

Springfield School District 19

Code: ACB
Adopted: 12/14/20
Revised/Readopted: 1/10/22; 2/10/25
Orig. Code(s): ACB

Every Student Belongs

The district is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. “Achieving equity” means students’ identities will not predict or predetermine their success in school.

All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All visitors are entitled to participate in a school or educational environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior.

“Symbol of hate” means nooses¹, symbols of neo-Nazi ideology or the battle flag of the Confederacy.

The district prohibits the use or display of any symbols of hate on school property² or in an education program³ except where used in teaching curriculum that is aligned with state standards of education for public schools.

In responding to the use of any symbols of hate or bias incidents, the district will use non-disciplinary remedial action whenever appropriate.

The district prohibits retaliation against an individual because that individual has in good faith reported information that the individual believes is evidence of a violation of a state or federal law, rule or regulation.

¹ The display of a noose on public property with the intent to intimidate may be a Class A Misdemeanor under Senate Bill 398 (2021).

² “School property” means any property under the control of the district.

³ “Education program” includes any program, service, school or activity sponsored by the district.

Nothing in this policy is intended to interfere with the lawful use of district facilities pursuant to a lease or license.

The district will use administrative regulation ACB-AR - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)

[ORS 339.347](#)

[ORS 659.850](#)

[ORS 659.852](#)

[OAR 581-002-0005](#)

[OAR 581-022-2312](#)

[OAR 581-022-2370](#)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).

State v. Robertson, 293 Or. 402 (1982).

Cross Reference(s):

AC - Nondiscrimination

GBEA - Workplace Harassment

GBNA - Hazing, Harassment, Intimidation, Bullying, Menacing or Cyberbullying - Staff

JBB - Educational Equity

Springfield School District 19

Code: GBNA
Adopted: 10/10/11
Revised/Readopted: 5/11/20; 12/09/24
Orig. Code(s): GBNA

Hazing, Harassment, Intimidation, Bullying, Menacing or Cyberbullying - Staff

The Board is committed to providing a positive and productive learning and working environment.

Hazing, harassment, intimidation, bullying, menacing, and acts of cyberbullying of staff or third parties by staff, students, or third parties is strictly prohibited and shall not be tolerated in the district.

Retaliation against the victim, any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry is strictly prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a report or complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board. Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion.

Individuals may also be referred to law enforcement officials. Licensed staff may be reported to Teacher Standards and Practices Commission if required by Oregon Administrative Rule (OAR) 584-020-0041.

The superintendent or designee is directed to develop administrative regulations to implement this policy. The regulations shall include descriptions of prohibited conduct, reporting and investigative procedures, and provisions to ensure annual notice of this policy is provided to students, staff, and third parties.

END OF POLICY

Legal Reference(s):

[ORS 163.190](#)
[ORS 163.197](#)
[ORS 166.065](#)
[ORS 166.155 - 166.165](#)
[ORS 174.100](#)
[ORS 332.072](#)

[ORS 332.107](#)
[ORS 339.250](#)
[ORS 659A.006](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.103 - 659A.143](#)

[ORS 659A.199 - 659A.224](#)
[OAR 839-003-0000](#)
[OAR 839-005-0021](#)
[OAR 839-005-0030](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. Seq. (2012).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2012); 29 C.F.R. Part 1626 (2018)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2018); 28 C.F.R. Part 35 (2018).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2012).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

OREGON BUREAU OF LABOR AND INDUSTRIES, *Workplace Bullying* (visited Feb. 26, 2019),

<<https://www.oregon.gov/boli/docs/WorkplaceBullyingPoster-2018.pdf>>.

Cross Reference(s):

AC - Nondiscrimination

ACB - Every Student Belongs

JFCM - Threats of Violence

Springfield School District 19

Code: JFCF
Adopted: 12/10/12
Revised/Readopted: 9/14/20; 4/28/25
Orig. Code(s): JFCF

Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence or Domestic Violence – Student**

The Board, in its commitment to providing a safe, positive, and productive learning environment for all students, will consult with parents/guardians, employees, volunteers, students, administrators, and community representatives in developing this policy in compliance with applicable Oregon law.

Hazing, harassment, intimidation, or bullying, menacing, and acts of cyberbullying by students, staff, or third parties toward students is strictly prohibited in the district. Teen dating violence is unacceptable behavior and prohibited. Each student has the right to a safe learning environment.

Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of hazing, harassment, intimidation or bullying, menacing, an act of cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense and will result in consequences and appropriate remedial action.

Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion.

Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

Students, staff, or third parties may also be referred to law enforcement officials.

The principal and the superintendent are responsible for ensuring that this policy is implemented.

Definitions

“District” includes district facilities, district premises, and nondistrict property if the student is at any district-sponsored, district-approved, or district-related activity or function, such as field trips or athletic events where students are under the jurisdiction of the district.

“Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade level attainment. It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing.

Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen
Dating Violence or Domestic Violence – Student** – JFCF

“Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation, or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, and having the effect of:

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; or
3. Creating a hostile educational environment including interfering with the psychological well-being of the student.

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, familial status, source of income, or disability.

“Teen dating violence” means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

“Domestic violence” means abuse between family and/or household members, as those terms are described in ORS 107.705.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate or bully.

“Retaliation” means any acts of, including but not limited to, hazing, harassment, intimidation or bullying, menacing, or cyberbullying toward the victim, a person in response to an actual or apparent reporting of, or participation in the investigation of, hazing, harassment, intimidation or bullying, menacing, teen dating violence, acts of cyberbullying, or retaliation.

“Menacing” includes, any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.

Reporting

The principal will take reports and conduct a prompt investigation of any reported acts of hazing, harassment, intimidation or bullying, menacing, cyberbullying, or teen dating violence. Any employee who has knowledge of conduct in violation of this policy shall immediately report concerns to the principal who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity, or in a vehicle used for district-provided transportation shall immediately report the incident to the principal. Failure of an employee to report any act of hazing, harassment, intimidation or bullying, menacing, cyberbullying, or teen dating violence to the principal may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels they have been subjected to an act of hazing, harassment, intimidation or bullying, menacing, or cyberbullying or feel they have been a victim of teen dating violence in violation of this policy, is encouraged to immediately report concerns to

Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen
Dating Violence or Domestic Violence – Student** – JFCF

the principal who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report concerns to the principal.

A report made by a student or volunteer may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

Reports against the principal shall be filed with the superintendent. Reports against the superintendent shall be filed with the Board chair.

The person who makes the report shall be notified when the investigation has been completed and, as appropriate, the findings of the investigation and any remedial action that has been taken. The person who made the report may request that the superintendent or designee review the actions taken in the initial investigation, in accordance with district complaint procedures.

Notification to Parents or Guardians

The principal shall notify the parents or guardians of a student who was subject to an act of harassment, intimidation, bullying or cyberbullying, and the parents or guardians of a student who may have conducted an act of hazing, harassment, intimidation, bullying or cyberbullying.

