authorities in any manner. However, staff should immediately report to the immigration liaison if they observe any conduct or enforcement activities by federal immigration authorities that violate state or federal law, or district policies, or that otherwise present a security threat or potential danger to students, staff, volunteers, or visitors.
 - c. Staff who receive a request related to immigration enforcement must immediately notify the immigration liaison. The immigration liaison is responsible for interacting with the federal immigration authorities until the matter is concluded or the federal immigration authorities have been referred to the superintendent or designee.
 - d. The immigration liaison or alternate immigration liaison should meet the federal immigration authorities at the school door or other area designated by the superintendent or designee for this purpose.
 - e. The immigration liaison shall provide federal immigration authorities with a copy of this policy and explain that school staff are required to follow these steps in this policy. The immigration liaison should inform the immigration authorities that school staff must contact the office of the superintendent or designee for guidance before providing access to school facilities, records, or other information.
 - f. The immigration liaison must document the request from federal immigration authorities to the fullest extent possible under the circumstances. At a minimum, the documentation shall include the following information, if available:
 - (1) The name, badge number, and agency of the law enforcement officer making the request;
 - (2) The number of officers present;
 - (3) Time, date, and location of the request;
 - (4) The nature of the request;

- (5) The source of authority for the request, including whether the request is administratively or judicially authorized;
 - (6) Whether the request requires an immediate response;
 - (7) The identification of witnesses present; and
 - (8) How the encounter concluded.
- g. The immigration liaison shall direct another staff member to transmit copies, photos, or other documentation provided by federal immigration authorities to the superintendent or designee, along with other information documented pursuant to this policy. The superintendent or designee must approve any response to a law enforcement request related to immigration enforcement as provided in Section 3 of this administrative regulation.

2. Determination of Validity of Judicial Warrant, Subpoena or Order

- a. If presented with a warrant, subpoena or order by federal immigration authorities, the immigration liaison shall verify the validity of the warrant, subpoena or order by determining whether the warrant, subpoena or order is judicially authorized. An administrative warrant, subpoena, order or other legal process that has not been authorized by a judicial officer does not authorize the district to provide law enforcement with access to records or information, or facilities for purposes of immigration enforcement.

A judicially authorized warrant, subpoena or order contains the following key features:

- (1) A caption, near the top of the document, identifying the court that issued the order (typically the federal district court for the District of Oregon);
- (2) A signature block, near the end of the document, including the name of the person who signed the order, and identifying that individual as a judge, magistrate, clerk of court, or other person signing on behalf of a judge or magistrate, and the date of the signature; and
- (3) An indication that the warrant, subpoena or order has not expired.

Examples of warrants and subpoenas are available in the Attorney General's model policies¹.

- b. The immigration liaison should request a copy of the warrant, subpoena or order and transmit a copy of the warrant, subpoena or order for review by the superintendent or designee, or legal counsel.
- c. The superintendent or designee shall make the final determination regarding the validity of any warrant, subpoena or order and whether, and to what extent, federal immigration will have access to district records or information, or facilities. If the superintendent or designee is uncertain as to the validity or scope of the warrant, subpoena or order, the superintendent or designee should immediately consult legal counsel or a statewide or regional education organization.

3. Approval of Response by Superintendent

¹

<https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

- a. The immigration liaison shall notify the superintendent or designee of a request related to immigration enforcement prior to responding to the request. The superintendent or designee will only honor requests from immigration enforcement officers or other agencies enforcing federal immigration laws if the request is judicially authorized. If the superintendent or designee is uncertain as to the lawfulness or scope of the request, the superintendent or designee should immediately consult legal counsel or a statewide or regional education organization prior to approving a response.
- b. If the superintendent or designee determines that a response is not authorized by a judicial subpoena issued as part of a court proceeding or by another compulsory court-issued legal process, such as a warrant, the superintendent or designee shall direct the immigration liaison to decline the request.

Upon direction of the superintendent or designee, the immigration liaison shall decline the request, refer the federal immigration enforcement authorities to the superintendent or designee, and request that they leave the premises.

The immigration liaison shall ensure that the information documented pursuant to this administrative regulation is submitted to the Oregon Criminal Justice Commission as provided in ORS 181A.826.

- c. If the request is accompanied by a subpoena, warrant or order that appears on its face to be judicially authorized, the superintendent or designee must review and approve the immigration liaison of district's response to the request.

The superintendent or designee shall ensure that the district's response provides no greater access to records or information, or facilities, than that required by the subpoena, warrant or order.

- d. If the request involves a warrant that appears to be valid and authorizes the arrest of a particular person, the superintendent shall direct the immigration liaison to request that the arrest be conducted in a manner that is the least disruptive to the school environment and to the person's wellbeing, which may include bringing the arrestee to the federal immigration authorities.

4. School-Sponsored Events

If federal immigration authorities appear at a school-sponsored event open to the general public (e.g., field trip, athletic event, band event), staff should document their observations, notify the immigration liaison and follow any guidance provided by the immigration liaison. When alerted to the presence of federal immigration authorities at a school-sponsored event, the immigration liaison shall notify the superintendent or designee.

5. School Transportation/Buses

If federal immigration authorities request to board a school bus or other vehicle transportation, the driver should ask them to wait outside the bus/vehicle, close the doors, and immediately call the immigration liaison and follow any guidance provided by the immigration liaison. The immigration liaison shall notify the superintendent or designee and coordinate an approved response as outlined in this policy.

6. Volunteers

The district will determine which volunteers need to receive training or materials regarding this administrative regulation.

