

## **BUSINESS MEETING MINUTES**

A Business Meeting of the Springfield School District No. 19 Board of Education was held on September 14, 2020. In order to comply with the Governor's executive orders, the Board conducted this meeting by video conference only. The public was invited to watch or listen to the board meeting via Zoom Webinar or Zoom Phone. Information for participating was shared with the public on the district website and with news media outlets.

### **1. CALL MEETING TO ORDER**

Board Chair Zach Bessett called the Springfield Board of Education virtual meeting to order at 7:00 p.m.

#### **Attendance**

Board Members attending the Zoom webinar included Board Chair Zach Bessett, Board Vice Chair Naomi Raven, Lisa Barrager, Dr. Emilio Hernandez and Todd Mann.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Judy Bowden, Suzanne Price, Mindy LeRoux, Adrienne Pierce, Kimberlee Pelster, Chris Reiersgaard, Mike Oswalt, Carson B., Joan Bolls, Heather St. Louis, Trudy Waddell, Jamie Hoag Barnett, Charles Jett, Krystal Sundstrom, Becca Long, Jeremy, Colleen Hunter, Lisa Gibson, Sierra Cochrane, Mikell Harshbarger, Becky Buescher, Amber Shireman, Don Lamb, Zack Barnett, Diana Morgan, Joe, Brenda Ogan, Shana McOmie, Julie Morre, Scott Olds, Natasha Colson, Mel Dronzek, Pat Buchholz, Celina Ziolkowski, Michele Reiersgaard, Tanya Martin, Ashley Buchholz, Veronica Cheek, Amanda Montoya, Heidi Johnson, Troy Thorsby, Bryne Thorpe, Amber Howe, Brian Megert, Kerri Dawson, Becky Willis, Debbie Gray, Alyssa Nestler, Teresa Page, Charles Clark, Amber Mitchell, Jenny Orlandini, Joni Wareham, Erin Allman, Pauline Gibson-Tobin, Laura Weiss, Mandy Koen, Lisa Robbins, Joanna, Heather Dillon, Carla Smith, Rodatc, Amy Paschael, Carrie Langer, Dustin Reese, Elaine Woodward, Kristyl Rogers, Christine Sales, Peter Alameida, June Fothergill, Connie Bramhall, Shelby Masterson, Billy Jo Rodriguez, Blake Helm, Sherry Moore, Kellie, Ali Vaughan, Jeff Michna, Kristen Noor, Chiara Ihnat, Nicki Gorham, Andrea Smith, Whitney McKinley, Amber Ketchum, Sydney Arndorfer, Jen McCulley, Brenda Holt, Jenn Gonzales, Carrie Patterson, CJ Cramer, Paul Keppo, Aliya Hall from *The Chronical* and Lydia Dysart, minutes recorder.

### **2. APPROVAL OF THE AGENDA**

Superintendent Hamilton said they would not be recognizing the certificate of achievement of excellence in financial reporting until next month. They would also be moving the introduction of new administrators to the end of the meeting.

Chair Zach Bessett called for a motion to approve the agenda as amended.

**MOTION:** Ms. Barrager moved and seconded by Vice Chair Raven to approve the agenda as amended.

Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve the agenda as presented: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 5:0.

### 3. PUBLIC COMMENT

Chair Bessett explained that members of the public were asked to electronically share their ideas and opinions with the Board by noon on the day of this Board meeting. Comments were provided to the Board prior to the meeting and copies would be included in the minutes. Chair Bessett thanked the community members who provided comment and assured them that the Board had read their messages and appreciated them sharing their feedback. As of the noon deadline, public comment was received from: Heather St. Louis, SPS teacher, Erin Allman, SPS teacher, Deborah Knapp, retired SPS teacher Erika Mueller, Eugene community member, Bryne Torpe, SPS teacher, Gail and Lou Woodford, retired SPS teachers, Diane and Tony Bova, retired SPS teachers, Christine Buck, SPS teacher and parent, Kristin Woodford, SPS teacher and parent, Rebecca Long, community member, Tom and Barbara Roberts, retired SPS teachers, Jamie Hoag Barnett, parent, Alyssa Nestler, SPS teacher, Jeremy Thorpe, SPS parent, Teresa Page, SPS teacher, Steve Dustrude, retired SPS teacher, Amber Shireman, SPS parent, Tom Wareham, Springfield community member, Celina Ziolkowski, SPS teacher, Kelsey Price, SPS teacher and parent, Ashley Buchholz, SPS online teacher, Rebecca Long, SPS online teacher, Diana Costin, SPS online teacher, Colleen Hunter, retired SPS teacher, Mel Dronzek "cpf" retired SPS teacher0 Please see the text of their comments and the end of the minutes.

### 4. ACTION ITEMS

#### A. Consent Agenda

1. **August 10, 2020 Board Meeting Minutes**
2. **August 24, 2020 Board Work Session Minutes**
3. **Personnel Action, Resolution # 20-21.004**
4. **2018-2019 Oregon English Language Learner Report**

**MOTION:** Mr. Mann moved, Dr. Hernandez seconded the motion to approve the Consent Agenda.

Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve the Consent Agenda: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 5:0.

#### B. Approve Board Policy Sections J and K/L, Resolution #20-20.005

As the district continues to work with the Oregon School Boards Association to update district policies, the following sections have completed the review process and are presented for your approval and district adoption.

Jenna McCulley recommended that the Board of Directors approve the following policy sections:

- Section J
  - Linked at: [http://bit.ly/SectionJ\\_Final](http://bit.ly/SectionJ_Final)
- Section K/L
  - Linked at: [http://bit.ly/SectionKL\\_Final](http://bit.ly/SectionKL_Final)

**MOTION:** Vice Chair Raven moved, Ms. Barrager seconded the motion to approve board policy sections J and K/L.

Chair Bessett called for discussion; there was no discussion.

Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve board policy sections J and K/L: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 5:0.

**C. Approve the Resolution to Transfer Fund Balance, Resolution #20-21.006**

This resolution is necessary to transfer remaining funds from the 2015 General Obligation bond issue and to close the Bond Fund. Most of the remaining funds were designated during the bond process for use in support of ongoing technology needs in the District, so they will be transferred to the Technology Replacement Fund. Remaining funds that were designated for capital improvements will be transferred to the Capital Projects Fund. Appropriations for expenditures within the Technology Fund and the Capital Projects Fund were adopted as part of the 2020-21 budget process.

BE IT HEREBY RESOLVED, that the Board of Directors for Springfield School District No. 19, hereby allocate budget appropriations and approve transfers for the 2020-2021 fiscal year within the funds and functions listed below.

Bond Fund:

415-5200	Transfer Out	\$2,588,941
415-5400	Beginning Fund Balance	(\$2,588,941)

Technology Replacement Fund:

294-5400	Beginning Fund Balance	\$2,455,093
294-5200	Transfer In	(\$2,455,093)

Capital Projects Fund:

401-5400	Beginning Fund Balance	\$133,848
401-5200	Transfer In	(\$133,848)

Chair Bessett called for a motion to approve the budget appropriations and approve transfers for the 2020-2021 fiscal year within the funds and functions as presented.

**MOTION:** Ms. Barrager moved, Mr. Mann seconded the motion to approve the budget appropriations and approve transfers for the 2020-2021 fiscal year within the funds and functions as presented.

Chair Bessett called for discussion.

The Board wanted to:

- Know more about the capital aspect of the breakdown.
- Make sure the community was updated on what the money would be used for.

Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve the budget appropriations and approve transfers for the 2020-2021 fiscal year within the funds and functions as presented: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 5:0.

**D. Approve 2020-2021 Academic Calendar – Amended, Resolution #20-21.007**

As a result of COVID-19 impact and extremely low air quality due to surrounding wildfires, the amended calendar moves the start of school to September 21, 2020 with Kindergarten through 3<sup>rd</sup> grade in-person classes and 4<sup>th</sup> – 12<sup>th</sup> remote learning.

Kindergarten through 3<sup>rd</sup> grade will begin with staggered start dates:

September 21-25	Kindergarten/1 Hybrid
September 28 – October 2	2 <sup>nd</sup> Grade Hybrid
October 5 & 6	3 <sup>rd</sup> Grade Hybrid

David Collins recommended that the Board of Directors approve the amended 2020 - 2021 academic calendar as presented.

**MOTION:** Ms. Barrager moved, Chair Bessett seconded the motion to approve the amended 2020 – 2021 academic calendar as presented.

Chair Bessett called for discussion.

The Board clarified that if they saw any issue that would affect student safety that they would no longer require attendance. They had been contacted by some families in their district about their situations surrounding the Holiday Farm Fire. The Board wanted to say that they would do everything they could do to help their students and families affected by the fire.

The Board asked:

- How the Holiday Farm Fire had affected the academic calendar?
- If they had another back-up plan ready to go if the smoke returned?

Mr. Collins stated that the calendar had not changed but they were accessing all their schools. Walterville Elementary School would not be able to open for in-person instruction, so those students would go to online learning. Superintendent Hamilton said that they were creating back-up plans.

Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve the amended 2020-2021 academic calendar as presented: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 5:0.