The notification must occur with involvement and consideration of the needs and concerns of the student who was the subject to an act of hazing, harassment, intimidation, bullying or cyberbullying. The notification is not required if the principal reasonably believes notification could endanger the student who was subjected to an act of hazing, harassment, intimidation, bullying or cyberbullying or if all of the following occur:

1. The student who was subjected to an act of hazing, harassment, intimidation, bullying, or cyberbullying requests that notification not be provided to the student's parents or guardians.
2. The principal determines that notification is not in the best interest of the student who was subjected to an act of hazing, harassment, intimidation, bullying, or cyberbullying; and
3. The principal informs the student that federal law may require the student's parents and guardians to have access to the student's education record, including any requests of nondisclosure (from item 1 above).

If the principal determines the notification is not in the best interest of the student, they must inform the student of that determination.

If notification is provided, the notification must occur:

1. Within a reasonable period of time; or
2. Promptly, for acts that caused physical harm to the student.

Training and Education

The district shall incorporate into existing training programs for students, information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, and acts of cyberbullying and this policy.

The district shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grades 7 through 12.

The district shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, teen dating violence, domestic violence, and acts of cyberbullying and this policy.

Notice

The superintendent shall be responsible for ensuring annual notice of this policy is provided in a student or staff handbook, school and district's website, and school and district office. Complaint procedures, as established by the district, shall be followed.

Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by ODE.

END OF POLICY

Legal Reference(s):

[ORS 163.190](#)

[ORS 163.197](#)

[ORS 107.705](#)

[ORS 166.065](#)

[ORS 166.155 - 166.165](#)

[ORS 174.100](#)

[ORS 332.072](#)

[ORS 332.107](#)

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 339.351 - 339.368](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-021-0055](#)

[OAR 581-022-2310](#)

[OAR 581-022-2370](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Cross Reference(s):

ACB - Every Student Belongs

GBN/JBA - Sexual Harassment

GBNAA/JHFF - Reporting Requirements for Suspected Sexual Conduct with Students

GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements

JBA/GBN - Sexual Harassment

JFCM - Threats of Violence

JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements

JHFF/GBNAA - Reporting Requirements for Suspected Sexual Conduct with Students

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[ORS 174.100](#)

[ORS 339.347](#)

[ORS 659.850](#)

[ORS 659.852](#)

[OAR 581-002-0005](#)

[OAR 581-002-2312](#)

[OAR 581-002-2370](#)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

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GBNA - Hazing, Harassment, Intimidation, Bullying, Menacing or Cyberbullying - Staff

JBB - Educational Equity

The WELL Project

A collaboration between Springfield Utility Board and Springfield Public Schools to bring hands-on science curriculum to local students.

What is the WELL Project?

The WELL Project (Water and Energy Learning Lab) is a hands-on science education and environmental monitoring program operated by Springfield Public Schools and funded annually by the Springfield Utility Board (SUB).

Since 1998, WELL has given local students real-world experience in water, energy, and environmental science while also producing high-quality data used by regional, state, and federal agencies. Students:

- Collect and produce high-quality, reliable data using current field research methodologies
- Gain an in-depth understanding of water resource management issues
- Participate in long-term watershed monitoring and restoration to protect community water resources
- Provide free well water testing to the public via a state-of-the art water lab
- Conduct energy audits in community buildings

Why SUB invests in the WELL Project

For nearly three decades, the WELL Project has combined education, environmental stewardship, and community service. As a public utility, SUB is invested not only in infrastructure, but in building the skills of the next generation of scientists by:

- Strengthening science education through hands-on learning
- Providing tangible community benefits via free well water testing and energy audits
- Cultivating a passion for water, energy and natural resource management

Funding

SUB's support of education goes back to the 1950s, when it provided in-lieu-of tax payments to Springfield Public Schools. In 1998, SUB shifted from in-lieu-of taxes to a direct grant model to help meet the utility's strategic interests.

Current annual investment from SUB: \$185,000

SUB's investment to date: \$4 million



The WELL Project

200

WELLS TESTED
EACH YEAR

3
COMMUNITY ENERGY
AUDITS

1,000+

STUDENTS
PARTICIPATING PER
SCHOOL YEAR

\$
4

MILLION

INVESTED BY SUB
TO DATE



SCAN ME

Structure & Student Participation

The WELL Project reaches SPS students at every educational level. Last year:

- 85 students from both high schools participated on specialty environmental teams:
 - Water Quality Team: tests water quality at local waterways
 - In-Stream Habitat Survey Team: assesses fish habitat in local rivers
 - Well Water Testing Team: provides free community well water testing
 - Energy and Climate Team: provides free commercial energy audits
- 65 students from all four middle schools restored habitats near critical waterways
- 270 students in five elementary schools participated in the School Garden Project
- 1,000+ students received WELL-supported chemistry and biology curriculum instruction

Community Impact

- 200 community wells tested each year
- 3 community building energy audits conducted through newly established program
- High-quality data sets have been used by local, state and federal agencies:
 - Springfield Utility Board
 - City of Springfield
 - Eugene Water & Electric Board (EWEB)
 - U.S. Bureau of Land Management
 - U.S. Forest Service
 - Middle Fork Willamette, Long Tom, Coast Fork Willamette, and McKenzie River Watershed Councils
 - McKenzie River Trust
 - Elijah Bristow State Park

Alumni Outcomes

WELL Project is a workforce pathway.

- 100% graduation rate among participating high school team members since 2014
- At least five former students have pursued degrees in natural resources or biology
- One former student is now employed by the U.S. Forest Service

To learn more about the WELL project scan the QR code or visit:
<https://sites.google.com/springfield.k12.or.us/thewellproject/>



SPRINGFIELD
PUBLIC SCHOOLS
Every Student, Every Day





Memorandum

To: Jeff Nelson, General Manager
From: Meredith Clark, Community Relations Manager
Date: February 3, 2026
Subject: The WELL Project History Overview
Objective: Information

Background

The Water and Energy Learning Lab, commonly known as the WELL Project, is a hands-on science education and environmental monitoring program administered by Springfield Public Schools with annual funding from Springfield Utility Board. Since its launch in 1998, the program has combined classroom instruction with field-based scientific work, giving middle school and high school students practical experience in water, energy, and environmental science.

Under this paradigm, students collect environmental data, conduct field research, participate in restoration projects, and provide services such as free well water testing to the public. Over time, the program has also conducted watershed protection efforts in the Springfield area, and energy and climate-related work. It has also generated long-term environmental data that has been used by non-profit environmental groups and local, state and federal government agencies.

SUB has invested \$3.9 million in the WELL Project since its launch in 1998. A comprehensive list of program impacts since the program's inception is available in the attached timeline.¹

Program founding

SUB began investing in Springfield education in the 1950s by making in-lieu-of-tax payments to Springfield Public Schools. In 1997, SUB shifted from that approach to a direct grant model. The intention, as stated in the initial Intergovernmental Agreement between SUB and the school district, was to "support educational and resource activities that develop and strengthen the understanding of the origin, development and utilization of energy and water resources, including concepts and processes, and the interrelationship between society and the environment."

The IGA was signed in December 1997 and included comprehensive grant proposal guidelines that drove the creation of today's WELL Project.

