

BUSINESS MEETING MINUTES

A Business Meeting of the Springfield School District No. 19 Board of Education was held on August 10, 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 news media outlets.

1. CALL MEETING TO ORDER

Board Chair Zach Bessett called the Springfield Board of Education virtual meeting to order at 7:01 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, Tonya Martin Ginger Latta, Meegan Ward, Johnathan Felix, Betsy Hecker, Beth Atkerson, Natalie Rytlewski, Suzanne Price, Adam Fine, Erica Pierson, Tyson Migliaccio, Shana McOmie, Bailee Foster, Andrea Smith, Billie Jo Rodriguez, Chiara Ihnat, Chris Beath, Bryne Thorpe, Valeri Rankins, Marilyn Williams, Jeff butler, Becky Willis, Jonathan Gault, Joel Duran, Trudy Waddell, Laura Farrelly, Diana Morgan, Brandy Edwards, Elaine Woodward, Molly Spain, Amber Howe, Krista Martin, Hillary Galloway, Ginger Latta, Whitney McKinley, Ginny Osteen, Emma Withrow, Carla Smith, Connor McCarthy, Tim Stephens, Sheryl Cramer, Nicole Norris, Shelley Nurre, Lacey Macdonald, Tara McNee, Tami McNamara, Ashley Stolk, Nicki Gorham, Bethan Boardrow, Darlene Colborn, Heather Dillon, Garrett Gilchrist, Kendra Perez, Katie Waugh, Darcy Phillips, Karen Babcock, Nancy Williams, Matt Adams, Chris Reiersgaard, Kelli Boom, Kathryn Hughes Heather Klym, Annette Peters, Sheri Childers, Jerami Campbell, Charlie Clark, Charlie Jett, Boaz Wolpe, Colleen Hunter, Debi Borsay Spencer, Melissa Stalder, Leah Taylor, Zehra Greenleaf, Brian Megert, K.C. Gillespie, Jennifer Gonzales, Holle Schaper, Ms. Buchholz, Franchesca Sandoval, Laura Scruggs, Elaine Van Gordon, Susan Coleman, Amanda Montoya, Stephanie Leahy, Catherine Godard, Sierra Cochrane, Laura Weiss, Jared Weybright, Cassandra Moorhead, Mindy LeRoux, Laura Beyerlin, Jesse Trenholm, Christine Sales, Kate Lode, Linda Mooney, Christie Costello, Dionne Hasforth, Bryn Fredrickson, Amber Mitchell, Shelby Masterson, Jessica Auxier, Autumn Erickson, Moria Shanahan, Scott Crowell, Jessica Orsini, Adrienne Pierce, Tonya Reichenberger, Monica Tapia, Jared Taylor, Cassandra Moorhead, Dustin Reese, Carly Ranney, Leslie Taubenfeld, Michelle Webber, Jeff Michna, Veronica Cheek, Debbie Carter, Janine Amador, Judy Mayo, Matt Dewall, Crystal McPheeters, Sheryl Eyster, José da Silva, Lee Corette, Marietta Van Eekeren, Sean Van Gordon, Diana Morgan, Jenna McCulley, Lynn Lary, Don Lamb, Jeremy Hugo, Connor McCarthy, Nicloe Norris, Katrina Coleman, Ashley Stolk, Garrett Gilchrist, James Down, Katie Waugh, Nancy Williams, Matthew Adams, Annette Peters, Boaz Wolpe, Ashley Buchholz, Amanda Koen, Amanda Montoya, Stephanie Leahy, Sierra Cochrane, Rachelle Jared, Laura Beyerlin, Sara Starlin, Kate Lode, Connor McCarthy, Christie Costello, Liana Stone, Shelby Masterson, Autumn Erickson, Becky Dopps, Moriah Shanaahan, Scott Crowell, Timothy Canter, Monica Castella, Sara Maetrenholm, Radiance Ranney, Jarek Bartels, Jeff Michna, Veronica Cheek, Deborah Carter, Paul Keppo, Diana Morgan, Stacy Jeter, Valerie Rankins, Tamara Dillon, Aliya Hall from the Chronicle and Lydia Dysart, minutes recorder.