# 2020-2021 DISTRICT CALENDAR

Staff - Secondary: Semester

## IMPORTANT DATES

Adopted 2/10/20

AMENDED DRAFT v1.4 9.9

M	T	W	T	F
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### JULY 2020

		1	2	[3]
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

### AUGUST 2020

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

### SEPTEMBER 2020

	1	2	3	4
[7]	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

### OCTOBER 2020

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

### NOVEMBER 2020

2	3	4	5	6
9	10	[11]	12	13
16	17	18	19	20
23	24	25	[26]	27
30				

### DECEMBER 2020

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	[25]
28	29	30	31	

Key:

- 6 End of Quarter/prep
- Non-Contract Holiday
- First & Last Day of School
- Holidays
- Grading, Planning Days/Parent Conference Days
- Inservice Days:
  - Staff Dev, Planning & Collaboration
  - Collaboration Days (certified & classified report)
- Independent Learning Day
- Conference/Staff PD
- School Vacation/Breaks

Day	Month
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### August

### September

7	Labor Day Holiday
1-4 & 8-18	Staff Inservice Day
21	First Day of School - All students (K-1, Hybrid/2-12 Virtual)
21-25	Staggered Start (K/1) - Hybrid
23 & 30	Student Independent Learning Day, Conference, Staff PD
28-30	Staggered Start (2nd grade) - Hybrid

### October

1 & 2	Staggered Start (2nd grade) - Hybrid
5 & 6	Staggered Start (3rd grade) - Hybrid
7,14,21,28	Student Independent Learning Day, Conference, Staff PD

### November

4,18,25	Student Independent Learning Day, Conference, Staff PD
11	No School: Veteran's Day
19-20	No School: Grading/Conference Day (Sec Only)
26	Thanksgiving Holiday
27	No School: Thanksgiving Break

### December

14	Student Independent Learning Day, Conference, Staff PD
2,9,16	Grading/Conference Day (Elementary Only)
9-11	No School: Winter Break
21-31	No School: Winter Break

### January

1	No School: New Year's Day Holiday
4	No School: Collaboration Day
6,13,20,27	Student Independent Learning Day, Conference, Staff PD
18	No School: Non-contract Holiday - Martin Luther King

### February

3,10,17,24	Student Independent Learning Day, Conference, Staff PD
11-12	No School: Grading Day (Sec Only)
11	No School: Teacher Prep (Elem Only)
15	No School: Non-contract Holiday - Presidents Day

### March

3,10,17,31	Student Independent Learning Day, Conference, Staff PD
19	Grading/Conference Day (Elementary Only)
22-26	No School: Spring Break

### April

7,14,21,28	Student Independent Learning Day, Conference, Staff PD
16	No School: Conference/Grading Day (Sec Only)

### May

5,12,19,26	Student Independent Learning Day, Conference, Staff PD
31	No School: Memorial Day Holiday

### June

13	Student Independent Learning Day, Conference, Staff PD
2,9	Last Day of School
17	Staff Grading Day
18	Staff Grading Day

M	T	W	T	F
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### JANUARY 2021

				[1]
4	5	6	7	8
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18	19	20	21	22
25	26	27	28	29

### FEBRUARY 2021

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8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

### MARCH 2021

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8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

### APRIL 2021

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5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

### MAY 2021

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10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
[31]				

### JUNE 2021

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7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

End 1st Quarter: Nov 19

End 1st Semester: Feb 11

End 3rd Quarter: April 16

End 2nd Semester June 17

Student Contact Days: 167

Days Days

Q1 42 Q3 38

Q2 44 Q4 43

Hrs/Yr 6-8 905

Hrs/Yr 9-11 988

Hrs/Yr 12th: 988

PD/PTC: 60

Total Hrs/Yr 6-8 965

Total Hrs/Yr 9-11 1048

Total Hrs/Yr 12th 1048

State Req 6-8 900

State Req 9-11 990

State Req 12th 966

# 2020-2021 DISTRICT CALENDAR

Staff - Elementary: Trimester

## IMPORTANT DATES

Adopted 2/10/20

AMENDED DRAFT v1.4 9.9

M	T	W	T	F
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### JULY 2020

		1	2	[3]
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17	18	19	20	21
24	25	26	27	28
31				

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21	22	23	24	25
28	29	30		

### OCTOBER 2020

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12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

### NOVEMBER 2020

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9	10	[11]	12	13
16	17	18	19	20
23	24	25	[26]	27
30				

### DECEMBER 2020

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7	8	9	10	11
14	15	16	17	18
21	22	23	24	[25]
28	29	30	31	

Key:

- 6 End of trimester/prep
- Non-Contract Holiday
- First & Last Day of School
- Holidays
- Grading, Planning Days/Parent Conference Days
- Inservice Days:
  - Staff Dev, Planning & Collaboration
- Collaboration Days (certified & classified report)
- Independent Learning Day
- Conference/Staff PD
- School Vacation/Breaks

Day

Month

	August
8	September
7	Labor Day Holiday
1-4 & 8-18	Staff Inservice Day
21	First Day of School - All students (K-1, Hybrid/2-12 Virtual)
21-25	Staggered Start (K/1) - Hybrid
23 & 30	Student Independent Learning Day, Conference, Staff PD
28-30	Staggered Start (2nd grade) - Hybrid
22	October
1 & 2	Staggered Start (2nd grade) - Hybrid
5 & 6	Staggered Start (3rd grade) - Hybrid
7,14,21,28	Student Independent Learning Day, Conference, Staff PD
18	November
4,18,25	Student Independent Learning Day, Conference, Staff PD
11	No School: Veteran's Day
19-20	No School: Grading/Conference Day (Sec Only)
26	Thanksgiving Holiday
27	No School: Thanksgiving Break
11	December
2-4	Grading/Conference Day (Elementary)
9, 16	Student Independent Learning Day, Conference, Staff PD
21-31	No School: Winter Break
18	January
1	No School: New Year's Day Holiday
4	No School: Collaboration Day
6,13,20,27	Student Independent Learning Day, Conference, Staff PD
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16	No School: Conference/Grading Day (Sec Only)
20	May
5,12,19,26	Student Independent Learning Day, Conference, Staff PD
31	No School: Memorial Day Holiday
13	June
2,9	Student Independent Learning Day, Conference, Staff PD
17	Last Day of School
18	Staff Grading Day

M	T	W	T	F
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### JANUARY 2021

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### FEBRUARY 2021

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22	23	24	25	26

### MARCH 2021

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8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

### APRIL 2021

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5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

### MAY 2021

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
[31]				

### JUNE 2021

1	2	3	4	
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

End 1st Tri: Dec 2  
End 1st Tri: March 19  
End 1st Tri: June 17

Student Contact Days: 167

### Days

Tri 1 49  
Tri 2 60  
Tri 3 58

Hrs/Yr: 905  
PD/PTC: 60  
Recess: 90  
Total Hrs/Yr: 1055

K/5 State Req Hrs: 900

## **5. DISCUSSION**

### **A. School Board Agencies & Civic Organizations Representation**

Chair Bessett wanted to check in on how everyone felt about their representation with the various civic organizations. Chair Bessett hoped that each board member would consider staying in their current positions.

Mr. Mann sat on the Lane Council of Governments. He had enjoyed learning about all the programs in the community and hearing ideas concerning COVID-19 and how they related to the school district. He was happy to continue serving on the Lane Council of Governments.

Vice Chair Raven was serving on the Wildish Theatre Board. She enjoyed learning about how the theatre ran and connecting with arts agencies in the community. She was happy to continue serving on the Wildish Theatre Board.

Dr. Hernandez was serving on Lane ESD Board. He enjoyed working with everyone on that Board and was happy to continue to serve with them.

Ms. Barrager was serving on the Springfield Education Foundation Board. There had been many changes in the Foundation during the last year following the resignation of their director. She had learned a lot about raising funds for programs in schools. She was happy to continue serving on the Springfield Education Foundation Board.

### **B. OSBA Training Calendar**

Chair Bessett said that they would have another work session with OSBA on Monday, September 28, 2020. The time of the meeting depended on how long the training session would be. Ms. Bowden said that she would email the Board when she received that information.

## **6. REPORTS**

### **A. Superintendent Communication**

Chair Bessett wanted to thank Superintendent Hamilton and his staff for all the work they had put into supporting the community during the Holiday Farm Fire.

Superintendent Hamilton shared that:

- They wanted to ensure all students and staff were safe from the fires.
- There would be issues along the way when reopening and they would work to find solutions.
- If needed, they were ready to shift Kindergarten - Third grades to online learning.
  - They would ramp up communication efforts with community.
- While they hoped that the smoke would clear in time, the schools would all be prepared with the installation of the new filters completed.
- Staff responded quickly when they received the news of the Holiday Farm Fire.
  - District staff served meals to firefighters and personnel, provided structures and supports to the community, worked with the Red Cross to set up an evacuation site at Thurston High School, and had staff reach out with spaces available for those who were displaced.

## **7. INTRODUCTION OF NEW ADMINISTRATORS**

Mindy LeRoux, Director of High School Education, introduced Chris Reiersgaard. He would be stepping in as the Interim Principal at Thurston High School. Mr. Reiersgaard was honored to have this position and work at Thurston High School.

Ms. LeRoux introduced Kimberlee Pelster. She would be the new Assistant Principal at Thurston High School. Ms. Pelster was honored to have the opportunity.

Suzanne Price, Director of Elementary Education, introduced Adrienne Pierce. She would be the new Assistant Principal at Guy Lee Elementary. Ms. Pierce was excited to work in a district that was so equity focused. She was happy to see staff work so hard to help their community.