¹ WELL Grant evolution timeline

The first three-year WELL grant was awarded in 1998 and provided \$113,000 per year for a total of \$339,000. SUB's funds were dedicated to establishing the effort, with dollars going toward building the learning lab, developing curriculum, training teachers, and launching the program's field components. Annual payments of this amount continued until 2008, when a new schedule allowed for a standard 3% annual increase through 2012. Future annual payments were explicitly detailed in subsequent IGAs.²

Early history

The WELL Project was designed and developed by its first coordinator, Stuart Perlmeter, a biologist with significant experience developing and teaching in-field science curriculum for students. His stated vision was to create a small research institute through the schools.

By 2000, the WELL Project made progress toward this goal, having developed into one of the most rigorous educational experiences available at the time. Innovative activities were incorporated into its curriculum, including a free residential well water testing service that continues to this day. In 2001, the WELL Project received awards for excellence from the University of Oregon Foundation, the Oregon School Boards Association, and the Oregon Association of School Executives.³ In 2015, Stuart received special recognition from the Oregon Academy of Sciences, who named him that year's Outstanding Teacher in Science and Mathematics.

Despite its success, SUB considered redirecting funds to a new technology initiative when the grant came up for renewal in 2000. SUB's water director at the time opposed the change, referencing the program's impact, including excellent student participation, community outreach benefits, and the value of the watershed data being collected from Cedar Creek, Gorrie Creek, the Mill Race, and the Middle Fork Willamette.⁴ He noted that WELL Project results were being used by both the City of Springfield and SUB itself, including data that assisted in planning related to SUB's surface-water-influenced wells.

In 2014, Stuart brought on Stephanie Lawless, an environmental educator with a background in field biology, as the new WELL Project coordinator, with Stuart assisting in a part-time capacity until his retirement in 2019. Stephanie has continued in the role, and for more than a decade has leveraged her unique background to enrich and inform the activities and educational experiences offered to students.

Program Design and Expansion

One of the distinguishing features of the WELL Project is its emphasis on long-term student involvement. High school students must apply to the program and be selected by the WELL Project coordinator. The result is a committed cohort that often remains in the program for several years, allowing them to build both technical skills and institutional knowledge. That continuity leads to a second distinguishing feature: professional-level standards for data collection and consistency as evidenced by the partner

² Current WELL Project IGA payment schedule

³ Memo to SUB General Manager Steve Loveland from SPS Superintendent Jamon Kent

⁴ Correspondence: Water Director Ken Cerotsky, GM Steve Loveland and Water Quality Manager Chuck Davis

organizations making use of the information. These include the various watershed councils (Middle Fork Willamette, Long Tom, Coast Fork and McKenzie); EWEB; Bureau of Land Management, US Forest Service, McKenzie River Trust, Oregon State Parks, and the Oregon Department of Fish and Wildlife.

Although the program has expanded over time, the core offerings have remained largely unchanged. At the high school level, students can participate in several specialized teams:

- The Water Quality Team: This team collects monthly samples from locations such as Cedar Creek, the Springfield Mill Race, and the Willamette Confluence. They test for indicators including dissolved oxygen, nutrients, bacteria, turbidity, pH, and conductivity. Over time, this work has contributed to long-term watershed monitoring and management.
- The In-Stream Habitat Survey Team: This team uses a modified Oregon Department of Fish and Wildlife protocol to assess fish habitat conditions and identify restoration opportunities. Their work has included GIS mapping, macroinvertebrate sampling, and salmon carcass placement.
- The Well Water Testing Team: Located at Thurston High School, this team provides free well water testing to the public. Over the years, thousands of residents have used this service. Water is tested for E. coli, nitrates, metals, hardness, pH, turbidity, and other indicators. While not a certified testing facility, results are compared to EPA drinking water guidelines, and the program has become one of the most visible community-facing components of the WELL Project.
- The Energy and Climate Team: This team is new as of 2025 and conducts energy audits for schools, community centers, and businesses, analyzing energy use, heat loss, lighting efficiency, and carbon dioxide impacts, and providing recommendations to reduce energy use and costs. The WELL Project has supported other energy-related efforts such as renewable energy education through wind and water turbine kits, ongoing curriculum development, and teacher training.

At the middle school level, the program began primarily as classroom lectures and field trips but expanded in 2008 to include a dedicated restoration team at three SPS middle schools. Today, 7th graders from all four SPS middle schools participate. These students plant native species, restore stream corridors, and learn the basics of water quality sampling, soil science, fish biology, and native plants. A comprehensive list of program impacts is available in the attached timeline.⁶

Conclusion

The WELL Project serves multiple, simultaneous roles: it is a long-term educational program, a source of community services, a contributor to watershed protection, and a producer of reliable environmental data. The lasting partnership among Springfield's schools, SUB, and a broad coalition of public agencies and community organizations demonstrates how our community is strengthened when we align resources and share expertise in order to achieve common goals.

WELL Project Timeline

1998

- Establishment of WELL Project with support from SUB. Focus is on well water testing and surface water monitoring. Coordinator/Teacher- Stuart Perlmer

2007

Expansion of partnership with McKenzie Watershed Council by acting as Project Manager for teams

- Helping finalize field protocols, data management, and reporting
- Providing technical assistance
- Securing grant funding to provide extra supervision support for teams
- Coordinating with landowners to develop restoration and monitoring projects

2008

Development of new program, Middle School Restoration Team Program at three SPS middle schools

2009

Coordinator and SUB support E-car SUB Electric Mile Program (under the auspices of Electrathon America) at THS

2013

Development of Middle School Restoration Team Watershed Olympics, where all teams work together for one day and "compete" in the knowledge they've learned over time about riparian ecology

2014

Hiring of new Coordinator, Stephanie Lawless. Stuart continues to serve as a part-time Assistant Coordinator (through 2019)

2014

- WELL Coordinator adds 4th middle school (Hamlin) to Restoration Team Program
- WELL Coordinator uses grant funds to support substitute teachers and transportation for SPS Salmon Watch Program, which reaches more than 200 students per school year.

2016/2017

- Expands Habitat team partnerships to include Forest Service and the Bureau of Land Management and conducts surveys in South Santiam and Siuslaw Watersheds
- In partnership with McKenzie Watershed Council, expands student-led analysis and reporting protocols, and trains teams to create simple GIS maps on ARC GIS platform at both SHS and THS
- Collaborates with City of Springfield to establish new water testing sites along Springfield Mill Race
- Develops student-led analysis of water quality findings along Cedar Creek and other water quality sites
- Teams first present reports/slideshows to McKenzie Watershed Council and community members in Leaburg
- Coordinator uses SUB funds to support School Garden Project program at 5-6 elementary schools (between \$3-\$4000/year 2014-current)

2017-2019

- Coordinator continues professional development training in ARC GIS mapping. Establishes partnership between school district and ESRI to download mapping program on lab computers for student use
- Habitat Teams from SHS and THS visit U of O to receive ARC GIS mapping training from Dean Walton, GIS specialist
- In partnership with McKenzie Watershed Council, Coordinator helps develop and coordinate the WATERS Conference, where teams present their data to community members and stakeholders at Bob Keefer Center and LCC. The WATERS Conference is canceled in 2020 due to pandemic shutdown
- Coordinator expands school district reach by offering middle school water quality testing workshops to 7th grade classes. More than 120 middle school students participate in the workshops. At least 30 students from Agnes Stewart Middle School attend the WATERS Conference (held at Bob Keefer Center) and present their water quality findings on the Jasper slough behind their school.