2. ELECTION OF OFFICERS

Chair Zach Bessett called for nominations for the position of Board Chair.

Dr. Hernandez believed that, for continuity of leadership, they should continue with their current Chair and Vice Chair.

Mr. Mann nominated Zach Bessett for Board Chair.

Chair Bessett asked if there were other nominations for the position of Board Chair. There were no other nominations.

Chair Bessett closed the nominations and called for a roll call vote in favor of Zach Bessett for the position of Board Chair: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Zach Bessett was elected to the position of Board Chair, 5:0

Chair Bessett called for nominations for the position of Board Vice Chair.

Dr. Hernandez nominated Naomi Raven for Board Vice Chair.

Chair Bessett asked if there were other nominations for the position of Board Vice Chair. There were no other nominations.

Chair Bessett closed the nominations and called for a roll call vote in favor of Naomi Raven for the position of Board Vice Chair: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Naomi Raven was elected to the position of Board Vice Chair, 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 this meeting and copies would be included in the minutes. He thanked everyone for sharing their thoughts with the board. As of the noon deadline, the board received public comment from: Crystal McPheeters of 6857 G Street in Springfield, Carol Heart, a Springfield resident, Jaime Maraia, a Springfield School District parent, Christie Costello, a Springfield resident, Virginia Canavan, a Springfield Resident, Kim Buckmaster, a Springfield resident, Holle Schaper, Springfield School District parent, Neal Forrester of 443 72nd Street in Springfield, Kirsten Vinyeta, University of Oregon PhD Candidate, Pat Tierney, Springfield School District parent, Jessee Trenholm, a Springfield School District Parent, Ellen Rifkin, a concerned citizen, Moxie Loeffler, a physician, Stephanie Rivera, a concerned parent and Springfield tax payer, Gianna Sanders, Springfield School District parent, Marianne Wilson, a concerned parent, Lizzy Utterback, a Springfield resident, Jennifer Potter, Springfield resident, Ben Christensen, a Springfield resident, Sarah McKee, kindergarten teacher at Ridgeview Elementary School, Irene Henjum, a Springfield resident, Debra McGee, a retired public school counselor, Brandi Fleck, a Eugene resident, Heather Dillon, Springfield School District parent, Aaron Dillon, a Springfield School District parent, Xia Wang, a concerned citizen, Evie Dillon, Springfield School District student, Jean Miksch, a retired school teacher, Emily Heilbrun, a local citizen, Bruce Berg, a Springfield resident and Laoni Davis, a concerned citizen.

4. ACTION ITEMS

A. Consent Agenda

- 1. June 22, 2020 Board Meeting Minutes**
- 2. July 9, 2020 Special Board Meeting Minutes**
- 3. Financial Report**
- 4. Personnel Action, Resolution #20-21.002**
- 5. Board Policy Sections J and K/L, First Read**

MOTION: Dr. Hernandez moved, Vice Chair Raven seconded the motion to approve the Consent Agenda.

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 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 Purchase of Air Purifiers, Resolution #20-20.993

As the State of Oregon and local districts have been working to respond to concerns related to COVID-19, indoor air quality has become a priority. Working with industry experts, the Springfield School District has come to the conclusion that installation of air purifiers will be a significant step forward toward the health of our students and staff. Improving the air quality in all of our facilities will be instrumental in providing a safe, healthy environment for our students and staff. To increase the amount of fresh air coming into our buildings we will be adjusting our parameters to allow a minimum of 60% outside air on our HVAC systems. We will also be adjusting our HVAC schedules to maximize performance. We will override our “smart” systems and have our air handlers running at 100% speed providing a continuous exchange of air. Filters in our HVAC systems will be upgraded from MERV 7 to MERV 8 filters with an AEGIS Microbe coating to kill any microorganisms on contact. The AEGIS Microbe shield is a permanent antimicrobial that is highly resistant to microbial attack and will not off gas, leach, diffuse, migrate, or volatilize from the filter.