OSBA Model Sample Administrative Regulation

Code: KNA-AR(2)
Revised/Reviewed: September 28, 2026

Federal Immigration Enforcement Request Log

School site: _____

Person Receiving Request: _____ Title: _____

1. Requesting Officer Information

Officer name: _____ Badge #: _____

Agency: _____

Contact information: _____

2. Number of officers present: _____

3. Time, date and location of request: _____

4. Nature of the request:

- | | |
|---|---|
| ☐ Request to enter school property | ☐ Request to access school facilities or buildings |
| ☐ Request to interview a student | ☐ Request to interview staff member |
| ☐ Request to locate a student | ☐ Request to obtain student records |
| ☐ Request to detain or take custody of an individual | |
| ☐ Other (describe): _____ | |

5. Source of Authority for the request

Authority cited by officer(s):

- | | |
|---|--|
| ☐ Administrative Warrant | ☐ Administrative Subpoena |
| ☐ Judicial Warrant | ☐ Judicial Subpoena |
| ☐ Court Order | ☐ Other Authority (describe): _____ |

Document Presented? ☐ Yes ☐ No

If yes, identify the document and any identifying numbers: _____

Copy obtained? ☐ Yes ☐ No

6. Does the request require an immediate response? ☐ Yes ☐ No

Superintendent or Designee Review and Approval

The superintendent or designee must review the request and approve any response to a law enforcement request related to immigration enforcement.

Review Conducted By:

☐ Superintendent ☐ Superintendent's Designee

Name: _____

Title: _____

Date and Time of Review: _____

Response Authorized:

☐ Yes ☐ No ☐ Additional Legal Review Required ☐ Pending Further Information

Witnesses Present

Name	Title or Role	Contact Information
------	---------------	---------------------

Name	Title or Role	Contact Information
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Name	Title or Role	Contact Information
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How the Encounter Concluded

- | | |
|---|---|
| ☐ Access to school property granted | ☐ Referred to School Administrator |
| ☐ Access denied pending legal review | ☐ Officers left without further action |
| ☐ Referred to Superintendent or Designee | |
| ☐ Other (describe): _____ | |

Detailed summary of outcome:

Additional notes:

Follow-Up Actions

- ☐ Legal counsel notified
- ☐ Superintendent notified and copies, photographs, or other documentation transmitted to the superintendent or designee.
- ☐ Law enforcement documentation copied and retained

Completed By: _____ (print name)