2020

- WELL Coordinator serves on the Ag/Natural Resources Virtual Community Group (hosted by Lane ESD) to help develop Watershed Professional Development and Planning program for educators and to connect with teachers/informal educators and focus on virtual programs such as Fire School in Lane County, virtual watershed-related apps searchable science resources for students, and resources related to forestry, ecology, hydrology, and atmosphere/climate for teachers

2021-2022

- WELL Coordinator develops and implements a "Stormwater Action" curriculum (based on a lessons from Oregon Dept. of Education) for middle school students.
 - Lessons are hands-on and inquiry based
 - Lessons can be used together or individually
 - Students engineer a bioswale at end of unit
 - Lessons are used for entire 7th grade at ASMS between 2021-2024, reaching more than 300 students
 - Lessons are used with 7th graders in selected individual classes between 2021-2025 at Thurston Middle School and Hamlin middle school
 - Lessons are led by both WELL Coordinator and classroom teachers

2022

- Due to changes of Watershed Council roles in youth education, WELL Coordinator establishes strong partnership with Middle Fork Willamette Watershed Council/Upper Willamette Stewardship Network
 - Middle School Education Program is now Coordinated by WELL Project in partnership with the MFWWC
 - Upper Willamette Stewardship Network Regional Coordinator works directly with WELL Coordinator to help establish water quality and habitat/stream monitoring projects
 - WELL Coordinator and Regional Education Coordinator pivot from hosting regional WATERS Conferences to focusing on WELL Project-based presentations to specific stakeholders and community members.
 - WELL Coordinator purchases new iPads and shifts all data collection to an ARC GIS program called Survey123. Students receive training in data collection and Survey123 app integration

- WELL Coordinator and MFWWC establishes new partnership with Oregon State Parks, and uses Elijah Bristow State Park as an on-going and accessible field site for middle school restoration program
- WELL Project supports a district-wide Chemistry water quality lab that serves all chemistry students at both SHS and THS. Support includes a teacher training (2022), assistance in developing the lessons plans at SHS (2023), purchasing of chemical reagents, and disposal of some hazardous materials (2022-2025)

2023

- WELL Coordinator and Regional Education Coordinator establish partnership with McKenzie River Trust to initiate a long-term water quality study at Willamette Confluence near Howard Buford Park.
- WELL Project establishes partnership with ODFW Fish Biologist to support middle and high school teams
- WELL Coordinator develops a new Energy and Climate team focused on conducting energy audits in commercial buildings and schools.
- WELL Coordinator adds an extra month of well water testing to reach at least 35 more well owners per school year.
- WELL Project supports district-wide Biology field trip, serving all biology students from both SHS and THS. Support includes WELL Coordinator's time and purchasing of digital cameras (2025)

2024-2025

- Energy and Climate Team uses the Lane ESD building to conduct two energy audits and to develop data collection methods
- Energy and Climate Team presents their findings to Lane ESD in spring 2025

**SPRINGFIELD UTILITY BOARD AND
SPRINGFIELD SCHOOL DISTRICT #19**

Intergovernmental Agreement

This agreement is entered into by and between the SPRINGFIELD UTILITY BOARD, hereinafter referred to as SUB, and SPRINGFIELD SCHOOL DISTRICT #19, an organization of governments within Lane County, Oregon, and hereinafter referred to as the School District.

WHEREAS, since the 1950s SUB had made in-lieu-of-tax payments to the School District as allowed by ORS 307.090: and

WHEREAS, SUB elected to discontinue these payments beginning December 31, 1997; and

WHEREAS, SUB desires to continue a grant program with the School District that supports educational and resource activities that develop and strengthen the understanding of the origin, development and utilization of energy and water resources, including concepts and processes, and the interrelationship between society and the environment; and

WHEREAS, said grant program will benefit SUB and the School District by providing a funding mechanism that will support activities directly connected with SUB's mission;

NOW, THEREFORE, in consideration of a sum, the total of which is subject to the terms and conditions set forth in the previously-adopted in-lieu-of-tax agreement between SUB and the School District, and contingent upon SUB's approval of annual grant proposals. The effective date of this contract shall be January 1, 2023:

1. Upon final acceptance and approval by SUB of the School District's Annual Education Grant Proposal, grant funds will be distributed to the School District on a quarterly basis under the following schedule:

	Quarterly	Total
Calendar Year 2023:	\$43,643.00	\$174,572 (\$43,643.00 x 4)
Calendar Year 2024:	\$44,516.00	\$178,064 (\$44,516.00 x 4)
Calendar Year 2025:	\$45,406.00	\$181,624 (\$45,406.00 x 4)
Calendar Year 2026:	\$46,314.00	\$185,256 (\$46,314.00 x 4)
Calendar Year 2027:	\$47,241.00	\$188,964 (\$47,241.00 x 4)

2. SUB staff will review the proposals for general adherence to program criteria. Final approval of grant applications must be received by December 31st to receive funding for the following calendar year.
3. On an annual basis, the School District will provide a status report and a financial report to describe use of funds and project outcomes from the previous twelve

November 21, 2001

Steve Loveland
General Manager
Springfield Utility Board
250 A Street
Springfield, OR 97477

DEC - 5 2 01

Steve:

I am pleased to share with you two honors that have been presented to our district for the success of the Water and Energy Learning Lab (WELL) project, funded by the Springfield Utility Board.

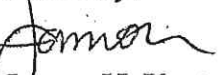
We nominated the WELL project and the Watersheds, Ecosystems and Teamwork project (WET, funded by EWEB) jointly for two awards, the **Salute to Success** award from the Oregon School Boards Association (OSBA) and the **Leadership in Curriculum Excellence** award from the Oregon Association of School Executives (OASE/COSA). The projects were featured during the Salute to Success exhibit fair at the OSBA annual convention last weekend in Portland and were honored during awards luncheons on Friday and Saturday.

Each month, OSBA selects a program for their Salute to Success award. The program highlights innovative, successful programs geared toward increasing student achievement and community engagement. They pay special attention to how boards are meeting goals for the Educational Act for the 21st Century. The WELL and WET projects were chosen in June. I've enclosed the write up circulated by OSBA. Springfield is the only district in Oregon to receive the Leadership in Curriculum Excellence award that is given annually.

Program coordinators Stuart Perlmeter and Paul Haley bring so much to our students through these programs - in large part because of the support provided by the Springfield Utility Board. The projects have increased the amount and quality of science instruction in the school district. Feedback from teachers, students, and administrators indicate the projects have been highly successful and an invaluable resource for science education.

Thank you! I hope to continue our alliance and continue providing the Springfield community with quality programs for our students.

Sincerely,


Jamon H. Kent
Superintendent

SUB WATER DIVISION
MEMORANDUM

Gave original
to SUB
7/31/00

TO: Steve

FROM: Ken

DATE: 7/26/00

SUBJECT: School Grant from SUB

one - give
pls return
11/2/00

Attached is a memo from Chuck to myself, highlighting the return to our investment in the local schools. I know we are thinking about moving our financial support from the existing program (WELL Project) into a new "technology" program. I think we should try to keep our existing support for the WELL program.