In addition to upgraded filters, we will be installing iWave air purifiers in our facility HVAC systems. This system uses an electronic charge to create a plasma field filled with a high concentration of (+) and (-) ions. As these ions travel with the air stream they attach to particles, patho-gens and gas molecules. The ions help to agglomerate fine sub-micron particles, making them fil-terable. The ions kill pathogens by robbing them of life-sustaining hydrogen. The ions breakdown harmful VOCs with an Electron Volt Potential under twelve (eV<12) into harmless compounds like oxygen, nitrogen, carbon dioxide or water vapor. Ions produced travel within the air stream into the occupied spaces, cleaning the air everywhere the ions travel, even in spaces unseen.

All changes and additions to our HVAC systems will be in compliance and follow the recommendations of the American Society of Heating, Refrigeration, and Air-Conditioning Engineers.

Springfield School District No. 19 is acquiring these products under this Purchase Order for the purpose of responding to the state of emergency declared by the Governor on Saturday, March 7, 2020 and pursuant to the Major Disaster Declaration number DR4499OR as a direct result of the COVID-19. This Purchase Order is subject to the additional federal terms and conditions located

at: <https://www.oregon.gov/das/Procurement/Documents/COVIDFederalProvisions.pdf> as may be applicable to this Purchase Order.

Board Chair Zach Bessett reviewed the procurement recommendation prior to tonight's meeting.

Brett Yancey recommended that the Board of Directors approve the purchase of 500 (quantity) air purifier units to Thermal Supply of Eugene, Oregon for a total cost of \$265,000 under the emergency declaration by Governor Brown dated March 7, 2020.

MOTION: Ms. Barrager moved, Vice Chair Raven seconded the motion to approve the purchase of 500 (quantity) air purifier units to Thermal Supply of Eugene, Oregon for a total cost of \$265,000 under the emergency declaration by Governor Brown dated March 7, 2020.

Chair Bessett called for discussion.

The Board brought up issues around:

- The locations of the purifiers
- Which schools would get purifiers first
- If the community was getting all this information
- How smoothly the transition would be from the old systems
- Where was the \$265,000 was coming from
- Replacing old systems, not just the purifiers
- Receiving more information on the systems

Mr. Yancey responded that elementary schools would get them first, followed by middle and high schools prior to the start of the school year. The new system would be hard to transition to, but they had two full time staff to help them through the process. Mr. Yancey explained that the CARES Act funds would be paying for these purifiers. The new purifiers would be safe and create a better environment, even though the systems were old. A one-page information sheet would be given out to staff and the Board to describe the new system.

Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve the purchase of 500 (quantity) air purifier units to Thermal Supply of Eugene, Oregon for a total cost of \$265,000 under the emergency declaration by Governor Brown dated March 7, 2020: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 5:0.

C. Accept Superintendent Evaluation

Chair Bessett shared that it was the Board's job to evaluate the Superintendent. Chair Bessett read the following evaluation letter that was sent to Superintendent Hamilton:

Dear Superintendent Hamilton,

Each year it is the responsibility of the Springfield School District Board of Directors to conduct a performance review of the superintendent. This document is to serve as your performance review for the 2019-2020 school year.

With the turnover Springfield Public Schools (SPS) has seen on the board and in the superintendent position, the Board of Directors felt that your first year of service should focus on creating foundations

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for success. The three areas of focus we prescribed were connecting with the community and your new SPS team, board development and leading the application for the Student Success Act.

As you developed a plan for connecting with the community and leading your new team, you did a commendable job engaging internal and external stakeholders around your goal of creating “Life Ready Students.” We hope that you will continue to lead with open dialogue around how we as a community can support our young people as they build the skills they need for a bright and successful future.

The Student Success application process was a heavy lift for a first year superintendent. However, you managed to delegate and use your team’s strengths to complete an application that embodied the desires of our community. We look forward to your collaborative implementation of all we have to offer our students.

Developing a strong collaborative relationship with the Board was one of our highest priorities in your first year. Your leadership in organizing educational opportunities and identifying growth opportunities within our organization has been crucial to our success. We continue to learn and grow together and are looking forward to all the work we get to do to make SPS a pillar of collaborative governance in the state.

Superintendent Hamilton, you have exceeded our expectation this year and we look forward to carrying the work forward with you.

Chair Bessett called for a motion to accept the Superintendent evaluation as presented.