Title: _____

Signature: _____

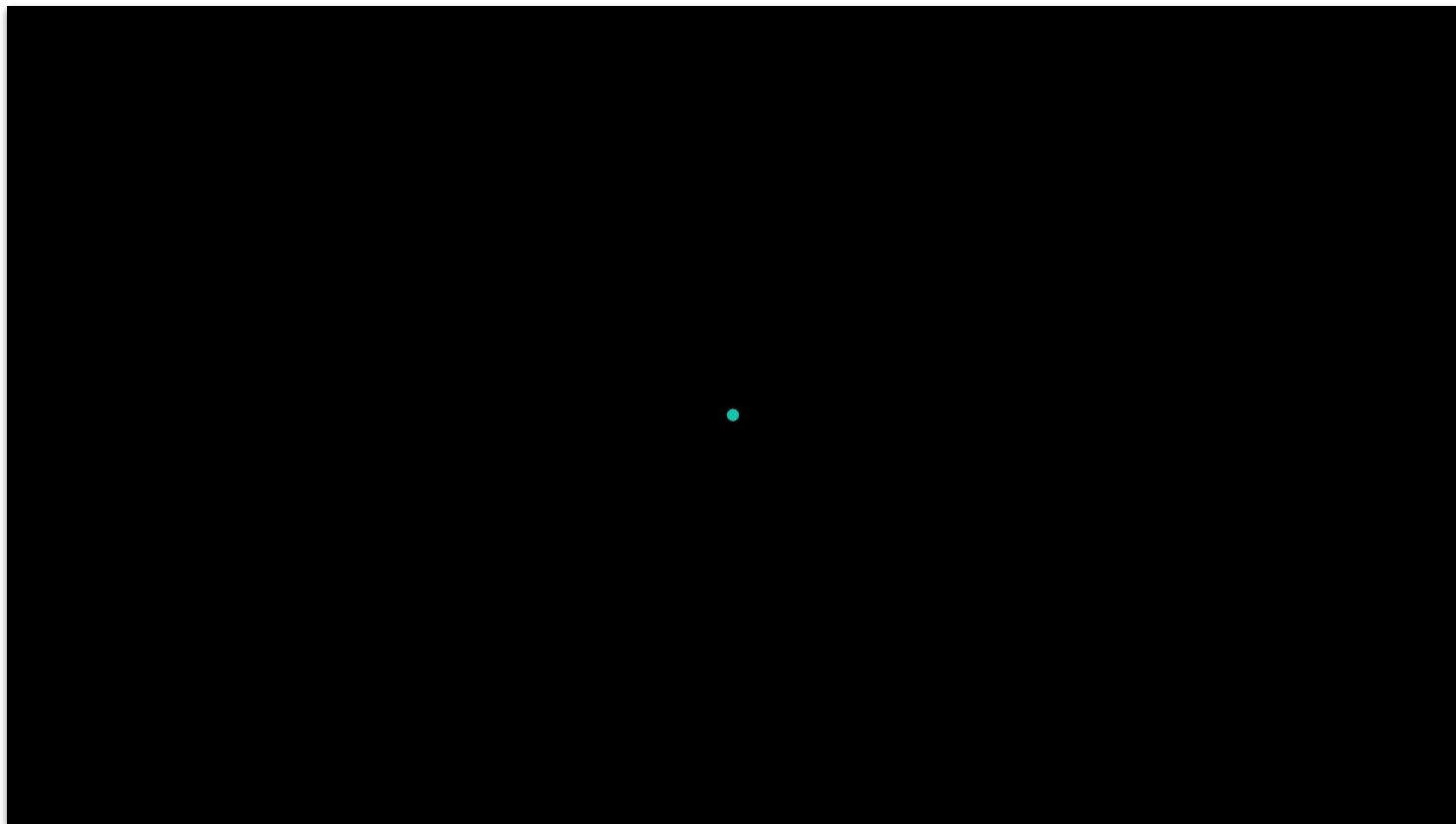
Date: _____

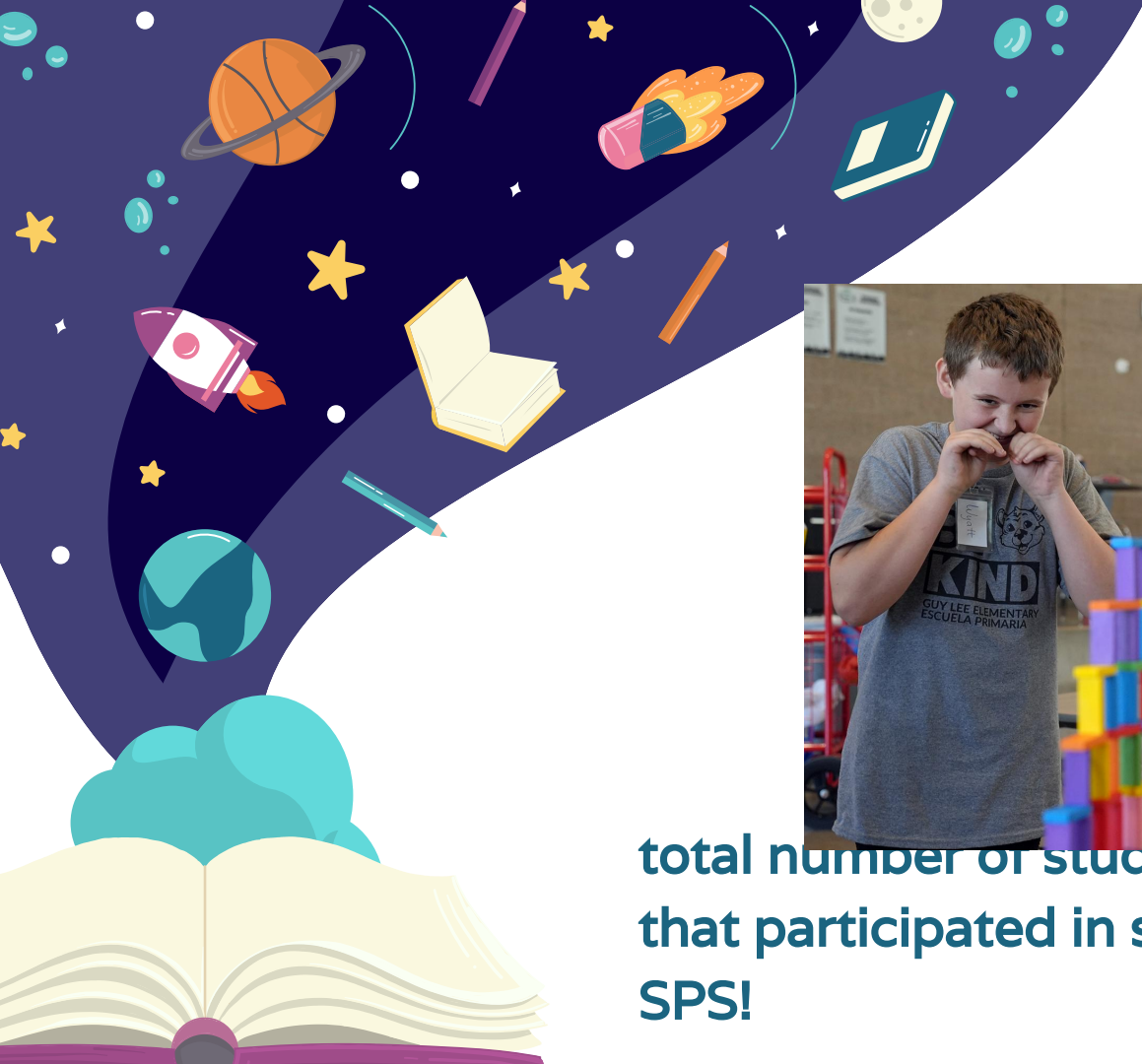
Time Completed: _____

Summer Learning in SPS

2026







907

**total number of students in grades PK-12+
that participated in summer learning in
SPS!**

Funding Sources

State Summer Learning

\$1 million/summer
2026, 2027, 2028



PK-7th Programs





61

incoming Kindergarten students
attended across 3 sites.

PK-7th Grade Academic + Enrichment KITS

KITS, Kids in Transition to School, is specifically designed to prepare incoming kindergarten students and their families for school. This program includes 24 instructional days over the course of 6 weeks.

- ★ Students learn how to make friends and cooperate
- ★ Students learn beginning reading and math skills
- ★ Social-emotional community building infused into the day
- ★ Parent group where families learn how to connect with school and support their child entering kindergarten (23 participating families!)





490

students attended across 2 sites.