Our past support has touched a lot of students and parents. I know this is true from the numbers of students, teachers and parents involved with the program and from my own limited experience with the program. The WELL program gives SUB a community exposure to both the electric and water side of our business all year long for a limited amount of funds. Not only is it a "feel good" program, but it produces products that are useful to us such as the water quality testing.

I would suggest that if we want to pursue both programs, we present our ideas to the school administration and ask them to set priorities. Also, there may be grant programs that can be used as a "match" against our money.

✓ Consistent with our past discussions, we have not really touted the benefits of this program in the community. Maybe we need to do more. This is a good program, with identifiable results, involves lots of people (present and future rate payers), and provides direct benefits to SUB. I hope we can continue with the program.

S:\kenc\school grant memo 072600

S:\kenc\

SUB WATER DIVISION

MEMORANDUM

TO: Ken Cerotsky

FROM: Chuck Davis 

DATE: July 25, 2000

SUBJECT: SUB's "WELL" Grant to School District 19

The 1999/2000 school year was a resounding success for the Springfield School District 19 Water and Energy Learning Labs (WELL Project) sponsored by a grant from SUB. Over 815 students took part in water and electric science curriculum and projects this year alone.

While the students were learning about water science, SUB Water Division was gaining valuable data from the Middle Fork Willamette River, Springfield Millrace, and Gorrie Creek, which will be used in evaluating treatment options at the Willamette Wellfield.

Additionally, continued sampling at Cedar Creek by Middle and High School students and teachers have helped develop data that is being used by the City of Springfield in addressing the need to improve storm water quality. Cedar Creek flows within a few feet of both of the Platt Wells, and the very high coliform bacteria counts at the stormwater outfalls have been a cause for concern. All of the preliminary work has been completed, and the equipment acquired so that in September a bacteria laboratory will be set up at the Thurston High School Science Department. In addition to doing bacteria sampling for Cedar Creek, the students will be offering to do residential well sampling at little or no cost for local residents. All of this data can be used as SUB tracks contaminant levels and evaluates new well locations in addition to treatment options.

I have talked to four of the teachers who have been participating in different aspects of WELL Grant projects. My question to them was "How has this program been working for you?" Each of them was very enthusiastic, and I did not have to ask anything else to get the answers I needed to be assured the program is on the right track. These teachers said that without this program, their water and electric curricula would not be as fun or as directly applicable to the real world. They said that Stuart was GREAT. He asked them what they needed and has provided it in ways that far exceed their expectations. They were profusely thankful that SUB had provided the grant funds that made this possible for them and the students. These personal reports compliment the reviews that Stuart has the teachers fill out after participating in the grant programs.

The "Evening of Water" this spring provided a good example of how the students are prospering from SUB's participation in the WELL project. SUB Board and staff members who have attended the Science Fair for the last three years have come back impressed with the projects the students have presented.

An added bonus this year was the award SUB received from the U of O Foundation for our innovation in participating with the school district in this highly interactive curriculum. It was nice to get the award and equally nice to get all of the good publicity.

Stuart, Springfield science teachers, and students have been actively involved in our Ground Water Guardian projects again this year. Their involvement adds greatly to our success in getting the word out about protecting our drinking water supply.

In addition to the water side of the WELL project, the electric lab projects have been expanded and included to a much greater degree this year. I have heard good things about these projects, too.

The School District has a great web page dedicated to the WELL and WET projects that document some of the activities and work that has been completed this year that is worth looking at (<http://wet-well.sps.lane.edu/>).

In summary, Stuart has done a great job at implementing the projects identified in the grant, giving SUB credit for the value we have provided, and getting good press and public relations for SUB's continued involvement with the WELL grant. It is my recommendation that we continue supporting this project which provides such a great value to the community and to SUB.



In Person/Virtual Oral Public Comment
June 8, 2026

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

David Willis – SUB, Water and Electric Learning Lab (WELL) Project

Loretta Halter – School Visits

Naomi Raven – School Board Accountability

Ingrid Nordstrom – ODE Ruling

Douglas Cornejo Rosales Murray – Unknown Topic

Andrea Madrigal Ramirez – Dual Immersion Program

Aidana Vasquez – Student Opportunities

Maya Oldson – Dual Immersion Program

Gladis Lopez – Unknown Topic

Johanis Tadeo – Budget Proposals

Anselmo Villanueva – Dual Immersion Program

Marcia Koenig – Cutting Programs

Ryan Herlands – SEA Topics

Rhiannon Palacios Cronin – Topic Unknown

Nancy Bray – Dual Immersion Program

Rene Ellis – Dual Immersion Program

Maetzi Contreras Martinez - Transparency

Krystal Sundstrom – Access to Linguistic Inclusion

Sarah Ferren – ELD Instruction

Matt Brandt – Public Levy Option

Mercedes Fahlman – Indian Education Parent Committee, Support

Guadalupe Anguiano – Dual Immersion Program

Kriscia Rivas – Dual Immersion Program

Heather Dillon - Board

✓ Nancy Bray – Dual Immersion Program *Former SPS teacher*

~~Rene Ellis~~ – Dual Immersion Program *read by Rosemary*

✓ Maetzi Contreras Martinez - Transparency *Dual Immersion*

✓ Krystal Sundstrom – Access to Linguistic Inclusion *Dual Immersion*

✓ Sarah Ferren – ELD Instruction

✓ Matt Brandt – Public Levy Option

✗ Mercedes Fahlman – Indian Education Parent Committee, Support *No show*

✓ Guadalupe Anguiano – Dual Immersion Program

✓ Kriscia Rivas – Dual Immersion Program

✗ Heather Dillon - Board *No show*

✓ Laura Farallay -

✓ Nate Sadler - Student, Science (lack of)



SPRINGFIELD
PUBLIC SCHOOLS

Every Student, Every Day

In Person/Virtual Oral Public Comment

June 8, 2026

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✓ **David Willis** – SUB, Water and Electric Learning Lab (WELL) Project

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✓ **Andrea Madrigal Ramirez** – Dual Immersion Program

✓ **Aidana Vasquez** – Student Opportunities

✓ **Maya Oldson** – Dual Immersion Program

X **Gladis Lopez** – Unknown Topic – no show

✓ **Johanis Tadeo** – Budget Proposals

✓ **Anselmo Villanueva** – Dual Immersion Program

✓ **Marcia Koenig** – Cutting Programs

✓ **Ryan Herlands** – SEA Topics THS teacher

X **Rhiannon Palacios Cronin** – Topic Unknown

SPS: Keep your promise: Continue the Dual Immersion Program through 12th grade

SPS: ¡Cumplan su promesa: continúen el Programa de Inmersión Dual hasta el 12.º grado

Dear Springfield School District,

June 2026

As students in the Dual Immersion Program, we ask you to keep the program as it was designed.

- We are upset to hear about the cuts to middle and high school Dual Immersion programs, especially as the first cohort of students is about to reach 12th grade.
- Learning in a Dual Immersion program is not the same as taking a Spanish class.
- We deserve the opportunity to complete the program we have spent years building toward.
- Students and families should have had an opportunity to discuss alternatives before decisions were made.
- We want and deserve to graduate as bilingual, biliterate, and bicultural students.

Como estudiantes del Programa de Inmersión Dual, les pedimos que mantengan el programa tal como fue diseñado.