MOTION: Vice Chair Raven moved, Dr. Hernandez seconded the motion to accept the Superintendent evaluation as presented.

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 accept the Superintendent evaluation as presented: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

5. INFORMATION/REPORTS

A. Re-Opening Plan for Schools

The Oregon Department of Education (ODE) and the Oregon Health Authority (OHA) have collaborated at, the direction of Governor Brown, to craft guidance that places the design, for resuming teaching and learning this fall, into the capable hands of educators, school nurses, counselors, principals, business managers, superintendents and school boards while providing clear statewide requirements and recommendations for health, safety, equity and quality instruction across the state. Todd Hamilton, Brett Yancey and David Collins shared an overview of these guidelines, operational blueprints and work that district teams are leading in preparation for fall. Please see attached document for additional details.



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

READY SCHOOLS, SAFE LEARNERS

GUIDANCE FOR SCHOOL YEAR 2020–21

Oregon
Health
Authority

Springfield Public Schools
August 10, 2020

READY SCHOOLS, SAFE LEARNERS

GUIDANCE FOR SCHOOL YEAR 2020–21

- Guiding Principles
- Local Context
- Planning Process
- Instructional Model
- Operational Blueprint
- Review the Plan
- Questions

Grace & Patience

We are learning together to move powerfully on
behalf of children and communities.

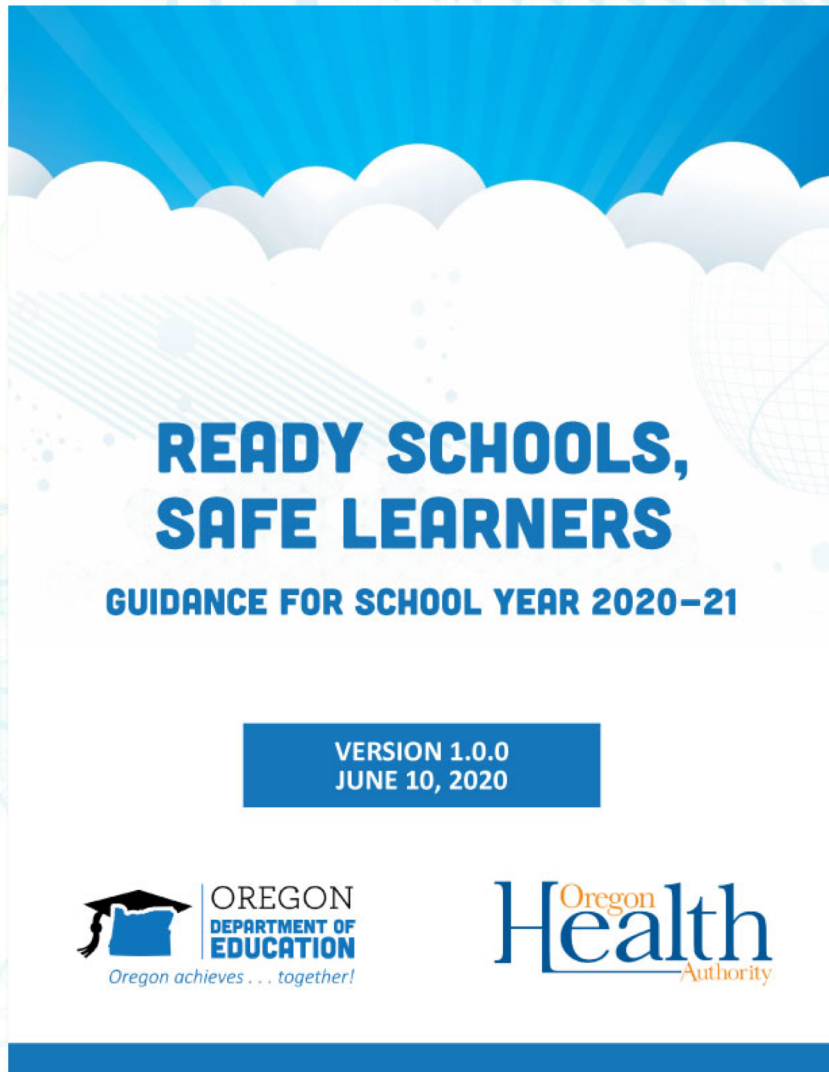
SPS Involvement – Thoughtful, Intentional, Strategic