#### **8. NEXT MEETING**

The next Board work session would be held on Monday, September 28, 2020. The time, location and format would be determined at a later time.

#### **9. ADJOURNMENT**

With no other business, Chair Bessett adjourned the meeting at 8:13 p.m.

*(Minutes recorded by Lydia Dysart)*



## PUBLIC COMMENT FOR 9/14 MEETING

Heather St. Louis

Wed 9/2/2020 8:02 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear administrators and colleagues,

I know you are probably receiving a lot of letters about how teachers are feeling about SPS's plan to return to learn. A lot of those letters probably have scientific facts included to support their thoughts. I have those too, but I am going to write to you from my heart today. I am taking a risk and making myself vulnerable to a lot of people I have never met face to face...but I tell my students every day to be brave, so here I go.

I am about to start my fourth year teaching in Springfield Public Schools. I am a kindergarten teacher at Riverbend Elementary, and I used to say without a breath of hesitation that love my job. Recently I have not been able to say that in the present tense. I am heartbroken as I type those words and making them real. Teaching is my second career, but even though I found it later in life, it's the one that fits; the one I know I'm supposed to do for the rest of my life.

Rest of my life.

That phrase has different meaning to me these days in the midst of this pandemic. Usually when I describe myself I start with: I'm a parent of a spirited 4 year old girl, I am a wife of a hard working PhD student, I am a kindergarten fairy who sings all day long with her students, I'm a tap dancer and a green tea enthusiast. As someone with asthma, I have found myself starting out with "high risk" as my new identity. I am still all of those other things too, but health (both physical and mental) has become the forefront in everyone's minds.

This spring when our world was turned upside down, I was so proud of Springfield Public School's response. You all lead us in caring and connecting with our community. I felt needed, I felt like part of the crew on our SPS ship in the COVID storm, I felt valued, and I felt trusted for the expertise I have teaching and nurturing our youngest learners.

I no longer feel any of those things. Here's why:

1) Teach in school or take unpaid leave = You are not needed.

- 2) Multiple parent surveys about options and choices, zero to staff and teachers (from the district) = You are not part of the crew on our ship anymore.
- 3) We will sort and remove items from your classroom without your input and put them in trash bags for you to pick up and store somewhere= you are not valued.
- 4) We expect brand new kindergarteners to sit at desks or devices all day, wear masks for hours, say goodbye to family without comfort from their teacher...(I could go on but that's another email for another day)= we don't trust your expertise in what is developmentally appropriate to foster a genuine joy of learning in children starting school for the first time.

I know I am just one voice. I know I'm just one teacher...but please listen- human heart to human heart.

What you are asking of us, no not asking, telling- is too much. I, or any other teacher, should not have to choose between supporting their family or literally their life. This is not what teaching and learning looks like. This is not what we are meant to do for children and our community. Give us options. Let us be part of the crew. Help me feel proud of SPS again. Please.

Thank you for reading and pausing to listen to one more voice.

Best,

Heather St. Louis

## Public Comment Business Meeting - Sept. 14, 2020

Erin Allman

Thu 9/3/2020 5:36 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Hello,

This is my fourth year teaching at Springfield Public Schools, and I have always been a proud SPS employee. In particular, I admired how the district always seemed to put student and staff safety first. I appreciated creative solutions for making up lost academic time due to inclement weather. I valued the way the district helped foster unity by listening and collaborating at all levels. And I was particularly proud of the clarity and decisive action that the district showed when schools were forced to close abruptly last spring. Now, just 3 months later, I am simply aghast.

I am writing today to express my escalating concern as a K-5 teacher about the district's steadfast decision to teach students in grades K-3 in person. Despite what may have been communicated to the board, parents, the media, and other stakeholders, the district's reopening decision was made without substantive input from the staff that will be charged with carrying out this dangerous plan. Moreover, the teachers that the district insists were involved in planning efforts over the summer volunteered their time to work on tasks that had nothing to do with reopening plans. Such tasks included streamlining instructional standards in the context of our existing math and language arts curricula and increasing the academic rigor to arrive at a truly Comprehensive Distance Learning model for the fall. Teachers were shell-shocked when the district abruptly changed course on both, thereby casting aside all of the work that was done. So now here we are.

Now educators who serve students in grades K-3 are being forced into a reckless and impossible situation that our colleagues in grades 4-12 are not. Under the Memorandum of Understanding that our union and the district agreed upon, teachers considered to be high-risk can enter into a lottery for a limited number of online positions; however, those who do not "win" will be forced to take leave without pay and without insurance. During a pandemic. Meanwhile, our colleagues teaching grades 4-12 do not have to face such a decision. This is beyond inequitable. It is cruel and it is avoidable.

I am also tired of watching the district continue to make public comments about how happy teachers are to be returning to in-person instruction. We weren't asked beforehand, we weren't part of the planning once the decision WAS made, and our voices have been pointedly ignored ever since. While the district didn't bother to survey teachers at all, Springfield Education Association did, and the results of that survey were striking. First, out of 600+ certified teachers, more than 500 of us responded to the survey, which concluded that roughly 3/4 of teachers across grades K-12 do not feel safe returning to in-person instruction at this time. I am among those teachers. When a group of 100+ teachers serving grades K-3 were polled separately in a later meeting, that figure was more like 90%. I am among those teachers, too. In fact here are some of the words

that this group of K-3 teachers used to describe our feelings during that same meeting.

Ignored. Undervalued. Insulted. Disregarded. Panicked. Confused. Depressed. Let-down. Expendable. Terrified. Anxious. Exhausted.

And we haven't even started teaching yet. As soon as we do, kids will surely notice these undercurrents.

The district continues to assert that teaching K-3 in person is a "state mandate," yet both 4J and Bethel interpreted the same guidance differently and have created safer options for their families and staff. I watched Governor Brown's live broadcast when she announced the exception for K-3 students, and that was based on the CDC's position at the time that young children did not seem to be transmitting Covid-19 at the same rate as older students or adults. The CDC has since collected more data and reversed course on this earlier conclusion. Yet SPS insists on blindly following outdated guidance that it continues to position as a "mandate," even when comparable districts within Lane County do not.

It is too soon to reopen schools safely. Schools across the country that are attempting face-to-face instruction are only having to close their doors again. I would much rather work toward more robust Comprehensive Distance Learning plans than create the illusion of academic rigor in an environment where educators will spend more time on health and safety than on core instruction.

Above all, I want to feel unified once more with the district that I fell in love with after student teaching. It is never too late to help the district do the right thing in recommending that ALL students start school online. The potential costs are not worth the benefits, especially when there is a safe alternative. My students' lives are NOT expendable. Neither is mine.

Respectfully,  
Erin Allman  
Teacher at Springfield Public Schools

## Concern Regarding K-3 Return To The Classroom

Deborah Knapp

Thu 9/3/2020 5:58 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

I write this letter with a heavy heart. I'm a recent retiree of the Springfield school district, having taught elementary (primarily 3rd grade) for 30 years. As a teacher and member of the Eugene Springfield community, I have grave concerns regarding Springfield's plan to hold in-person classes for grades K-3. This decision does not take into account the recent research around Covid 19 infections in children and their ability to spread to others in schools and the community.

An August 31 *New York Times* article titled "U.S. Coronavirus Rates Are Rising Fast Among Children" the author writes, "Unlike the summer camp where children interacted almost entirely with other children and teenagers, schools holding in-person classes require interactions between students and their adult teachers and caregivers, who may be more vulnerable to severe complications." As board members, are you prepared to appear in elementary buildings and offer support to the staff putting their life on the line to educate their students? Or will you be safely tucked away inside your homes holding zoom meetings?

Dr. Raszka is quoted in the same above article as saying that, "One of the challenges is that you just can't separate schools from the community." Lane County's case count is going up again, and Springfield Schools will be opening one week after a major holiday weekend. This is a recipe for disaster for our students, teachers, support staff and the community. Do you really want to be responsible for a new outbreak in our area with the possibility of serious illness (and possible death) in children and adults?

Why not follow the lead of other large districts in the county, by delaying in-person opening? Think about the safety of our children, educators, and the community. I'm well aware that kids need to return to the classroom, but let's base our return to school plan on science and do what's best for all.

Let's be smart and keep everyone safe,

Deborah Knapp  
Retired Springfield School Teacher

## For the 9/14/20 School Board Meeting

Erika Mueller

Sun 9/6/2020 6:16 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear Springfield School Board,

I am writing to you as a parent and former educator because I am very concerned about the wellbeing of your district's staff and children, particularly with the K-3 grades beginning the 2020-2021 school year learning on site.

As you know, increasing the potential spread of covid through our communities by exposing your staff and the youngest students to one another's contact groups and households is very serious. Children this age are not able to assess and give consent to this decision or circumstance. It's our responsibility to keep them well and also safe, by ensuring that they, their families and their community members are also well and safe.

Exposing your staff to students who are just beginning to learn self-control and social skills during a pandemic is also unconscionable. The challenges your teachers will face in keeping the children well are too many to name here. However, if you look at school districts that have already attempted to open and the rates of covid outbreaks among them, it's easy to see that this is not the appropriate way or time to attempt in-person learning.