- Nos preocupa escuchar sobre los recortes a los programas de Inmersión Dual en la escuela secundaria y preparatoria, especialmente cuando la primera cohorte de estudiantes está por llegar al 12.º grado.
- Aprender en un programa de Inmersión Dual no es lo mismo que tomar una clase de español.
- Merecemos la oportunidad de completar el programa hacia el que hemos trabajado durante tantos años.
- Los estudiantes y las familias deberían haber tenido la oportunidad de discutir alternativas antes de que se tomaran decisiones.
- Queremos y merecemos graduarnos como estudiantes bilingües, biliteratos y biculturales.
- Cumplan su promesa: continúen el Programa de Inmersión Dual hasta el 12º grado.

Students' Signature / Firma de estudiante	Printed Name / Nombre Completo	Grade/ grado
Maya Oldson	Maya Oldson	9th
Amaya Thornton	Amaya Thornton	9th
Adilene Salinas	Adilene Salinas	9th
Brittany Flores	Brittany Flores	9th
Olivia Dahl	Olivia Dahl	9th
Ed LeRoy	Edward LeRoy	9th
Benjamin Miglioretti	Benjamin Miglioretti	9th
Angel Reyes	Angel Reyes	9th
Max Maximiliano Gomez	Maximiliano Gomez	9th
Eduardo Cruz Cortes	Eduardo Cruz Cortes	9th

SP2: Keep your promise; Continue the Dual Immersion Program through 12th grade
 SP2: Cumplir su promesa; continuar el Programa de Inmersión Dual hasta el 12.º grado

June 2020

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 - Queremos y merecemos graduarnos como estudiantes bilingües, biculturales y biculturales.
 - Cumplir su promesa; continuar el Programa de Inmersión Dual hasta el 12.º grado

Student's Signature (Firma de estudiante)	Printed Name / Nombre Completo	Grade (Grado)
Maria Obregon	Maria Obregon	9th
Amelia Thornton	Amelia Thornton	9th
Adeline Salinas	Adeline Salinas	9th
Brianne Flores	Brianne Flores	9th
Olivia Dahl	Olivia Dahl	9th
Er Segon	Er Segon	9th
Benjamin Mijangos	Benjamin Mijangos	9th
Angel Reyes	Angel Reyes	9th
Maximiliano Lopez	Maximiliano Lopez	9th
Edwards Cruz	Edwards Cruz	9th

SPS: Keep your promise: Continue the Dual Immersion Program through 12th grade

SPS: ¡Cumplan su promesa: continúen el Programa de Inmersión Dual hasta el 12.º grado

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Students' Signature / Firma de estudiante	Printed Name / Nombre Completo	Grade/ grado
Itza Padilla Mea	Itza Padilla Mea	10
Aidana Vasquez	Aidana Vasquez	10th
R. Palacios	Rhiannon Palacios	10 th
Abigail Rodriguez	Meytal Rodriguez	10th
Alison Lomeli Enciso	Alison Lomeli Enciso	10 th
Emili Habana	Emili Habana	10th
Yunuen Vasquez-Contreras	Yunuen Vasquez-Contreras	10th
Antony Cruz	Antony Cruz	10th
Gabriel	Gabriel Sanchez Zapier	10th
Jose	Jose Martinez	10th

SP2: Keep your promise: Continue the Dual Immersion Program through 12th grade
 SP2: Cumplan su promesa: continen el Programa de Inmersión Dual hasta el 12º grado

June 2026

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Itza Padilla Bec	Itza Padilla Bec	10
Aidara Vasquez	Aidara Vasquez	10th
Al. Palacios	Rhianon Palacios	10th
Abigail Rodriguez	Abigail Rodriguez	10th
Alfonso Vasquez	Alfonso Vasquez	10th
Emili Hoban	Emili Hoban	10th
Yungin Vasquez - Contreras	Yungin Vasquez - Contreras	10th
Anthony Cruz	Anthony Cruz	10th
Emili Hoban	Emili Hoban	10th
Jose Martinez	Jose Martinez	10th

SPS: Keep your promise: Continue the Dual Immersion Program through 12th grade

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Students' Signature / Firma de estudiante	Printed Name / Nombre Completo	Grade/ grado
Iñaki Garcia	Iñaki Garcia Montaño	9
Arien V.C	Arien Velasquez Cifuentes	9
Jorge Alatorre	Jorge Alatorre	9
Daniel Peña	Daniel Pena	9
Teresa Galvillo	Teresa Galvillo	9
Esperanza Abundis	Esperanza Abundis	9
Jeremy Perez Oviedo	Jeremy Perez Oviedo	9
Julissa	Julissa	9
Brianna Cardenas	Brianna Cardenas	9
Gladis Lefez Rivera	Gladis Lefez Rivera	11

SPS: Keep your promise: Continue the Dual Immersion Program through 12th grade

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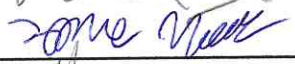
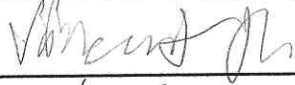
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	Anthony Hernandez D'ioz	11
Isaiah M.S	Isaiah Manuel Sanchez	11
	George Bamaca	11
	Abraham Gaspar	11
CJ Dyas	CJ Dyas	11
	Gabe Whelan	11
	Maria Sayre-Heiss	Teacher
	Zane Muir	11
	Vincent Recalde	11
	Dave Andrus	11

Signature

Name

Grade

Leilani Vann

Leilani Vann

10

Adam, H

Adam, H

4

May 4

Inmy Hcruu

11

William
Apple

William
Ripple

Logan

Logan Biggs

11

Tanner Tatoye

Tanner Tafford

17

~~For Craft~~

Lesli Gonzalez

44

Handwritten signature

Lenora Davis

Teacher

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Students' Signature / Firma de estudiante	Printed Name / Nombre Completo	Grade/ grado
John Douglas	John Douglas Cornejo Rosales Murray	11 th
Henry Halings	Henry Halings	9 th
Ruby Love	Ruby Love	9 th
Evelin Bonilla	Evelin Bonilla	9 th
Jay Ross	Jay Ross	9 th
Mia Hernandez	Mia Hernandez	9 th
Mary Baldivicio	Mary Baldivicio	9 th
Marceline LaSalle	Marceline LaSalle	9 th
Kylea Archer	Kylea Archer	9 th
Kayla Lyons	Kayla Lyons	9 th

Reilly Naman

Reilly Naman

11th

~~Carlo S. Brodier-Salvador~~

Carlo S. Brodier-Salvador

11th

Andrey Bowman

Andrey Bowman

11th

Elleet Velazquez

Elleet Velazquez

11th

Seven Borejack

Seven Borejack

11th

Jimena Figueroa Silva

Jimena Figueroa

11th

Presley Hyngh

Presley Hyngh

11th

Sgt

Sailor Hall

11th

Anna San Filipe

Anna San Filipe

11th

Jakob Peterson

Jakob Peterson

11th

Savanna Phillips-Cerda

9th

Shayla Riles

Shayla Riles

9th

Kordyn Stroup

Kordyn Stroup

9th

Olivia Recang

Olivia Recang

10th

Jesús Montes

Jesús Montes

11th

Naty Benitez Campos

Naty

11th

Abram Paxtor

Abram Benitez Campos

11th

Sergio Montelón

11th

Franklin Hernandez

10th

Chalani Morales Roblero

10th

Chalani

Chalani Morales Roblero

9th

SPS: Keep your promise: Continue the Dual Immersion Program through 12th grade

SPS: ¡Cumplan su promesa: continúen el Programa de Inmersión Dual hasta el 12.º grado