- 100+ Staff - Nutrition Services, Custodial, Facilities, Transportation - Physically working on-site since March.
- Meals served
 - 134,450 breakfasts
 - 141,850 lunches
 - 276,300 total meals
- 162 Staff - Instructional Planning
 - 130+ Licensed staff
 - 10+ Classified staff
- 50+ Licensed staff joining work for additional planning
- 36 Staff - Public Health, Facilities & Operations planning
- 1,000's Parents - online, hybrid, in-person, transportation

“You don’t make the timeline. The virus makes the timeline.” – Dr. Anthony Fauci

- We will be living with the virus until there is immunity, which is many months off.
- The primary tools we have are physical distancing and hygiene.
- Every restriction we lift increases transmission and will increase cases.
- Individual plans should be responsive to local public health and build on the distinct strengths and needs of each district and community.

Our Local Context



- Direction from Governor
- Guidelines from OHA
- Health metrics for local planning
- Health & Wellness
- Care & Connection
- Equitable access
- Quality Instruction

10 Critical Steps

Preparation

1. Read this *Ready Schools, Safe Learners* guidance in its entirety.
2. Consult your [Local Public Health Authority](#) and familiarize yourself with the [disease management metrics within your health region](#).
3. Assemble appropriate personnel within the school/district and any community partners to create a planning team.

Plan Development

1. Work with the planning team to complete the *Operational Blueprint* template for your school. Private schools are required to complete sections 1-3.
2. Consult with key partners (see [section 6, including Tribal Consultation](#)) to complete the *Operational Blueprint for Reentry*.
3. Submit the *Operational Blueprint for Reentry* to your local school board.

Public Health Review

1. Submit the *Operational Blueprint for Reentry* to your [Local Public Health Authority](#).
2. Your [Local Public Health Authority](#) will attest to receiving the blueprint, carefully reviewing sections 1-3, and support your ongoing efforts towards ongoing COVID-19 mitigation efforts.

Final Plan Submission

1. Post the *Operational Blueprint for Reentry* on your school and district websites. If there is no school or district website, it can be posted to the ESD website.
2. [Submit](#) final plan for each school to the Oregon Department of Education.

Local Flexibility & Responsibility

Critical Step – Plan Development

KEY PRINCIPLES for Reducing Potential Exposures

The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:

1. **Physical distancing** — minimizing close contact (<six feet) with other people.
2. **Hand hygiene** — frequent washing with soap and water or using hand sanitizer.
3. **Cohorts** — conducting all activities in small groups that remain together over time with minimal mixing of groups.
4. **Protective equipment** — use of face shields, face coverings, and barriers.
5. **Environmental cleaning and disinfection** — especially of high-touch surfaces.
6. **Isolation** of sick people and quarantine of exposed people.
7. With the above considerations foremost, **outdoor activities** are safer than indoor activities.

Face Coverings

What's in the Guidance: Key Concepts to Highlight



Face covering: A cloth, paper, or disposable face covering that covers the nose and the mouth; may or may not be medical grade.



Face shield: A clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face.

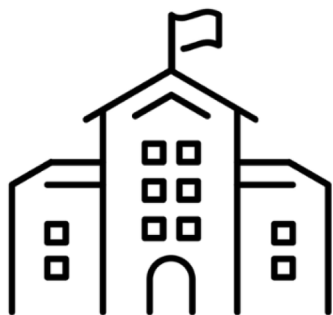


Clear plastic barriers: A clear plastic or solid surface that can be cleaned and sanitized often.

INSTRUCTIONAL MODELS

2020-21 SCHOOL YEAR

ON-SITE



Students Safely Learn In School

All students have access to in-person instruction in accordance with public health requirements.

HYBRID



Students Safely Learn In School and Away from School

Student groups have access to in-person instruction using staggered schedules and/or prioritizing certain grades, courses, and/or programs, in accordance with public health requirements. On-Site instruction is supplemented by Comprehensive Distance Learning.