K-7th Grade Academic + Enrichment SPARK

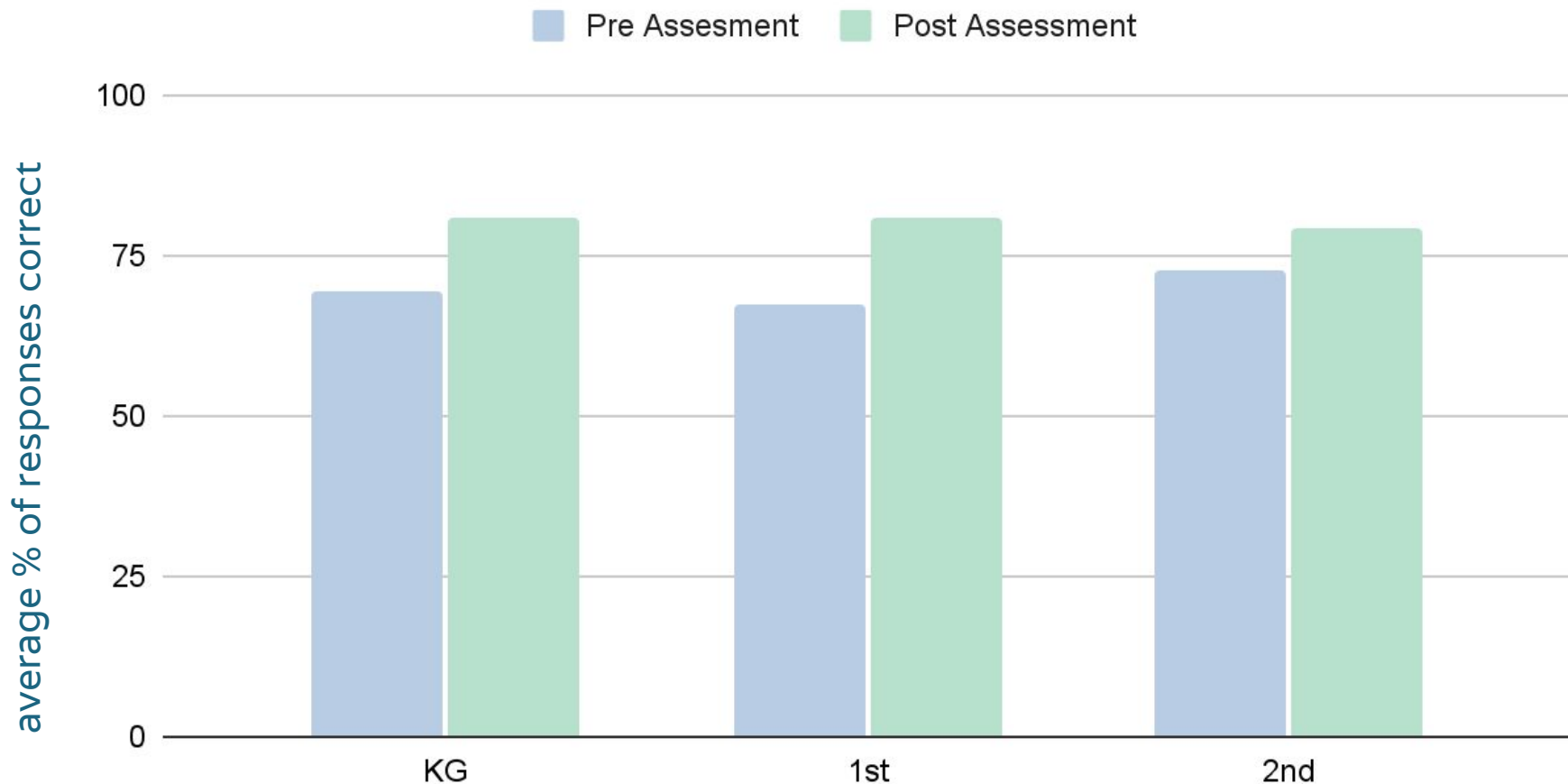
During this 16-day camp students engaged in the following activities:

- ★ Reading goals aligned to state standards.
- ★ Collaborative, content-based learning with a licensed teacher
- ★ Social-emotional community building infused into the day
- ★ Recreation (including art, cooking, music, PE, crafting, and theater) taught by PE and music specialists or community partners.
- ★ Breakfast, lunch, and snack
- ★ Transportation provided.

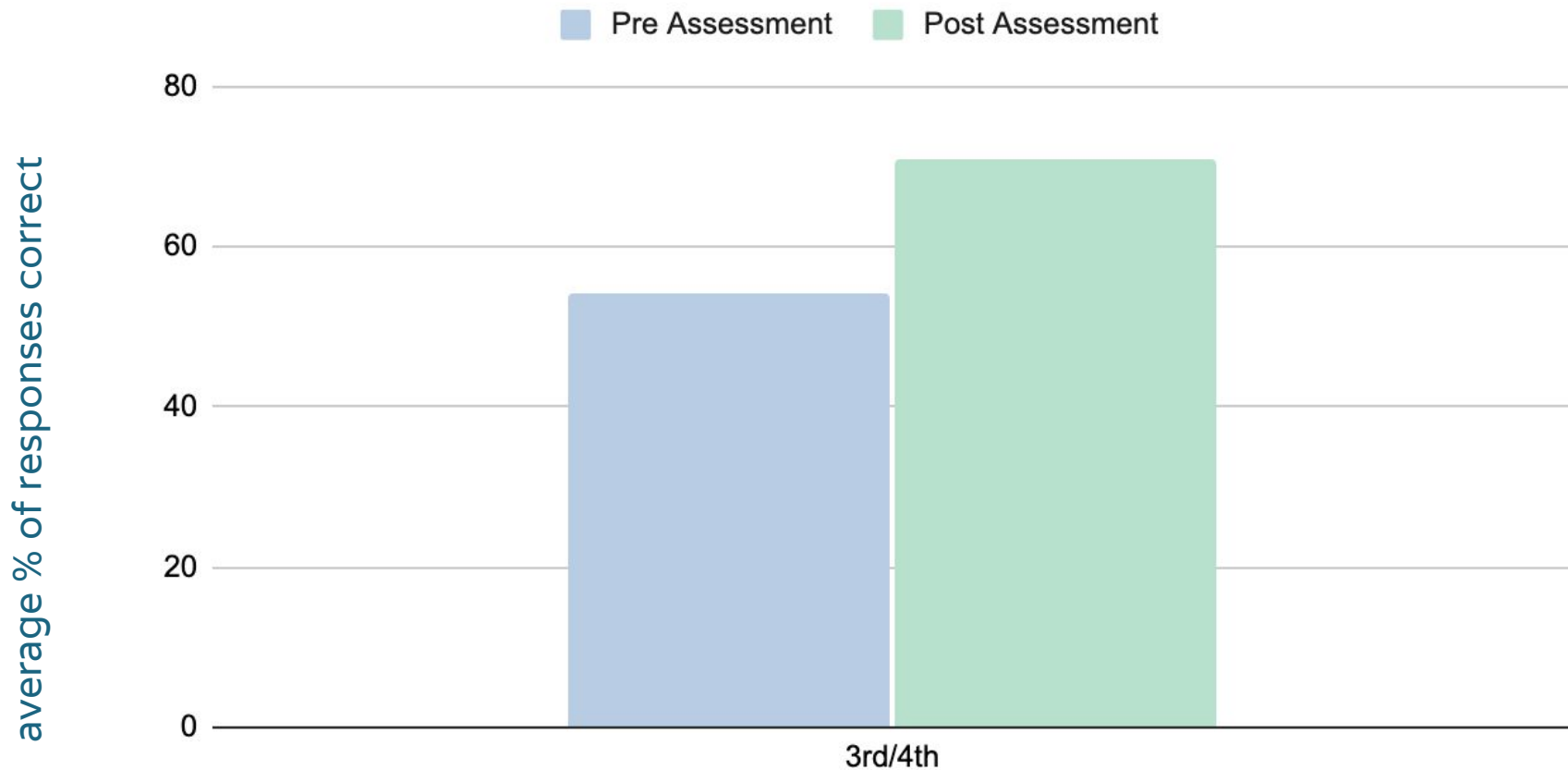




MAGNETIC READING ASSESSMENTS - SUMMER 2025



READING COMPREHENSION - SUMMER 2025



★ Willa
 ★ Lane
 ★ Sprin
 ★ Con

-

Springfield Library + Springfield Public Schools Summer Partnership



08
JULY

Makola Performing Arts with Okaidja Afroso

10:30 A.M. - 11:30 A.M.