As a member of your neighboring community, the City of Eugene, I'm very concerned about the wellness of our entire area. I ask that you reconsider the role you are playing in these children's lives and provide online learning to the younger grades for everyone's sakes.

Thank you,  
Erika Mueller

I am writing to you as a parent of a 1st grade student with SPS,

I want to start by saying that I have yet to hear back about the enrollment of my child in SPS online. I have emailed the principal with SPS online to check on my child's registration and heard nothing in return. I know that I am not alone in this problem. I have friends who have gone a step further than me and tried calling to check on their child's registration, left a voicemail, and have still not heard anything. This tells me that the SPS online program needs more support than they currently have. In the past the SPS online program was a small program that may have been run successfully by one person, today many families feel similar to myself and do not feel safe sending their child into a school building yet. With the influx of students enrolling in SPS online how is the district working to boost the staffing and support in this program to meet those needs? When families do not hear back from administration within 24 hours about concerns or questions, it is a sign that the school is not being staffed properly.

Overall, I have been very disappointed with the district's communication with families this year. I have friends with children in 4j and they know far more details about what to expect from this school year than what I have received from SPS.

I appreciate the district pushing back the start of the school year in response to the fires, but am concerned that it is not enough. I live in an area that is at phase 1 currently for evacuation notices, I cannot even imagine how students and families that live in phase 3 areas are going to be ready to start the school year with everything going on in a week. SPS needs to take more time to better prepare for this unusual school year. Below are some things that I am aware of as a parent and a district staff member that I find concerning this upcoming school year. I will address both SPS online concerns as well as concerns related to those in building because I feel strongly about both situations.

- SPS Online
  - Why is there no support staff such as secretaries to help with administrative duties so that parents are responded to in a timely manner
  - Can we get clear information about what is expected from my family in this program (I as a staff member have been informed of different expectations for this program from the district than what has been advertised to families)
  - Student to teacher ratios are a huge concern for me. Will my child's teacher have the time in his/her day to respond to my child's questions or to build a relationship with my child or does the district believe that because these teachers are not in a classroom that they can serve over 30 students effectively?
- New curriculum adoption
  - This new curriculum has no accommodations for families that do not speak English as a first language. How does this work for families that choose SPS online or are doing CDL, but don't speak or read English?
  - How does this curriculum allow for differentiation?

- With such short notice and everything else going on, have teachers been given enough information and training to implement this curriculum effectively?
- There is no text to speech feature on the quizzes for nonreaders like kinders, and the text to speech feature in the lessons reads everything (including the copyright information) from the top of the page to the bottom. This is not helpful for nonreaders.
- There are many materials required for the new curriculum. Are families who are doing CDL or SPS Online required to supply all of these materials or will the district be able to send out packets/materials to families?
- Alternative Learning Spaces for students who are in school buildings
  - There is not enough space in school buildings to keep cohorts separate, so multiple cohorts may be housed in a gym or cafeteria together, how is this a separation of cohorts? If students are in a room together they are sharing the air.
  - Who is monitoring the students in these alternative learning spaces when they are not with the gen. ed. teacher?
- Seat time
  - 5-7 year olds were not meant to sit in a desk all day long
  - How are kids to enjoy school if they can't even do little things like sing or do semi-vigorous movement while indoors?
- Face Coverings
  - Science has proven that neck gators and face shields are not effective means of stopping the virus alone. Why has SPS not taken the step to require face masks for all students who do not have medical exemptions?
  - When a student refuses to wear proper face coverings they are not allowed to be excluded from the same educational opportunities as their peers. Can the district have the family enroll that child in SPS online so that the other students and the staff in buildings are not being unnecessarily exposed?

These are my most urgent concerns regarding the upcoming school year. I have more. I urge the school board and the district to seriously answer these questions and to consider if the answers are really in the best interest of the child.


Thank you,  
Bryne Thorpe



## Guest View: Opening Springfield schools problematic

Sat 9/12/2020 11:09 AM

To: public comment <[public.comment@springfield.k12.or.us](mailto:public.comment@springfield.k12.or.us)>;

 This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Unless they can test staff, students and parents of those kids daily, it's a ticking time bomb, writes Angela Svetich.

<https://www.registerguard.com/story/opinion/columns/2020/09/12/guest-view-opening-springfield-schools-problematic/3462161001/>

Sent from my Verizon, Samsung Galaxy smartphone

## Public Comment Business Meeting Sept. 14, 2020

Woodford Gail

Sun 9/13/2020 4:26 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

To the school board and the superintendent,

We were teachers in Springfield for 30 years and were always so proud of the way our district did things. Until now. Of course we know how important it is to get our kids back into the classroom as soon as possible. WHEN IT'S SAFE. We do not believe that is the case yet. We do not believe you can assure parents that these precious little ones will stay healthy. We do not believe you have listened to the fears of teachers and other staff that are worried about their own safety and the safety of the people with whom they live. We're having trouble understanding where you are getting information that everything is fine and the threat of this virus doesn't apply here.

Have you answered all the questions from every stakeholder? Have you thought through all the hard questions?

We know that many Springfield families are struggling and parents who must go to work are feeling so torn. Our hearts ache for them. But they also ache for small children who are vulnerable and scared. Have you wondered along with us how this will affect even the strong ones emotionally?

Please, please reconsider this decision and work to make distance learning the best choice for EVERYONE.....including many of your teachers and parents who are wondering why no one is listening.

Lou and Gail Woodford

## Public Comment Business Meeting - Sept. 14, 2020

Tony Bova

Sun 9/13/2020 9:57 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Because we have grandchildren attending SPS schools, and as retired Springfield teachers and current Springfield Education Foundation annual donors, we are writing to voice our concerns.

We are opposed to the District's decision for in person instruction for K-3.

Since SPS has made this decision, new scientific information has become available about children and the spread of the virus. Neighboring districts have taken a more cautious approach to keep students, teachers and staff safe.

- Is there a protocol in place for students who refuse to wear a mask?
- Is there proper ventilation in all schools and not just air filtration?
- Is there testing other than monitoring temperature?

Thank you for your consideration.

Diane and Tony Bova

## PUBLIC COMMENT FOR 9/14 BOARD MEETING

Christine Carson

Mon 9/14/2020 9:12 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear School Board,

We are in the middle of pandemic. We know that children can indeed contract and spread COVID-19. There is proof of that in research papers, all over the news, and right here in our community. While I recognize the safety precautions the school district has taken, I believe that if that level of safety precautions are necessary, staff and students should not be in schools. We should not be taking a risk on their health and safety.

Now, in addition to the pandemic, our town is facing a wildfire emergency. Many of our families have been displaced and are without stable housing. Some will be able to return home in the coming weeks, others the coming months, and some have no homes to return to.

Hazardous air quality in our area has impacted all of us. Teachers are being told they can work from home and don't have to report for work in the buildings. Next week, K-3 is scheduled to return for in-person learning. These children (and the staff who work with them) will already face extreme restrictions to how they can move about and be in school due to COVID-19. With air quality what it is, they will not be able to go outside for recess or movement breaks either. They will be stuck inside, six feet apart, in masks, all day long. I don't know any kids (or grownups) who would thrive like that.

Given that kids can contract and spread COVID-19, given the extreme safety measures required to make a face to face return for K-3 students a point of discussion, given the natural disaster our community is facing, and the hazardous quality of our air, I implore you to consider moving start dates back to October 5 (giving families time to make a plan and get their feet under them,) or pivot to online instruction for all, K-12 for the first trimester, then reevaluate where our community stands after that.

So many in our community are facing overwhelming challenges, including our staff and students. They are trying to meet their basic needs- shelter, food, safety. Their focus isn't on school, it's on getting through each day. Figuring out where they are going to sleep at night. How to stay safe from COVID-19 while without a home. It's a lot. It weighs heavy. We need to make a new plan.

The word of 2020 seems to be "unprecedented." So in these unprecedented times- COVID-19, natural disaster, hazardous air quality- we need to make an unprecedented plan, not just continue to march blindly forward as if nothing has changed. It's time to put our students', our employees', and our community's well-being first. I believe moving our school start date to October 5, or moving all students K-12 to online instruction for the first trimester are the best alternatives at this point.

Thank you for your time,

Christine Buck

Teacher, Community Member, Parent, Voter

Sent from my iPhone

## Public Comment Business Meeting; Sept. 14, 2020

kristin woodford

Mon 9/14/2020 10:14 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear Springfield School Board Members

First, I want to say thank you for your service to Springfield Public Schools and for taking time to hear our concerns. I hope you are all safe from the events around our city and nation. Also, thank you and the district for postponing the school start date to September 21. Focussing on school right now is going to be a challenge for both staff and students, especially those who have experienced loss.

I am concerned about the decision to open school to in person k-3 instruction. We need to remember these are 5-9 year old children. The responsibility we are putting on them to attend in person school is far beyond their years.

Have you been in a kindergarten classroom at the beginning of the school year? There is excitement, joy, nerves, anxiety, and 25 students all in need of one teacher's attention. These teachers are some of the most caring people who provide not only academic care for these students, but the emotional care these students need as they start their schooling. Now imagine that same teacher first looking a bit scary with a mask or face shield on, and not being able to provide the same comfort and attention to each student for fear of getting too close. What kind of a picture does this paint for education? Will these kids have anxiety about school for years to come?