COMPREHENSIVE DISTANCE LEARNING



Students Safely Learn Away from School

All students are engaged in learning through Comprehensive Distance Learning. Instruction occurs remotely with very limited exceptions for in-person supports.



RESPONSE TO OUTBREAK

Districts, schools, and programs need to flexibly plan to use multiple models throughout the school year to meet evolving health conditions. Even when the primary plan is through an On-Site or Hybrid learning model, Short-Term Distance Learning may be required due to outbreaks.

REQUIREMENTS AND RECOMMENDATIONS BY INSTRUCTIONAL MODEL

On-Site Learning



Required

- ☐ Provide access to nutrition/meal service for all eligible students, including students not on-site.
- ☐ Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model.
 - Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.

Recommended

- ⇒ Plan for Short-Term Distance Learning in the event of a COVID-19 outbreak or other breaks in instruction that may occur due to other factors (snow days, natural disasters, etc.).

Hybrid Learning



Required

- ☐ Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).
- ☐ Provide access to nutrition/meal service for all eligible students, including students not on-site.
- ☐ Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model.
 - Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.

Recommended

- ⇒ Inventory, where applicable, technology and devices to support rapid deployment if necessary.
- ⇒ To the extent possible, maximize synchronous learning opportunities.
- ⇒ Where connectivity capacity is limited or unavailable, maximize educator:student interface through other means to ensure relational context of learning.
- ⇒ Plan for Short-Term Distance Learning in the event of a COVID-19 outbreak or other breaks in instruction that may occur due to other factors (snow days, natural disasters, etc.).

Comprehensive Distance Learning



Required

- ☐ Under this model, any school including charter schools, must comply with pending Comprehensive Distance Learning Guidance.
- ☐ Schools must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG)
- ☐ Provide access to nutrition/meal service for all eligible students.

Recommended

- ⇒ To the extent possible, maximize synchronous learning opportunities.
- ⇒ Where connectivity capacity is limited or unavailable, maximize educator and student connection through other means to ensure relational context of learning.

Short-Term Distance Learning

The statewide pivot to Distance Learning for All in spring of 2020 was, without a doubt, a crisis response and was designed for a limited duration. As such, the term Short-Term Distance Learning is used when referring to the Distance Learning for All model from the spring of 2020. For all districts, regardless of instructional model, Short-Term Distance Learning may become a reality upon a COVID-19 outbreak during the 2020-21 school year. Regardless of which instructional model schools begin with, districts must plan for Short-Term Distance Learning in the event of an outbreak that may impact classroom, a section of a school, a school, or an entire district.

Operational Blueprint



OPERATIONAL BLUEPRINT FOR REENTRY



1. PUBLIC HEALTH PROTOCOLS



2. FACILITIES AND SCHOOL OPERATIONS



3. RESPONSE TO OUTBREAK

5. INSTRUCTION



6. FAMILY AND COMMUNITY ENGAGEMENT



4. EQUITY



7. MENTAL, SOCIAL, AND EMOTIONAL HEALTH



8. STAFFING AND PERSONNEL

READY SCHOOLS, SAFE LEARNERS

Operational Blueprint for Reentry



1. Public Health Protocols

- 1a.** Communicable Disease Management Plan for COVID-19
- 1b.** High Risk Populations
- 1c.** Physical Distancing
- 1d.** Cohorting
- 1e.** Public Health Communication

- 1f.** Entry and Screening
- 1g.** Visitors/Volunteers
- 1h.** Face Coverings, Face Shields, and Clear Plastic Barriers
- 1i.** Isolation Measures



2. Facilities and School Operations

- 2a.** Enrollment
- 2b.** Attendance
- 2c.** Technology
- 2d.** School Specific Function/Facility Features
- 2e.** Arrival and Dismissal
- 2f.** Classrooms/Repurposed Learning Spaces

- 2g.** Playgrounds, Fields, Recess, and Breaks
- 2h.** Meal Service/Nutrition
- 2i.** Transportation
- 2j.** Cleaning, Disinfection, and Ventilation
- 2k.** Health Services