In partnership with Springfield Public Schools, H.O.N.E.Y.,
Black Cultural Initiative & NAACP

15
JULY

Noche Cultural Preview

10:30 A.M. - 11:30 A.M.

In partnership with Comunidad y Herencia Cultural, Eugene
Arte Latino, Springfield Public Schools, H.O.N.E.Y. & NAACP

22
JULY

Ratie D: Unity in Community

10:30 A.M. - 11:30 A.M.

In partnership with Springfield Public Schools, H.O.N.E.Y.,
Black Cultural Initiative & NAACP

29
JULY

Urban Jazz Dance Company: Deaf Louder

10:30 A.M. - 11:30 A.M.

In partnership with Springfield Public Schools, H.O.N.E.Y.,
Native Youth Wellness, UO Home Flight Scholars Program, Many
Nations Longhouse, UO Sapsik[™]ala Teacher Education
Program, 4J NATIVES, Bethel Native Youth Empowerment,
LCC Longhouse & NASA, Black Cultural Initiative & NAACP

ASL Interpretation

05
AUGUST

INDIGENOUS CULTURAL CELEBRATION: World Champion Hoop Dancers

Featuring **Lane, Tyrese & Kailayne Jensen**

10:00 A.M. - 12:00 P.M.

In partnership with Chifin Native Youth Center, Native Youth
Wellness, UO Home Flight Scholars Program, Many Nations
Longhouse, UO Sapsik[™]ala Teacher Education Program, 4J
NATIVES, Bethel Native Youth Empowerment, LCC Longhouse
& NASA, H.O.N.E.Y., NAACP & Lane County Government





Dear unity in the community,

Thank you for playing-
awsome music for us.
My favorite part was
the skirts, what was
the Biggest concert
you had? were you born
in Zimbabwe? your music
was cool!

From,
Bella (Grade 10)

E v i e o



Thank you!



High School Programs

HS Academic + Enrichment STRONG START



120+

students participating

- ★ In partnership with DEF (Decision Education Foundation) we offer a week long Strong Start camp for incoming 9th grade students at their high school.
- ★ This program utilizes student mentors from each high school to help students develop a sense of belonging and connectedness to their new school, along with the skills needed to start off the year strong.
- ★ Students in this program receive breakfast, lunch, a snack, and transportation if needed.

HS Academic + Enrichment

CREDIT RECOVERY



390.5

credits earned by 351 students

For four weeks in July, students who had fallen behind in the credits needed for graduation were invited to retake those courses to earn credit. This opportunity was hosted at SHS and THS.

Students could attend up to 3 periods per day, during either of the two-week long course sessions, providing multiple opportunities for credit attainment, with the potential of earning up to 3 credits during the summer.



increase in graduation rate with b____
additional seniors graduating on time
thanks to this opportunity!



Feedback

“Cảm ơn bạn giám hiệu và thầy cô giáo trường Hamlin đã cho con tôi được học hè. / Thank you to the principal and teachers of Hamlin School for letting my child study this summer.”

-SPARK Parent



Student Voice + Choice

FEEDBACK

“I feel like I belong because I have friends.”

“The program made me feel included even with my language barrier.”

“I feel like I belong because I like what we do and everyone is nice to me! I also enjoy just being back at school!”

“They helped me with my English which made it a lot more easy to read.”

“The summer program kept us safe this year.”

“The summer program has helped me be kind.”

FEEDBACK from ODE

Visit Summary

We were thrilled to see your sites (Hamlin Middle School and Maple Elementary School) in action. We noted the significant number of students being well served in both programs, with hundreds of students in attendance across programs at the two sites. It was fantastic to see the facility operating efficiently as a shared hub for the expansive summer offerings Springfield School District made available this summer.

Program Strengths

- **Positive Student Culture & Instruction:** We witnessed excellent teaching and highly engaged students, some of the strongest we've seen during site visits this summer. Students were incredibly kind, welcoming, and engaged. The strong student-to-staff ratio, returning staff, and continuity in program leadership support this positive and attentive environment. We deeply appreciated the shared anecdote of one of your students asking, "Why can't school be like this?"
- **Customized Curriculum & Enrichment:** Melissa's dedication to building customized thematic units, such as "America's birthday" featuring lessons on First Nations and national landmarks, is impressive. The marine biology rotation, where students tracked sharks and dissected a squid, was a standout enrichment activity. Additionally, bringing in therapy dogs to support student well-being and reading was a wonderful touch.
- **Standout Arts Programming:** The arts program, facilitated in partnership with the Lane Arts Council, is amazing and an incredible asset to the summer experience. The high-level quality and engagement within this program make it a clear highlight and a major strength of your site. We were impressed with both the volume and the quality of the work produced. We also deeply enjoyed seeing students' self-portraits.
- **Robust Family Engagement Initiatives:** It is clear that the culminating family event has been a labor of love your district has been building to over the past six summers. Bringing in the deaf Urban Jazz Dance Company, alongside food trucks, Cesar the No Drama Llama, and Lego donations, created a truly wonderful experience for the community. We also applaud your proactive approach in creating a custom QR-code survey to ensure you capture essential family feedback.



“Why can’t school be like this?”



Thank you for supporting
summer learning opportunities in
SPS!



“If I could change anything about the summer program, it is nothing. I had a fun time. 9/10”



**Thank you for supporting
summer learning opportunities in
SPS!**

"Cezanne Painted Pear" K/1



"Pear Still Life"

2nd



"Cezanne
Apples In a
Bowl" 3/4



Feedback

“Delilah has had such a wonderful time in summer school! I want to extend a very heartfelt thank you! Truly. I am so grateful. She even said when she is older she wants to work for the summer school!”