Students are being given incredible responsibilities. They are asked to wear a mask all day, stay 6 feet away from their friends and staff, and be responsible for district technology. In a "normal" school year, I spend a good amount of time teaching students how to find their own personal space and stay out of their friends' personal space. How much distance is personal space? About one foot? Now we are expecting students to keep six feet of space. The sharing of personal items is always an issue as well. Kids see a hat on the floor and put it on; they see an instrument that looks interesting and put it in their mouth; they see their friends' scarf and decide to trade. Are they suddenly going to understand the concept of germs and be sanitary with their masks? And what about the student who forgets their mask or refuses to wear their mask or has trouble wearing it properly? We have all seen adults at the grocery store with their mask on their chin or under their nose. We are also placing a high responsibility on our students in regard to technology. I just watched an introduction to school video where the teacher was reminding students to bring their ipad to school everyday fully charged. How many times do students forget their books, lunch, shoes? Now we are expecting them to transport technology without damaging it, charge it at home, and remember it everyday.

In a "normal" school year, there are a number of students who have trouble following the rules. This can be a simple adjustment to what school is like or it can be a deeper issue that takes a while to process. Whatever the reason, these students can blow out in the classroom causing a dangerous situation for the teacher, students, and staff who have to come in and de-escalate the student. This situation is made much more dangerous with the addition of COVID. These students often throw objects, hit, kick, or spit students and staff. Staff have had their lanyards and ties tugged on to the point of minor strangulation. What is to keep students in an escalated state from pulling a mask off and spitting in someone's face?

This reopening plan is based on old science. When there is a novel virus, such as this one, science evolves quickly. Studies are performed that get a result, but eventually that result is disproven thus changing the outcome. This is not scientists changing their minds, but scientists working hard to understand a novel virus. The idea that children do not get the virus has been disproven. Scientists have now found children to carry a greater viral load than an adult and they are often asymptomatic. This means children are actually a greater risk of viral spread than an adult. Can you imagine being five and finding out you infected your grandma with a deadly virus? Or perhaps you infected your teacher who brings it home to an at risk family member.

I understand there are many problems with distance learning as well. It is in no way an ideal solution, but is in person instruction worth the risk of the lives of our students, staff, and families? Education can be redeemed, lives cannot. Members of the school board, I am asking you to make the safe decision for our community and keep all students in a distance learning environment until this virus

is better controlled.

Thank you for your service to Springfield and for taking the time to read my concerns. Be well.

Kristin Woodford  
Springfield resident and teacher

Dear Board Members and Superintendent Hamilton,

I am a community member of Springfield and I am extremely concerned with the beginning of the school year and the district's plan for students and staff. It is too soon for K-3 students to return to in person learning, and the programs we are offering are not equitable for staff or for students.

Staff members should be able to protect themselves and be offered equitable options for themselves and their families. Families should also be offered equitable and safe options for their students.

The district has not been communicating with families about the options available to them, and families have not had enough input on what is happening in the school buildings and in SPSONline. This can be echoed for teachers as well, they need to have been involved in the process of choosing what would happen professionally and healthwise. The work that they were involved in this summer is now irrelevant because of the last minute change in curriculum, and the extra planning time that was contracted to them has been of little help with the lack of information and inability to plan ahead for the year with such little guidance from administration.

If you are truly putting care and connection first, you need to keep students safe and offer them connection to their teachers and peers. This means that if you bring students back to buildings they need to have time to connect with their friends and it needs to be safe enough for them to have space and freedom to move around - not seated in a desk for 6 hours a day and doing directed movement breaks with a teacher for recess time. If it is not safe to offer this to students, then it is not safe to have students back in the building. I believe that parents are unaware of the realities of going back in person and how much vigilance and self-discipline it will require of students and staff.

The SPSONline program has also been misrepresented to families and to staff. The expectation that high risk staff have twice or three times the class size than other teachers is not equitable. Families and staff had been told that this would be an independent program, mainly run by parents, with a flexible schedule for students so that they wouldn't have to attend meetings and do their work at a specific time of day. This is not an accurate representation of the schedule or work that will be expected of the students or the staff, and little preparation time has been given to staff, even with the delayed start of the year. Teachers do not have the information they need to prepare for the year and families do not have the information they need to decide how they want their child to participate in the upcoming school year. Additionally, the SPSONline program has been inundated with students because their families have elected to keep their children home, which is leaving a normally very small and independent program in a position it hasn't been in before, with little extra support for staff and families. This is not equitable for the principal, the staff, or the families involved in SPSONline and the program cannot be expected to operate without more support and flexibility.



We need to wait until it is safe (both from Covid 19 and from smoke and fires) to restart in building learning, and we need to provide information and equitable options to staff and families. Thank you for your time and consideration.

Sincerely,  
Rebecca Long  
Community Member

## Face to Face instruction

THOMAS ROBERTS

Mon 9/14/2020 10:41 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

My wife and I are both retired 30 year teachers in Springfield and consistent donors to the Springfield Education Foundation. We continue to take great interest in what happens in Springfield Schools.

There is absolutely no doubt that the best learning environment for children is when they are in a classroom with other students and a teacher.

With the threat of infection from the Coronavirus, it is simply too dangerous to start face to face instruction now. Students, teachers, staff, their families and the entire community is at risk. Please delay and explore other remote learning possibilities.

Tom and Barbara Roberts

Sent from my iPhone

Tom Roberts

## Public Comment: Board Meeting – September 14, 2020

Jamie Hoag Barnett

Mon 9/14/2020 10:43 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear Springfield School Board,

Thank you for reading public comments prior to the board meeting and making sure to address them during the meeting.

I encourage you to address the lack of information provided to parents and families during this time of uncertainty. Transparency has been missing throughout the summer and now into September. Originally, school was supposed to begin last week, then today, and now not until the 21st, yet I still do not have clear answers on what SPS Online will require for my 1st and 4th grader. I've had to ask for clarification that my children were even registered. The registration process was confusing. The weekly messages from the district have not always been timely and they lack substance that would allow families to prepare their young learners for what the school day/week will entail.

Additionally, I support the K-3 teachers (and their supporters) who are advocating for a safe return to the classroom but NOT as the district is proposing.

I have a first grader whose only options are either to risk their health and those of others while wearing a mask for six hours a day, four days a week while not touching anyone OR use a new online platform that won't be connected to their school community. How is that good for such young learners? Just because the numbers say it CAN happen, doesn't mean it should.

I have heard from many that I should send my children to a private school this year or try to enroll in another district. While that works for some of our district administrators, it doesn't honor the hard work and dedication of the many public school teachers in my life. My sister, mom, and so many of my friends serve their communities with limited resources and continual judgement by those who think they know better. My children have had amazing, passionate, and giving teachers and staff throughout their time at Guy Lee Elementary. I want these teachers and staff to be alive and healthy when we return to school. We look forward to the day they can be back in the building safely in a model that supports their academic, emotional, and social learning.

Please require the district to be more transparent with families and to reconsider the K-3 plan for in-person instruction.

Sincerely,

Jamie Hoag Barnett

## Public Comment Business Meeting - Sept. 14, 2020

Alyssa Nestler

Mon 9/14/2020 10:56 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear Distinguished Members of the Springfield School Board,

The Springfield community is about to begin a school year that is different than any we have experienced before. At this time during the school year, teachers are usually busy preparing their classrooms, planning back to school activities and lessons, and thinking about the students who will walk in the door on the first day. In past years, we would be unpacking classrooms, trading new ideas with colleagues, and trying to anticipate what the new school year will bring. This is usually an exciting time of new beginnings.

Instead of trading summer stories and lesson plan ideas this year, my colleagues have been calling each other in tears. There is panic in their voices as they ask questions about returning to in person instruction in the middle of a pandemic that has claimed 200,000 lives and counting. These teachers are scared and anxious to return to the classroom for many reasons. The wildfires that continue to ravage our community have added to that list.

The teachers I have spoken with personally, or listened to in feedback gathering forums, are not just afraid for their own health and that of their families. They are afraid for their students. They are afraid for the young children that will soon be put in their care to educate and protect. Doctors, epidemiologists, and researchers continue to emphasize that we do not have enough information about COVID-19 to understand exactly how the virus impacts children, or how they transmit the virus. However, there are more and more articles being published from credible sources that suggest children may be "silent spreaders" who carry large viral loads, and spread it more efficiently while showing NO symptoms themselves. Within the last week it has been confirmed that very young children have spread the virus to family members, contributing to community outbreaks. News coverage is describing a growing number of outbreaks in schools that are opening around the country. As we learn more, it seems clear that while children are not infected at the rate of adults, they do contract the virus. For those who show symptoms, 1 in 3 will end up in the ICU. Tragically, a six year old passed away from COVID-19 just a few weeks ago. With families being forced

into close quarters due to the wildfires, college students returning to town to attend the University of Oregon, and Springfield opening for K-3 students, we are inviting infection to spread throughout our schools, as well as the broader community.

Teachers are also concerned about how this experience will impact young children's perception of school long term. Strict social distancing guidelines and mask requirements will take away much of what children love about school. Social-emotional support for students will be incredibly difficult, if not impossible, in the context we are planning for. Teachers of our youngest students are wondering how they will safely tie shoelaces, zip up jackets, put on bandages, or give students hugs when they miss their parents. The unfortunate reality is, if teachers give students the love and support they need, they will be putting themselves at a higher risk of infection.