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June 2026

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Students' Signature / Firma de estudiante	Printed Name / Nombre Completo	Grade/ grado
Joanna	Joanna Vasquez-Lopez	7 th
Danna	Danna Vasquez-DeLuna	7 th
Alicia	Alicia Tovilla Holasco	7 th
Julianna	Julianna Reynaga	7 th
Josiah M.	Josiah Martin	7 th
Sean Stasel	Sean Stasel	7 th
Daniel	Daniel Alfredo Morales	7 th
Axel	Axel Vasquez	7 th
Townes	Townes Oldson	7 th

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Alyson	Alyson Diaz Contreras	6 th
Eldie	ELSIE Thornton	6 th
Victor	Victor Eliud Santiago	6 th
Roz	Roz Emmott-Kure	6 th
Ariadna	Ariadna Salina Toscano	6 th
Britani	Britani Barzon Cervantes	6 th
Brithany	Brithanny Hernandez	6 th
Dunich	Dunich Lopez	6 th
Leonel	Leonel Velasco Hernandez	6 th

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E.A.B.	Emmalyn Blair	4/6/26
Diana	Diana. Hernandez-maya	8 th
Alejandro	José Alejandro Rentería Morino	8 th
EMANUEL	emanuel alvarado	8 th
Jesús Toral	Jesús Toral moreno	8 th
Gabriel	Gabriel Galindo-hernandez	8 th
Christopher	christopher maya vasquez	8 th
leonidas	castañeda	8 th

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[illegible]

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Diego	Diego Rodriguez	8th
Diana	Diana Hernandez-maya	8th
Dulce	Dulce Maria	8th
Delilah	Delilah Amezcua	8th
Giovanna	Giovanna Palacios	8th

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[illegible]

I am a parent of two kids at Yolanda Elementary, and I have attended many of these board meetings throughout the academic year. The overwhelming feeling I'm left with is disappointment.

Before I explain why, I want to be very clear: I love my kids' school. Our principal is extraordinary. She seems to know every student and parent by name. The staff are supportive, capable, and essential to families, students, and teachers. And the teachers are caring, passionate professionals who work tirelessly for our kids.

My disappointment is not with the school, it is with the district leadership, including this Board of Education.

For years, students have been denied a well-rounded education. This is no longer a matter of opinion. The Department of Education has confirmed what parents could already see with our own eyes: this district is out of compliance in science and social studies. The community has repeatedly asked questions about the K-5 curriculum, but our concerns have been ignored.

In what appeared to be an attempt to persuade us that our kids have been learning science all along, at an April board meeting we heard about students at an elementary school getting the opportunity to use microscopes. I'm glad those students had that experience, but one hands-on activity is not evidence of a functioning science curriculum.

The state's findings should be a moment of reckoning. Instead, we have only received excuses and promises of accountability. What does accountability actually mean to you? Because from where I sit, most of the people responsible for these failures and for creating the institutional culture that tolerated them are still employed, still collecting paychecks, and still asking the community to trust them.

This district is at an inflection point. We are preparing to hire a new superintendent, and some of the most disruptive dynamics on this board are coming to an end. I don't expect leaders to agree on everything. But I do expect leaders to disagree honestly, respectfully, and productively while keeping their focus on students instead of personalities and internal conflicts.

To conclude, I have three requests.

First, provide a public accounting of how much district money has been spent on complaints and legal fees related to board disputes. I suspect the total is significant, and I would rather see that money spent on supporting school staff, student services, or programs like dual immersion.

Second, tell us specifically how you plan to help students who have been denied instruction in science and social studies. What interventions will be offered? What supports will be available? How will you help students entering middle school without the foundation they should have received in elementary school?

Ingrid Nordstrom
Public Comment, 8 June 2026

Third, tell us what changes will be made to the elementary schedule and report card. Right now, science, social studies, art, and health are expected to share a single hour of instructional time each day and are graded based on effort. How will that change, and when?

Parents are not asking whether there is a problem. The state has answered that question. What we want now is accountability, transparency, and a plan.

Our kids only get one elementary education. They should not be the ones paying the price for the failures of adults.

Thursday, June 4th 2026 17:55

To whom it may concern,

I am writing this because my son John Douglas Cornejo Rosales Murray has been in the Dual Immersion pilot program since kindergarten until now, that he is an 11th grader. Now you plan to terminate the program and remove it completely from the high school; the program has been successful not just for my son, but for every other student.

We do not want this program to be stopped because it is so helpful for the students. My son has been thriving throughout this whole program with all the great teachers that taught him the Spanish language, reading and writing and all the skills he acquired from the Dual Immersion program. He has been a good fit from the beginning to the end and as well as all his peers during this program. I think if you end this program you are making a big mistake, because the kids have been learning the Spanish language all these years and now your time and efforts will be wasted. All the efforts of the teachers and students together will also be wasted. Please do not close this program because it is working for all the kids to learn a second language.

That way there is not any barrier between themselves when they are speaking in Spanish. When my son speaks to my mom, family members or friends of the family he understands more than the language, but even their culture and past. As Salvadorians, but we love to go to Mexico. He also traveled internationally to Mexico most of the time where he had to use his Spanish language to converse when he was visiting friends and translated for the family whose only language is English. This program has helped him be able to talk to my friends and my family in their native language. If he didn't have all this knowledge of Spanish and could not speak to my Mom or the rest of my family well, he would feel left out

-Sincerely, Douglas Cornejo Rosales

To me, Dual Immersion is the most beneficial and impactful program in this district. It fosters community, and support, and so many important things that it would be too long of a list. The program gets students from many lingual and cultural backgrounds and teaches them a language that is not only very prevalent and useful, but typically connects them to more people. My dad is Salvadoreño and my Mom is from Montana. Due to societal pressure and my dad losing contact with most of his family and friends, we primarily speak English. If I didn't have this program, I would most likely be mediocre or bad at speaking Spanish which would make me lose so much. I would lose family, friends, knowledge, and honestly I feel that if I was never in Dual Immersion, I would be a very different person, a much worse person.

I've been in this program since Kindergarten and I remember so much of every year I've been in the program. Like how nearly every year in elementary school we had a field trip for Dia de Los Muertos and got to do some crafts and learn about ofrendas. Even though each year it was nearly identical, I always had fun going to it, and going with my friends. Another important memory is in 8th grade when me and Gladis went to a Dual Immersion conference for the state as speakers. I have no idea if we had any impact on them but it was nice to have a room full of adults that were as invested in Dual Immersion programs as we are. In 8th grade we also got wooden alebrijes from a visitor from Mexico and we got to paint them. The turtle I made is still in my house and I see it almost every day, remembering when we made them. These small moments and countless more are the heart of Dual Immersion and something students outside of the program don't experience, possibly ever.

Through these many years I have supported the program through so much and these proposed cuts truly hurt me especially since I'm part of the first cohort. But more importantly it hurts everyone ever involved in the program and our large Spanish speaking community.