MS SPARK Parent



Feedback

“I wanted to send a quick thank you to your team. I really enjoyed my visit to your program, and it is clear that you have created a warm and welcoming environment for participants, staff and visitors! I appreciated the ability to talk to program staff and students around their experiences so far this summer. It was great to see your investment in the Lego BricQ sets have been well received and a positive hands-on learning activity.”

Molly LaJoie, ODE



Feedback

“Thank you so much for the SPARK camp. My 3rd grader and 6th grader loved their camps. I really hope the district continues this camp.”

SPARK Parent



Program Summary

of students, by program

Preschool	0	KITS	59
SPARK K-8	1200	HS Credit Recovery	380
HS Acad/Enrich	0	HS Student Workers	7
MS Summer Experience		HS Strong Start	140

ARC Esteam	?	Willamalane 1 Pass	4000
		Connected Lane County	50



Video + Photo Gallery



Guy Lee

Pictures
Video



Mt. Vernon

Slideshow



TRDR

Video



KITS

Pictures



Strong Start

Pictures



TBD

Pictures

1PASS Recap

Michael Wargo, Executive Director

Kenny Weigandt, Community Engagement

Jase Newton, Recreation Services

8/14/2023







SPRINGFIELD
PUBLIC SCHOOLS

Every Student, Every Day

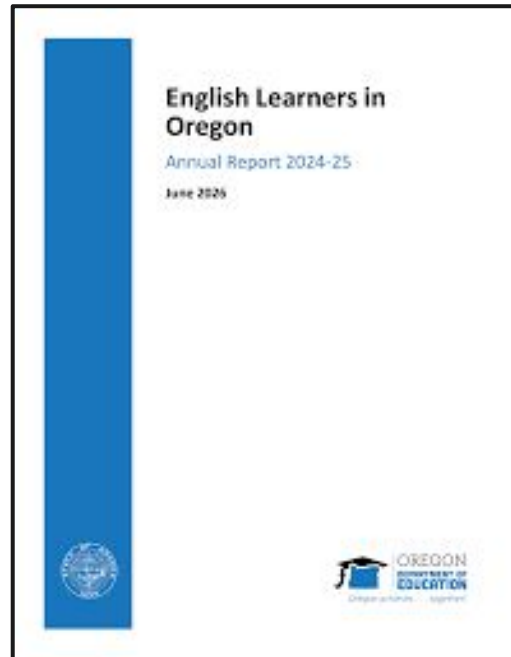
English Learner Outcomes

SPS compared with Oregon

September 28, 2026

Purpose & Goals

- Understand the purpose of and content in the Oregon English Learner's Report
- Understand the demographics of our English Learner population in SPS
- Examine how English Learner outcomes in SPS compare to the statewide data
- Examine outcomes across different stages of the English Learner experience
- Identify areas of progress and areas for deeper inquiry and growth related to our English Language Development Programs



Statewide report intended to provide the ODE, districts, and communities a clearer picture of how Oregon's English Learners are experiencing and progressing through the education system, including where disparities or opportunities for improvement exist.

**Current report is for 2024-25*

Definitions

- ***Current English learners:*** Multilingual students who were learning English in an ELD program during the 2024-25 school year.
- ***Former English learners:*** Multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2024-25 school year. (*Monitored English learners* are a subset of former English learners who are monitored for four years after exiting an ELD program.)
- ***Ever English learners:*** Combination of current, monitored, and former English learners.
- ***Never English learners:*** Monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2024-25 school year

Who are we talking about?

Student Demographics

Springfield 2024-25

8,926 students

13.3% Ever English Learners

32 languages spoken

State of Oregon 2024-15

542,735 students

18.8% Ever English Learners

379 languages spoken

SPS English Learners 2024-5

English Learners		Elementary (K-5)	Middle (6-8)	High (9-12)
	Current	412	168	173
	Former	83	131	228
	Ever	495	299	401
	Never	3,469	1,802	2,492
Total Students		3,964	2,101	2,893

Who are we talking about?

Student Demographics

Springfield 2024-25

Current English Learners: 753 (8.4%)

Former English Learners: 442 (4.9%)

Ever English Learners: 1,195 (13.3%)

Never English Learners: 7,763 (86.7%)

State of Oregon 2024-15

Current English Learners: 62,522 (11.5%)

Former English Learners: 39,344 (7.2%)

Ever English Learners: 101,866 (18.8%)

Never English Learners: 4,409,869 (81.2%)

Outcome	SPS Ever EL	SPS Overall	Oregon Overall
Regular attendance	58%	60%	67%
Grade 3 ELA	12%	38%	41%
Grade 8 Math	10%	25%	29%
9th Grade On Track	79%	78%	87%
4-Year Graduation	69%	74%	82%
5-Year Completion	78%	80%	87%

Outcome	SPS Ever EL	Oregon Ever EL	SPS overall	Oregon overall
Regular attendance	58%	66%	60%	67%
Grade 3 ELA	12%	30%	38%	41%
Grade 8 Math	10%	30%	25%	29%
9th Grade On Track	79%	76%	78%	87%
4-Year Graduation	69%	72%	74%	82%
5-Year Completion	78%	<i>need to verify</i>	80%	87%

Oregon Statewide Grad Rate 2024-5

Reported by EL Status

EL Status	4-Year Graduation	5-Year Completion
Current EL	69.8%	75.0%
Former EL	89.5%	89.6%
Never EL	83.6%	84.1%

Statewide ELA Proficiency 2024-5

Reported by EL Status

Group	Grades 3–5	Grades 6–8	Grade 11
Current EL	6.3%	4.1%	4.6%
Former EL	79.9%	50.5%	39.3%
Monitored EL	56.5%	34.9%	27.3%
Never EL	47.6%	47.3%	49.3%

Progress toward Eng. Lang. Proficiency

Local & state data

	2022–23	2023–24	2024–25
Elementary — SPS	60.5%	62.1%	74.3%
Elementary — Oregon	58.8%	60.0%	62.5%
Middle — SPS	35.4%	34.1%	29.6%
Middle — Oregon	30.9%	32.1%	35.2%
High — SPS	29.4%	28.9%	25.2%
High — Oregon	24.8%	26.1%	27.9%