Springfield Public Schools' leaders cite the Oregon Department of Education's guidance in regard to the state metrics for returning to in person instruction which states: "It is expected that schools will offer in-class options for students in grade K-3 to the extent possible." The language in ODE's guidance has been interpreted differently by neighboring districts, as well as districts of comparable size, meaning that these districts have opted for Comprehensive Distance Learning until November or December at the earliest. Although we all understand the vital importance of in person instruction for our students, safety must be our first priority. The safest available option is to open schools in virtual learning for an extended period of time, possibly the first term, while working intensively and collaboratively to return to in person instruction.

Let me be clear, every teacher I have spoken with wants to be with their students. They are working around the clock to try and figure out how to do their jobs in a new way. These dedicated professionals love their work, and they miss their classrooms desperately. However, as early childhood educators, there is no denying the scale and pace at which we are trying to reopen is simply not safe or appropriate. We want to be with our students, but we need time to rethink how to make the social distancing guidelines, safety protocols, and sanitation routines developmentally appropriate for very young children. We need time and support to figure out a brand new curriculum. We need time and guidance to figure out how to adapt instruction for the virtual environment.

Our district leaders have spent a great amount of time trying to make classrooms safe for students and teachers. They have purchased air purifiers, handwashing stations, personal protective equipment, and tried their very best to secure our facilities. However, the fact remains that as we look to reopening schools on September 21st, we still have more questions than answers. We will never have all the answers before we begin this reopening endeavor. However, there are still questions about the extensive safety protocols

that we do not know the answers to. Teachers, students and families need time to be brought up to speed in order to implement these life saving safety measures thoughtfully and effectively. This is a HUGE undertaking. Given the extreme circumstances, we need more time, and we need more answers.

Many staff members have expressed feeling expendable-like canaries in the coal mine. Add to that, staff members were not asked to give input on whether or not to return to in person instruction. We were never given the opportunity to say whether or not we felt safe. We were told there may be some level of in person instruction in the Fall trimester, but were not provided a forum to voice concerns. Staff members were asked to give input on a variety of things, but never the biggest decision of all: when and how to bring students back to in person instruction.

In addition, resources and time would be well spent increasing the effectiveness of online instruction for K-3 students, since the likelihood of spending a great deal of the year engaging in virtual instruction seems inevitable as we watch the spread of the virus in other districts currently opening across the country.

Teachers want to be reunited with students. However, we are requesting that our leaders slow the timeline down so we can open safely, and invite teachers into the conversation about how to do so. We are asking to be given the time we need to open our classrooms correctly, because moving too quickly will only result in disaster. We have pushed the start date back a week, but given the hazardous air conditions, paired with the COVID-19 risk, it seems vital that we are given additional training and support before beginning the school year. When we do begin the year, it does not seem feasible to have students back in classrooms before the second trimester begins, so our leaders and the Oregon Health Authority can monitor how the wildfires impact community spread of the virus. We are still incredibly hopeful that we can land on the side of caution and wait for in person instruction. Risking the life of even one staff member or student is simply too great a burden to undertake.

Sincerely,

Alyssa Nestler

9-14-2020

Dear Springfield School Board,

My name is Jeremy Thorpe and I am the parent of a 1st grader participating in the all-online program through your school district. Like most parents, I have been paying extremely close attention to each detail as it's released about the upcoming school year. Throughout the summer I've been concerned about the reckless policies the superintendent keeps pushing the district towards, but back then, I had the solace of thinking, "Things can still change before the beginning of the school year." Things have not gotten better, they've only gotten worse.

I am very grateful that the school district has an all-online option for this school year. Honestly, my family was prepared to quit a job and drop down to a single-income household to protect our family. However, what I wasn't prepared for is the giant train wreck that's coming. Adopting a new curriculum right before the beginning of the school year with absolutely no direction to teachers about how to use it? Sticking teachers in a "virtual school" with a huge case-load of students AND refusing to add any more teachers to help (even when you have teachers that are on unpaid leave, ready to help)? You have a principle that is running the equivalent of a high school, middle school and elementary with no secretary and no other assistance! This is absurd!

The distance learning option was sold to us as a "flexible learning tool" that is supposed to work great for both me and my wife that both have full time jobs. And now I'm being informed (by my wife who is an SPS online teacher, not the district or the principal) that my student is going to have to be taking part in actual classes during school hours while my wife and I are busy. We were ready to help with schooling in the evenings, but now I have to try and find time in the middle of the day to help my student with her classes? Have you even looked at the 1st grade sample for the new curriculum? Do you know how much reading there is? How is my student supposed to figure this stuff out on her own now that your district is pushing the schooling hours during my work day?

These are just my concerns about the online schooling. Because my child isn't participating with in person classes, I won't even begin to list the ridiculously large list of concerns I have for the teachers and students that are going into school buildings during this pandemic. This is utterly crazy to me.

The school district has had all summer to figure out a plan on how to deal with the pandemic and online learning. Looking at this new, horrible curriculum as a magic pill while at the same time touting about how the teachers are getting trained and how ready everyone is, is propaganda bullshit. The school district administration is saying a whole load of great things in public, while in practice is leaving the entirety of the district in the dark about everything that's going on AND SCHOOL WAS SUPPOSED TO START TODAY!!!

Please find a new administrator who can actually do their job,  
Jeremy Thorpe

## Public comment 9/14/2020

Teresa Page

Mon 9/14/2020 11:26 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

9/14/2020

School Board and District,

I want to encourage district administration to work together with staff to create a safe return to school for students. I want to encourage the school board to support district administration and staff collaboration.

As you have become aware, the return to learn plan that the district presented at the last school board meeting was not created with staff input. District administration may state that staff was involved and that is true, we viewed the blue prints and worked on curriculum tasks. However, neither of these tasks allowed staff to provide input to the creation of the return to learn plan that the district decided on. The blue prints are an outline that can be applied to a variety of plans.

As staff and some community members have tried to voice, we feel that the return to learn plan chosen by the district is too aggressive. I am sure you have heard the many reasons for these concerns. I want to use my comment time to advocate for working together as a team to create these difficult new routines. So far, teachers, principals, and classified staff that work with students and do their work in our buildings everyday have been left out of the discussion. Not only has this made planning and preparation very difficult, it has destroyed trust among our school district.

Now, we have an added layer, the hazardous air quality. As you can imagine, staff is very concerned about their health and the health of our community. We are grateful that our district took the initiative to delay the start of school. Now, as COVID 19 and the wildfires continue we are hoping that we can begin to work together to keep our staff and community safe.

As we navigate these difficult times, I urge you to open the doors of collaboration. We know the needs of students, our community, and ourselves. The district knows the state requirements. Together we can create a safer return to school.

Thank you for your work during this trying time,  
Teresa Page  
1<sup>st</sup> grade teacher  
Douglas Gardens Elementary




## Public Comment Business Meeting - Sept. 14, 2020

Steve Dustrude

Mon 9/14/2020 11:36 AM

To: public comment <[public.comment@springfield.k12.or.us](mailto:public.comment@springfield.k12.or.us)>;

 This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Superintendent Hamilton and Board Members,

My name is Steve Dustrude and I am a retired teacher from the Springfield School District. My wife Cyndy and I have lived in this area since 1975 and been strong supporters of the District with both our children graduating from Thurston High School. We have been active supporters of the Springfield Education Foundation for many years.

All of us would like students back in front of teachers, but that shouldn't happen now.

I'm quite concerned with the District's decision to begin in-person teaching with students in grades K-3. Our grandson is a first grader in Newberg, Oregon and he will be doing distance learning for the foreseeable future, and I believe that is the safest course of action for not only students, but staff. Springfield's decision to move ahead with in-person instruction is putting students, staff and the community at risk during this time of COVID-19.

I have spoken to many current elementary teachers who are extremely skeptical about the efficacy of the precautions the District is implementing. Are you truly keeping students and staff safe from the virus? More and more information has come out speaking to the fact young children can be asymptomatic and still spread the virus at the same rate as adults.

With the recent fires, with evacuations and people congregating, plus gatherings over the Labor Day weekend, the chance of community spread is even more of a possibility.

I'm concerned Springfield is not operating in concert with Eugene and Bethel school districts who are starting the year only with distance learning.

Please reconsider your decision to begin in-person learning so soon. The safety of our students, staff and community are depending on it.