Especially for the students who only speak Spanish, our Dual Immersion history classes help them learn history the same as any English speaking student would. I have had many classes with monolingual Spanish students and compared to English focused classes, they do so much better in the Dual Immersion history classes.

As someone who is mixed, I've always felt like I had to choose my Latino side or my white side but this program has helped me embrace both. This program, especially at the elementary level connects primarily English speaking and primarily Spanish speaking students to each other and helps them learn together and learn both languages. Without learning Spanish, thanks to this program, I would never have had many of the friends I have now. I also probably wouldn't be able to speak to most of my dad's family because most of them only speak Spanish. Without the program I would've never attempted the STAMP test to get my global seal of biliteracy and so much more.

I know statistics is what made this decision but there are some I feel you're ignoring. How the number of Latine people in this country is continuously growing at a rate higher than other groups of people. In our Dual Immersion program there was a 300-400% increase of students completely new to the program this year at the high school level compared to the last

two years combined. And to think about it in a different way. Each of those students is a person who through this program has learned things in a different way than they used to, has had different experiences than each other, than I did and will continue to if the program continues too.

Just how I remember so much from every year, especially Dual Immersion. I am just one of many. There are so many students who've all had different experiences in the program and countless more who will have experiences in Dual Immersion in the future and with these proposed cuts, they will all lose a chance to form more.

John Douglas CAM

To the Springfield School District,

The Dual Language program has been instrumental in teaching my son Spanish. We made a point to take him to Guy Lee to learn Spanish since knowing two languages is so important in today's world. We have always been out of district but the program was too important to not attend. He even decided study French and Norwegian on his own and during high school. This knowledge enables him to talk to relatives and friends, have plenty of job opportunities, and meet new people. He just sent a letter stating interest to volunteer as a translator for an educational program. He has confidence to use his language skills beyond the classroom. The knowledge that he learns about history and the world in dual immersion has surprised me, because I do not think that my high school history classes were as educational or as interesting as his have been when he tells me of his daily activities. Please support my son in his effort to stay fluent in Spanish.

I know that just learning Spanish in middle and high school is not sufficient enough to converse in another language. John Douglas has shown me that his level of Spanish is higher than mine could ever be with taking the seven years of Spanish that my school had offered. He has achieved a Spanish level that is proficient, speaking with native speakers and participating in Dual Language activities at the school and college level. At this time, there is a great need for speaking Spanish to help people in everyday customer service. I worked at Bi-Mart and had to translate for customers that came in looking for numerous items, including helping with my position. The Springfield school district started this program and allowed me to be a part of planning and helping a diverse population. I have volunteered on the elementary level, joined the planning committee for the middle school, and think that the school district should see this program through. There will still be a need for the elementary students to have expanded language classes as they move into high school, or they will forget what they have learned during the first years of the dual language program. Language classes should not be cut when an education in languages will help our diverse population of the great city of Springfield. Thank you for your consideration of this especially important program.

Sincerely,


Janece K. Cornejo Rosales

Cutting programs is more impactful than cutting FTE

Good evening, I am a parent of two students in the Dual Immersion program, at Hamlin & Sp High. I understand that the district is facing difficult budget decisions. ~~Nobody here is pretending otherwise.~~ But there is a huge difference between reducing staffing and **dismantling** a program.

- Reducing FTE is like pruning branches from a tree. The tree may be smaller, but it remains alive and capable of growth.
- Eliminating a program **cuts into the trunk** itself. Once a program's expertise, momentum & community are lost, rebuilding can take years—or may never happen at all.

That is why so many families are here - What is being proposed is not pruning. It is dismantling the very **structure** of the Dual program.

The most consistent support this program has had is Parent advocacy. Through 5 superintendents, and ever- changing leadership, parents have:

- attended meetings
- written emails,
- organized events,
- helped shape a Master Plan,
- recruited families,
- and we've **repeatedly** asked the district to **invest** in a program it has **claimed** to be a priority.

And now here we are. One year before the program was expected to reach 12th grade, families have received notice of a supposed "restructuring" and **assurances** that the district remains committed to Dual Immersion education.

We've heard that before. For the last 10 years, concerns about this program met with the same response: "This is a priority program for our district." we've been told.

So when those **same** assurances accompany cuts that **weaken** the program, we don't believe you.

We. Don't. Believe. You.

If this decision had been made with a **true understanding** of Dual Immersion and its value...

- You would understand that learning Spanish is not the sole purpose of this program.

- You would know that placing heritage speakers into traditional Spanish classes results in skills mismatch and takes away from heritage students the opportunity to be leaders
- You would recognize that replacing Dual Immersion with Spanish classes, a cultural **elective**, or college options does not **preserve** Dual Immersion
- Finally, you also would have remembered that expanding this program was part of the district's response after ODE flagged us for persistently low outcomes among English Learners, and then later cited as a contributor to the district's improvement.

You see, this program was not an add-on. It was part of the solution.

What a shame that Springfield cannot sustain a **single** Dual Immersion program while more than 140 exist across Oregon, with some districts operating several, even without additional funding. Also, if there is any high school where a **strong** Dual Immersion pathway **should** exist, it is Springfield High, which serves the largest Latino student population in our County.

Be honest about what is being lost here. I hope the board recognizes that this is not a staffing adjustment. It is a decision that fundamentally changes our program. Once you've made this cut, you can no longer call it a Dual Immersion program. You can no longer tout it on reader boards or elect to include it on your list of equity initiatives.

Stop calling this a restructuring. Please look for ways to prune the budget that doesn't impact the tree of the Dual immersion program.

Marcia Koenig
mgkoenig@gmail.com

Mrs. Loretta Halter

6675 B Street

Springfield, Oregon 97478

To The Springfield Public Schools Board,

I was perplexed by the views expressed by four former Springfield school board members who spoke at the board meeting on May 11th. They attacked the director, Jonathan Light, without substantiation, while skirting the district's real issues. Teachers are being laid off or are resigning due to the pressures and restrictions they face. Parents are disgruntled by the complaints of children bored by test driven curriculum. There is inadequate time allocated to history, civics, art, P.E, music and science. Many children are being bullied on campus. Absenteeism has become a huge problem, hindering student learning. These factors all contribute to the serious decline in enrollment in Springfield schools. Yet possible solutions reside in the growing number of families seeking alternative, well-rounded education, such as in the thriving A3 high school.

Instead of offering ideas to address these challenges, the former board members criticized the current board – especially Mr. Light's proposal to allow board members to visit classrooms without a chaperone from the central office. This freedom would allow board members to connect more often with teachers, principals and students, and thereby strengthen the Springfield Public Schools community. The current policy restricting board visits baffles me. In the public district I served for nearly 30 years, board members commonly came in as welcome visitors. They were open to learning what challenges teachers and students faced, and to seeing positive things taking place in our classrooms. Understanding fully what is going on in our schools, so they can better support them, is what we elect board members to do.

To spread mistrust against and among board members and educators; to undermine their work to promote good and effective education; to foster animosity in the Springfield community, is to damage the unity and strength of our district family. Ultimately this undermines the success, hopes and dreams of its children as they learn to use their own talents and knowledge to contribute to society.

Respectfully,
Loretta Halter