Statewide trends that are mirrored in SPS 2024-25

- ***The vast majority of current English learners are Latina/o/x.***
- ***The majority of current English Learners were in the elementary grades.***
- ***The number of recently arrived English learners increased substantially during the prior two school years.***

Statewide trends that are mirrored in SPS 2024-25

- *Attendance rates are higher for former and monitored ELs, but lower among current ELs, particularly in high school.*
- *Former EL Students Show Strong and Consistent Growth in Ninth-Grade On Track rates*
- *Younger English learners are more likely to be on track to English language proficiency than their older peers.*
- *Former English learners consistently met or exceeded state standards at the highest rates.*

Statewide trends worth examining in SPS 2024-25

- ***Former English Learners in high school enrolled in Advanced Placement and International Baccalaureate courses at the highest rate, while Current English Learners had the lowest rate.***
- ***Current English Learners are enrolled in the Career and Technical Education (CTE) courses at a lower rate than other students.***
- ***Never English learners were more likely to enroll in post-secondary education institutions than Current English learners; however, Former English learners had comparable post-secondary enrollment rates as Never English learners.***



Thank you!

Questions?



Springfield Public Schools

Office of the Superintendent

640 A St

Springfield, Oregon 97477

(541)747-3201

MEMORANDUM

TO: Board of Education, Springfield Public Schools

DATE: September 28, 2026

RE: Options for Attorney Representation at Meetings

Background: The Board has requested that district staff provide cost options for having an attorney present at some or all of the Board Meetings to provide guidance and advice regarding Oregon state law and following board policy.

Presented today are options using a local firm Thorp, Purdy, Jewett, Urness & Wilkinson, P.C. as well as options to use the current board attorney, The Hungerford Law Firm.

We have not put out an RFP regarding legal representation at board meetings. This memo is designed to provide the Board with some insight into potential cost using the Board's established attorney or a local attorney. If, after seeing potential costs, the Board wants more options, we can release an RFP.

Decision Point:

For FY 26/27, should the Board hire an attorney to be present at all meetings.

Recommendation 1: Have current attorney present at all board meetings in person

Option	Pros	Cons
Hungerford Attorney at all Meetings in person	• Will have consistent representation at all meetings and can quickly guide the Board in matters of Oregon Education law and OGEC meeting standards. • Continuity of representation: The attorney is familiar with the issues facing the district and has already worked on many of the issues the Board may face. • Firm is well versed in education law and attorney has deep experience representing school systems.	• Cost of travel back and forth is approximately \$750.00 • Hourly rate of \$365.00 could add up based on length of meeting. • There are not consistent legal issues that require attorney consultation on a regular basis and/or are time urgent

Recommendation 2: Have current attorney present at all board meetings via Zoom

Option	Pros	Cons
Hungerford Attorney at all Meetings via zoom	• Same Pros as above but would take out the cost of travel fee.	• Hourly rate of \$365.00 could add up based on length of meeting. • There are not consistent legal issues that require attorney consultation on a regular basis and/or are time urgent • Have had connection and zoom issues in the past

		• Makes private consultation more difficult
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Recommendation 3: Have current attorney present as needed meetings via Zoom

Option	Pros	Cons
Hungerford Attorney at select meetings via Zoom	• The Superintendent and Board Leadership can collaborate on items that could potentially need representation to schedule time, allowing for a bit more cost certainty. • Cost would be much cheaper, eliminating travel fee, and being present for matters that don't require legal expertise. • Continuity of representation: The attorney is familiar with the issues facing the district and has already worked on many of the issues the Board may face. • Firm is well versed in education law and attorney has deep experience representing school systems.	• Hourly rate of \$365.00 could add up based on length of meeting. • There are not consistent legal issues that require attorney consultation on a regular basis and/or are time urgent • May not be available for last minute or spur of the moment questions.

Recommendation 4: Use local firm on accepted list for meetings

Option	Pros	Cons
Use Thorp, Purdy, et al. for all board meetings or select board meetings.	• Cost of \$305.00 an hour is more economical • Would not require travel fee • Local attorney approved to represent district would understand local context • May be willing to come to select meetings as needed	• Do not have the same level of education law experience as current attorney • Would not have continuity of service and could be confusing being represented by multiple attorneys • Could have two attorneys at meetings (one for executive session and different for public session or would have to pay for two.

Superintendent Recommendation:

Option 3



SPRINGFIELD
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An Update on the Dual Language Immersion Program

September 28, 2026



- An interest form has been shared with all parents/guardians/caregivers of Dual Immersion students K-12.
- The DLI Parent Advisory Committee will convene for the first time in mid-October.
- DLI classes are running at Guy Lee, Hamlin, and SHS.
- We await notification from ODE about an award of the Pathways to Multilingualism grant next month.

Office of the Superintendent

MEMORANDUM

TO: Board of Education, Springfield Public Schools

DATE: September 28, 2026

RE: Start time options

Background: During the July 6 Board meeting, it was suggested that the Board move the start time of their meetings from 7:00 p.m. to 6:00 p.m. The meeting times were moved to 6:00 p.m. but no formal action or vote was taken by the Board as a whole.

Decision Point:

For SY 26/27 what is the ideal start time for meetings

Recommendation 1: Start at 6:00 p.m.

Option	Pros	Cons
Start meetings at 6:00 p.m.	• Allows for meetings to end earlier than when starting later • Does not keep staff as long as previous meetings • Can have executive sessions either before or after public meeting/work session	• If work session is before may make attendance at meetings for Board Members with 9 – 5 jobs a challenge • Not what district has typically done

Recommendation 2: Start at 7:00 p.m.

Option	Pros	Cons
Start meetings at 7:00 p.m.	• More time for working Board members and community members who work 9 – 5 to attend • Leaves plenty of time for executive session prior to meeting/work session	• Can mean long meetings end late • Extends staff time • Not practical to have Executive session after regular session

No strong recommendation – staff like earlier start

Facilities Advisory Committee Process and Timeline

Possible Charge:

The long-range facilities, enrollment and property advisory committee will evaluate the district's long-term education facility needs using objective information regarding enrollment and demographic trends, facility condition and capacity, educational adequacy, attendance boundaries, transportation, real estate holdings, operating costs, and anticipated community growth/decline. The committee will develop and evaluate long-range scenarios; including renovation, modernization, boundary adjustments, school consolidation, repurposing, property disposition and provide recommendations to the Superintendent and School Board regarding financially sustainable facilities and property strategy that supports high-quality learning environments for students.