Thank you, Steve Dustrude

Steve Dustrude  
91274 Donna Road  
Springfield,, OR  
541-726-0815  
[dustrude@teleport.com](mailto:dustrude@teleport.com)

# Public Comment Business Meeting - September 14, 2020

Amber Shireman

Mon 9/14/2020 11:43 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Hello, I know there are many details that are still being worked out, but my family and two other families enrolling their children in the SPS Online Program still have very few details about the program. My emails are no longer being answered, and I have a LOT of questions. The information on the Florida Virtual School site does not seem to match up with our district's weekly and quarterly schedule, the SPS Online website information no longer applies to elementary kids since the curriculum provider has changed, and the only information from the Springfield School District that I am able to view is here: <https://www.springfield.k12.or.us/Page/7974> and this information does not answer most of my questions regarding SPS Online at the elementary school level:

- Is there an orientation video for us to watch to explain what we can expect this year?
- What is the schedule for SPS Online students or is it mainly left to each family to decide when classes are taken and assignments are done?
- Will we be able to have our kids work ahead in courses if they choose or are there set assignments for each day?
- One of the district emails on August 20 said the in-person and SPS Online students would have the same curriculum, to make it easier for students to switch from one model to another; it sounds like SPS Online is more of a "flexible timing" option... does that just mean same information/instruction given but not the same "school day schedule"?
- Do they have teacher meetings at a certain time?
- Are the meetings every day or just on certain days? The Florida Virtual School site says these meetings are on Tuesday, Wednesday, and Thursday, but it sounds like our district teachers will be working M/T/Th/F with Wednesday for prep. I'm not sure what that means for the schedule.
- Which classes are considered "academy" classes that will be taught by a teacher in our district?
- Will students be placed in "classes" with kids from their own elementary school when possible? If not, what does it mean that they will have opportunities to meet with kids in their classes?
- It looks like Florida Virtual School courses operate on the semester/18 week system. How does this work with our elementary schools dividing the year into quarters?
- When will we find out what applications we need to install on our computers (if not using district ChromeBooks), how the classes will meet (Zoom or Google Meet?), what websites we need to sign up for so that our students will have access? I really don't want to be scrambling at the last minute to get all our ducks in a row.
- Will there be a supply list sent out at some point? I am sure we need more than crayons, markers, colored pencils, etc. (though I very much appreciate the starter kit we picked up!)

At the very minimum we would like to know if there is an orientation video for the elementary students, and when we will start receiving communication from the SPS Online program. Much of the information sent out by the district is for the families who will have their children attend in-person (K-3) or via remote learning (all older kids.) Please let us know when we will actually start hearing from SPS Online.

I have not even gotten confirmation that my son is enrolled in the SPS Online program, although I submitted the enrollment and other required materials August 19 and 20.

Thank you for your consideration,  
Amber Shireman (Shawn's mom)

## Covid 19 prep

Tom Wareham

Mon 9/14/2020 11:45 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

I am confused by information I have read about filtering machines placed in school district classrooms. Information provided stated that the filter pore size was .3 microns. I spent thirty seconds researching corona virus size on the internet and found it varies from .025 microns to .14 microns. Is the stated pore size of filters accurate? If so, would the effort to filter the virus with that mechanism be comparable to trying to eliminate mice from your property with a cyclone fence.

The following is correspondence I sent to our Board and District leaders last month. I do not know that it was ever read by the board and I am including it again so that it can be an official record of the public comment for the SPS Board Meeting on 9/14/20.

Jonathan,

We appreciate your work on our behalf and thank you for hearing our serious concerns. My reply is intended to be a voice for many of us teachers and it is directed particularly to our district decision makers.

I'm sure you understand the severity and urgency of our concerns and also know that many of us have reached out to our building administrators and to you as was directed. That being said, the consequences of our district's misguided decision requiring K-3 teachers and students to return to in person learning are too significant and potentially dire to simply be labeled, "concerns regarding their employment."

To label it that way is a trivialization of a very serious dilemma many teachers are currently facing, particularly teachers at high risk or with high risk family members.

During Monday's board meeting many teachers felt angry, frustrated, powerless and completely unrepresented while the return to learn plan was being presented. There are too many reasons to list why our district's current in-person return plans are terrifying, unrealistic, unsustainable and fiscally irresponsible. Some of us teachers have a working document surrounding concerns and would be happy to share when you are ready to hear and genuinely listen.

Those of you in leadership, we realize you are trying to implement the best plan for all while following state guidance, but understand

and be aware that we as teachers in the trenches can tell you exactly why it will fail and end with trauma and tragedy as long as Covid is in our community. I do not say these things lightly or facetiously. It will be the teachers/staff on the front lines exposed to primary aged "super efficient spreaders," with undeveloped personal hygiene and barely emergent social emotional regulation skills (particularly incoming Kinders who lost Preschool/KITS/ Safety town learning opportunities) who will be at the highest risk for exposure.

In addition to those considerations, primary teachers will concur that behavior issues, physical aggression, defiance and room clears are and will continue to be very serious daily concerns. The "learning" environment that students are being expected to return to is a perfect recipe for more frequent and intense escalation and more severe behavior issues resulting in exponentially higher risk to Covid exposure for students and staff alike.

Realistically consider the state mandate that no child may be excluded if they refuse to wear a face covering. Any and all children (or their parents deciding on their behalf) may refuse to wear a face covering, leaving all other students and staff exposed. Has any consideration been given to the constant fear and trauma staff will face daily when this happens? How about the additional sick days (mental health care) staff will utilize when it's too much and too scary? What will happen to our students when substitutes are frequently needed?

Most other professions have the ability to remove themselves from unsafe, unhealthy, or hostile work environments. Even our district administration will have the benefit of safely working/ meeting remotely. However, in-person staff much like law enforcement, fire/life safety, health care workers and military have no control or voice about their fears and safety and even less power to protect themselves and their loved ones from potential

exposure. I could go on for pages and perhaps you already feel like I have but I will instead let you think about these things.

Everyone makes mistakes, however the great thing is that most mistakes can be corrected. We didn't have all the latest research and as an educational body we rely and depend upon research and best practices. Now that we have information from new studies and are able to see the early failures with in-person learning across the country, we can be much more prepared to adapt and modify quickly.

We must allow ourselves the most time possible to devote to the development of a successful and robust comprehensive distance learning program for ALL of our students. We must also provide parents with an accurate and realistic picture of what it would be like for 5-8 year olds to sit at the same desk for 6 hours including meals. They have a right to know the truth and to make plans as quickly as possible for their childcare and educational plans.

We strongly urge you to reconsider following the lead of neighboring districts and immediately announce comprehensive distance learning for all.

Yesterday I saw a sign that said "a virtual teacher is better than a dead teacher." I think most of us would agree with that. One death is too many.

Please do not take it personal or be surprised when letters and emails from concerned teachers, families, citizens and neighboring district's educators begin arriving to your inboxes and to those of our city, county and state leaders.

Many voices are more powerful than a few. 76% of teachers not feeling safe returning to a building is something that should have been addressed. We are now attempting to do that. If you have read this far thank you for taking our concerns seriously.

One last note. On behalf of the staff at Mt. Vernon Elementary, we want to make it clear that we absolutely voiced our fear and concerns about our perpetually malfunctioning HVAC systems and the negative impact on our health. We conveyed to administration and specifically Brett Yancey the severity. We were told there was nothing that could be done because our HVAC brand is no longer made and that the cost to replace was too great. Yes those concerns are absolutely still in existence and are even more amplified especially since I became the sixth staff member in less than 3 years to develop Cancer at Mt. Vernon Elementary . I highly doubt that an air purifier could have been a solution all along.

Thank you to all for the time, dedication and work that has been done, there is much more to do as we prepare for our new students. Let's start now!

Celina Ziolkowski

Kindergarten Teacher  
Mt. Vernon Elementary School

This was correspondence to the district administration and board. Since there was never a reply I have to assume it was never read. I am including it here to be an official part of the Public Comments for the 9/14/20 Board Meeting.

Jenna,

Has the District also communicated to the families that nearly 90% of K-3 teachers who are mandated to return to in person teaching are absolutely terrified of returning to the classroom?? That we are scrambling as we speak to figure out how to keep ourselves and families safe while keeping a roof over our heads??

I wonder how parents would feel knowing their child's teacher will be in a state of perpetual stress and anxiety..constantly fearful, wondering if the next cough or sneeze will infect them and their families at home. Keep in mind no child can be forced to wear a mask and we are still required to teach them in the classroom with the same exposure risk.

We teachers are very disappointed that after many letters we have written expressing our concerns our district is ignoring the newest research which shows young children spread Covid MUCH MORE than was previously known.

Have we have also forgotten our commitment to protect and promote equity for our historically marginalized students of color?? Is our district REALLY going to disregard the fact that our students of color face the highest risk for contracting Covid? This information came straight from HR just a few days ago. Have we forgotten our district demographics? Has their high risk status been conveyed to them in their native language so they can make a choice about their own safety?

As over 100 K-3 teachers met tonight safely via zoom, it came to our attention that many of our colleagues in the middle and high



school level are not aware of the anguish their fellow teaching partners have been experiencing 24/7 since Monday's board meeting.

The sentiment was that the district is making decisions that will have lasting negative consequences. WE DON'T FEEL SAFE RETURNING! In addition to death in our district, the decisions that are being made despite clear teacher opposition are planting seeds of distrust, and anger and the feeling we are expendable. Teachers stay where they feel valued and heard. We are headed to a very sad place.

I don't know what else to say...

Celina Ziolkowski

## Public Comment Business Meeting - September 14, 2020

Mrs.Kelsey Price

Mon 9/14/2020 11:56 AM

To: public comment <[public.comment@springfield.k12.or.us](mailto:public.comment@springfield.k12.or.us)>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear Springfield Board,

I write to you as a parent of 2 springfield school district students. I was very optimistic about sending my kids back to school, however in light of recent natural disasters my optimism has changed. I want to ensure that the school my kids are going back to is a safe one both physically and mentally. The district has done a wonderful job installing proper ventilation however due to the 2 conflicting disasters (1 being that inside activities are safer than outside ones, and the other disaster saying that outside activities are safer than inside ones) I feel my kids shouldn't return to in person learning until:

1. The smoke has cleared and my kids can breathe healthy air both inside and outside.
2. It is very important to me as a parent that my kids get access to recess breaks, at least 2 times a day for both physical and mental wellness. The SPS blueprint confirms that outside activities are safer than inside activities so it is important that proper outside breaks are established for health.
3. My family was evacuated, we live in the mohawk valley and are thankfully back at evacuation level 1, however I will not safely be able to drive my kids to school beginning Monday the 21st unless the smoke has significantly cleared.
4. If the district is going to go ahead and decide to send k-1 students to school amid the chaos and unhealthy virus and smoke conditions, I would like the option to not send my kids until the smoke has cleared.