This process ties education vision + enrollment + facilities + real estate + finances into one decision framework rather than addressing each in isolation.

Structure and Membership:

It should be made clear to all potential members that this is a voluntary process and no compensation will be offered. A facilities advisory committee should be a structured, transparent, data-driven advisory body rather than a group that appears to be formed to validate a predetermined outcome. The membership could consist of 15-25 people with broad representation including:

- Parents from elementary, middle, and high school levels,
- Residents without children currently enrolled in SOS,
- Business/community representatives,
- Springfield based community organization representatives,
- Individuals with architecture, engineering, construction, or facility management experience,
- Real estate or land-use expertise,
- Transportation or urban-planning expertise,
- Accessibility/disability perspective,
- Early childhood perspective,
- Postsecondary/workforce perspective,
- Representation from different geographic areas of the district,
- Representation reflective of the broader Springfield community.

District staff would generally serve as technical resources rather than “voting” members.

- Superintendent

- Chief Operations Officer
- Finance leadership
- Facilities leadership
- Transportation leadership
- Teaching and learning leadership
- Special Education leadership
- Technology leadership
- Communications
- Enrollment/data staff
- Other subject-matter experts as needed.

A maximum of two school board members could participate as “non-voting” members, however ultimately the report and recommendation will be forwarded to the school board.

This process could have two sub-committees working simultaneously. Areas of study could include; enrollment and demographics including ideal learning environments, real estate holdings, boundary adjustments, and school consolidation. If the Board is interested in a process that informs the 2027-28 budget process sub-committees may be necessary due to time constraints and the amount of work required.

Facilities related sub-committee:

- Real estate holdings
- School consolidation
- Boundary adjustments

Instruction related sub-committee:

- Enrollment, projections, transfers, etc.
- Learning environments
- School & classroom configuration
- Ideal classroom capacity

Phase 1 - Orientation and Ground Rules

Explain the committee charge, decision-making process, conflict of interest expectations, district finances, and Oregon facilities requirements. Establish a commitment that recommendations will be based on evidence rather than individual school advocacy or personal biases.

Phase 2 - Understand the major questions

1) What will enrollment look like over the next 10-20 years?

Examine districtwide and school-by-school enrollment projections, birth trends, housing development, student migration, charter/online/homeschool impacts, and utilization rates.

2) Do our current school boundaries still make sense?

Evaluate where students live compared with where capacity exists, transportation implications, walking zones, program locations, demographic balance, and whether targeted boundary adjustments could improve utilization before considering larger changes.

3) Do we have the right number and configuration of schools?

Look objectively at whether consolidation, repurposing, grade reconfiguration, or closure should be considered. This should come after enrollment, capacity, condition, and educational adequacy analysis - not as the starting premise.

4) What does an ideal SPS learning environment look like?

Define educational specifications before making facility decisions: classroom size and flexibility, special education spaces, CTE, STEM, performing arts, collaboration areas, security, outdoor learning, technology, athletics, student support services, and community use.

5) What property does SPS need - and what property does it not need?

Inventory all district-owned land and buildings, including undeveloped parcels and non-school properties. For each asset, ask: retain, improve, repurpose, lease, acquire adjacent property, land bank for future growth, or potentially dispose of it?

6) What is the financially sustainable 10 - 20 year plan?

Combine all of the above into scenarios showing capital costs, operating savings/costs, transportation impacts, deferred maintenance avoided, potential property proceeds, bond requirements, and sequencing.

7) Based on decisions, what school boundaries will need to be adjusted and what is the impact on district/school operations?

Define and re-design school boundaries, including feeders to middle schools and high schools. Determine impact on bus fleet and required employees.

Phased process toward decision:

- At least 2-3 weeks between meetings to honor volunteer(s) time and commitment.

Meeting 1:

- 1) Introduction of membership
- 2) Review committee charge (by School Board)
- 3) Presentation of current school data. Building capacity, date constructed, etc.
- 4) Presentation of background information
- 5) Enrollment projections
- 6) Review of district land asset holdings
- 7) Review current school boundaries
- 8) Explain the concept of sub-committees and focus
- 9) Process overview and timeline

Meeting 2:

Site and property tours.

Meeting 3:

Instruction sub-committee focus on enrollment and demographics.

Facilities sub-committee focus on facility condition and review of ODE document.

Meeting 4:

Instruction sub-committee focus on ideal learning environments and structure of schools, including ideal size of elementary, middle and high schools.

Facilities sub-committee focus on current building capacities, enrollment projections (by school) and current land assets owned by the district.

SCHOOL BOARD CHECK-IN AND UPDATE AT WORK SESSION

Meeting 5:

Instruction sub-committee focus on School boundaries and transportation considerations.

Facilities sub-committee focus on considerations of land assets. Current zoning, potential zoning, options for properties.

Meeting 6:

Presentation of sub-committee information (to date) and public input session.

Meeting 7:

Refinement of sub-committee information and responses based on public input session.

Success Measures:

- 1) A credible 10-20 year enrollment outlook.
- 2) A current understanding of every major facility.
- 3) An agreed definition of an effective SPS learning environment.
- 4) A documented capacity/utilization analysis.
- 5) A strategic classification of district real estate holdings.
- 6) Objective criteria for consolidation and boundary decisions.
- 7) A transparent record of community participation.
- 8) A financially sustainable long-range scenario.
- 9) A clear roadmap for Board decisions and implementation.

Issues to be addressed by School Board:

- 1) Charge to committee or sub-committees.
- 2) Selection of facilitator(s) for process.
- 3) Identified budget for consultants, etc.
- 4) Timeline and meeting dates for the entire process.
- 5) Identified date for final report to School Board.
- 6) Identified date for decision/action by School Board.
- 7) Identified date(s) for implementation.