Thank you,

Kelsey Price

[mrs.kelseprice@gmail.com](mailto:mrs.kelseprice@gmail.com)

541-968-3132

## Public Comment Business Meeting - Sept. 14, 2020

Ashley Buchholz

Mon 9/14/2020 12:00 PM

To: public comment <public.comment@springfield.k12.or.us>;

Cc: beccarupnow0723@gmail.com <beccarupnow0723@gmail.com>; saintlouis22@gmail.com <saintlouis22@gmail.com>;  
Jonathan Gault (SEAPREZ) <seaprez@comcast.net>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Monday, September 14, 2020

Dear SPS School Board Members,

We are writing to you as SPS Online Teachers. We began our work with this program on Tuesday, September 8.

During our first staff meeting on September 8, we were informed that SPS Online would not be in the format that was originally shared with families, students, and staff. Here is the information that families were provided regarding online program:

### July 22 Return to Learn Update-

- **Option 1: Remote learning** – Students can enroll in Springfield's existing comprehensive K-12 online school – SPSOnline. Students in this program would enroll in the SPSOnline program and have access to local Springfield teachers and follow an established online curriculum.
- This is for families seeking a more traditional online school experience. This program does have a greater expectation of adult or older sibling support for remote learning. Regular participation and attendance are required and depending up state guidelines, students will earn letter grades.
- This minimal contact model provides the greatest flexibility for students to transition to a blended model at key transition times (such as at the end of a trimester or semester).

### July 30 Return to Learn Update-

-

**SPSOnline:** Families will continue to be offered the choice of the comprehensive, existing SPSOnline program for those looking for the consistency of an all-virtual learning experience for the 2020-21 school year. SPSOnline utilizes FueLED curriculum facilitated by local Springfield teachers. This program is more student-led and individualized with regular contact and support from SPS teachers. It is designed for learners who want a long-term virtual learning model. More information is available through the SPSOnline website.

#### Return to Learn FAQs-

- - **SPSOnline** is a comprehensive online program taught by local Springfield teachers. This program is student-led and individualized with recorded lessons and regular live contact and support from SPS teachers. It is designed for students who want a long-term virtual learning model, where they can move at their own pace, and be supported by regular check-ins from SPSOnline teachers.

- How many hours a day will my elementary student be engaged with online learning through SPSOnline? Answer: It is estimated that elementary school students will spend 1/2 hour a day per subject. We plan to offer science, social studies, math, language arts, art, PE and technology. This means that on average students will spend 3.5 hours engaging with the curriculum. This does not include time spent in online meetups for class activities. That schedule is still being planned.

- When is instruction provided? Do students need to be online at a specific time each day? Answer: While there will be some scheduled times for students to meet with teachers (especially at the elementary level), SPSOnline uses independent lesson delivery, so you have flexibility in choosing the time that works best for you to engage in school.

SPS Online teachers were informed that we would not be following a virtual learning model based on self-paced learning, a flexible schedule for families, or regular teacher check-ins. In fact, we were told that everything the SPS Online program was previously, changed starting on Friday, September 3. This drastic change meant that SPS Online would embark on creating a new program with a different instructional model and curriculum in a time span of less than one week. This new model would mirror the virtual learning model our fourth and fifth graders are following in their home buildings. This model is based on the same structured schedule with required live Google Meets throughout the day.

This change is concerning for our families, students, and staff. For families, they enrolled in the SPS Online program believing the learning schedule would be flexible enough to meet the needs of their home and work schedules, along with learning that was self-paced based on their child's learning needs. For teachers, we accepted the SPS Online teaching position with the belief that they would facilitate individual check-ins with students throughout the week and provide individualized feedback on their learning. Families and teachers had different information

regarding the SPS Online program, and now with such drastic changes, that families are unaware of, this program may no longer meet their needs between work schedules, childcare, and family structure. Additionally, this program may no longer provide equitable models of education. With this less flexible model we are at risk of alienating some of our families with the highest needs and not providing them the adequate options and support they may need to ensure their child's education.

Class size in the SPS Online program is also problematic. With SPS Online students and teachers participating in the same format and with the same requirements as fourth and fifth grade classes currently in Comprehensive Distance Learning (CDL), there needs to be a class size for SPS Online that is similar to those classes. The maximum number of students in the CDL classes through their home schools is 30 students, split into 2 cohorts. After speaking with fourth and fifth grade teachers, we have learned that in CDL the highest number of students is 23. At this time SPS Online has double or even triple class size of our in-person counterparts. For example, the lowest number of students per teacher is currently 28 students while the highest is 43 students per teacher. These high class sizes for SPS Online would make it challenging for teachers to meet the needs of every child, every day. Students and families may not receive the individual attention, feedback, or instruction that they expected when they enrolled in SPS Online. Teachers may be spread so thin that many needs may go unmet, as there is simply not enough time in the day to teach live between 8:30 AM and 2:50 PM, and provide feedback and assistance to up to 43 students and families. With this class size, SPS Online teachers would need to be able to utilize the prior SPS Online model that was outlined to parents. If SPS Online teachers and students follow the CDL model like those in the building, then we need more teachers to meet the needs of families. We are concerned that SPS Online families and students will not receive equitable instruction to those in CDL at their home schools, and that teachers are in inequitable roles, but expected to follow the same requirements and guidelines. The SPS Online program for elementary students is now the largest elementary elementary school in our district with between 650 and 700 students. With so many changes in the instructional model, student enrollment, and curriculum in this program in such a short amount of time, it means that teachers are not able to prepare and plan for the upcoming year. While we have been provided with more time, it has not been possible to do so with the information and resources available. The requirements for the SPS Online program change daily, along with our class size, and very little information and guidance. This issue must be addressed before students begin their various program models on September 21st so that we can serve all of our students and families in the most equitable and responsible way possible.

Sincerely,

Ashley Buchholz  
4th Grade  
SPS Online

Heather St. Louis  
Kindergarten  
SPS Online

Rebecca Long  
4th Grade  
SPS Online

Diana Costin  
3rd Grade  
SPS Online

## Springfield Public Schools Board Statement for 9/14/2020

During my 40+ years working in public schools, I have been the protector of students in multiple ways. I took part in the Alice Training for active shooters in the schools as a staff member and later was subjected to having to do the training for my students over multiple years. In the beginning of this process, we were not allowed to mention the true reality of the drills: active shooters who could be there to kill any or all of us. I remember that feeling when if students asked or brought up the gun scenario, not being able to respond in any way to give the possibility any attention. I felt like a traitor to my students of the real facts. I was willing to take a bullet for my students with the knowledge that it was my duty as their teacher, not so much as part of my job but part of my caring for and being willing to stand up for them.

After multiple, similar occurrences causing me cognitive dissonance with what I knew was right and what I felt compelled to do, I left teaching even though I knew it was what I was meant to do. In the active shooter situation, I knew the potential of the enemy but not the time or specific place. However, in the current reality, teachers are faced with a massive conundrum because they know the potential of the enemy (Covid-19) for them, their students, their families and students' families but can not see the reality until it's too late. How can teachers feel confident that their meeting in person with students will not expose them, their families, their students or their families to a life threatening diagnosis. They can't and they should not be expected to do so.

Until the school board, members of leadership and all other district employees are able to meet and work collectively in person, teachers, classified, administrators, students and others active parties should not be asked to do so,. Just because the governors' metrics make it possible, doesn't make it the most prudent, safe and reasonable choice.

With the added danger of smoke in the air, both outside and indoors, it is my opinion that the educational service delivery to students in K-3 should be done remotely until such a Ptime as it is safe for students, families and staff members. I would hope that Springfield Public Schools will heed the advice of OHA and ODE on the matter of public safety in regards to in school educational service to students during this statewide and community fire/smoke-filled air crisis.

Sincerely,

Colleen Hunter  
4921 Glacier Drive  
Springfield, OR 97478

## K-3 in person schooling

Mel Dronzek

Mon 9/14/2020 1:56 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear SPS School Board Members,

I respectfully disagree with your decision to put students, teachers and support staff back in the buildings on September 21st. As a resident of this community and a former teacher with almost 30 years with this district, it is too soon for several reasons. First, there is research that shows that children can expose others to Covid. Second, it has happened too quickly. As a veteran teacher who handled the sudden switch to distant learning in the spring, there is so much more that needs to be done to prepare for in person learning. I care deeply for the students, families, and community that I served, and everyone needs time to be sure it is done safely and properly. In addition, the Holiday Farm fire has brought another tragedy and serious situation to our community. We need time to recover and help our neighbors.

Springfield Schools has staff that care for every student and their family. Please show this incredible staff that you care about them, and listen. They do not want to start in person learning yet.

A very concerned citizen,  
Mary Ellen Dronzek  
2232 Wemberly Way  
Springfield, Oregon 97477