3. Response to Outbreak

- 3a.** Prevention and Planning
- 3b.** Response
- 3c.** Recovery and Reentry

Operational Blueprint



4. Equity

- 4a. Principles in Action
- 4b. Decision Making that Centers Equity



5. Instruction

- 5a. Instructional Time
- 5b. Instructional Models
- 5c. Instructional Schedule and Academic Calendar
- 5d. Instructional Considerations
- 5e. Safeguarding Student Opportunity Clause
- 5f. Instructional Activities with a Higher Risk for Disease Spread



6. Family and Community Engagement

- 6a. Partnership in Planning
- 6b. Communication



7. Mental, Social, and Emotional Health

- 7a. Planning
- 7b. Resources and Strategies



8. Staffing and Personnel

- 8a. Supports
- 8b. Public Health Training
- 8c. Professional Learning

Operational Blueprint

Critical Step – Plan Development



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Under ODE's *Ready Schools, Safe Learners* guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the *Ready Schools, Safe Learners* guidance document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of but not limited to school-based administrators, teachers and staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation³ and others for purposes of providing expertise, practical information-sharing and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	
Key Contact Person for this Plan	
Phone Number of this Person	
Email Address of this Person	
Sectors and position titles of those who informed the plan	
Local public health office(s) or officer(s)	
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	
Intended Effective Dates for this Plan	
ESD Region	

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21? Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

3. Indicate which instructional model will be used. This does not apply if you are an online school or virtual public charter school and had a virtual online instructional model already in place pre-COVID-19.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☐ Comprehensive Distance Learning

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

- If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2-3 in the initial template).
- If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3 through 14 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a>) by August 15 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the *Ready Schools, Safe Learners* guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

[Complete after June 30, 2020 when Comprehensive Distance Learning Guidance is released by ODE.] Describe how your school's model aligns to the Comprehensive Distance Learning Guidance.

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.

Operational Blueprint

Critical Step – Plan Development

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Where feasible, establish stable cohorts: stable cohort groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> The smaller the cohort group, the less risk to the spread of disease. As cohort groups increase in size, the risk of spreading disease increases. <input type="checkbox"/> Each school must have a system to ensure contact tracing (daily logs) among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Minimize interaction between students in different stable cohort groups (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral bathrooms. <input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. <input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interacting with different stable cohorts.	

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <ul style="list-style-type: none"> Consider sharing school protocols themselves. <input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close/sustained contact with a confirmed case. <input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community.	

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> Primary symptoms of concern: Cough, fever or chills, shortness of breath, or difficulty breathing. Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available here. Emergency signs <ul style="list-style-type: none"> Trouble breathing Persistent pain or pressure in the chest New confusion or inability to awaken Bluish lips or face Other severe symptoms 	



ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.

Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.

This section does not apply to private schools.

- ☐ We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the *Ready Schools, Safe Learners* guidance.
- ☐ We affirm that we cannot meet all of the ODE requirements for sections 4, 5, 6, 7 and/or 8 of the *Ready Schools, Safe Learners* guidance at this time. We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled "Assurance Compliance and Timeline" below.



4. Equity



5. Instruction



6. Family and Community Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

If a district/school cannot meet the requirements from the sections above, provide a plan and timeline to meet the requirement.

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>

Public Health Protocols:

- Comprehensive Pandemic Plan, Communicable Disease Management Plan and COVID-19 Response Plan.
- Developed in consultation with SPS Registered Nurse and Lane County Public Health Department (Communicable Disease staff).
- Professional development plan for all staff related – protocols & processes.
- Notify and work with Lane County Public Health regarding potential exposure/outbreak.
- Screening and isolation process for any ill/exposed persons.
- Contact tracing and recording necessary information.
- Entry/exit of essential visitors and itinerant staff.
- Cohorting, physical distancing and space capacity for staff and students.
- Guidelines, flow charts and rules for decision making processes.

Facilities & School Operations:

- Designated Entrance/Exit locations (separate for employees & student cohorts) with screening stations and contact tracing process.
- School maps identifying traffic flow patterns (one-way & two-way), cohort specific restrooms, isolation rooms, isolation bathrooms, complete quarantine and isolation process.
- Handwashing stations located throughout school facilities to supplement available restrooms.
- Hand sanitizing stations (400+) located throughout all facilities.
- Room occupancies identified (average 15 students per class) based on OHA & ODE guidelines. Predetermined classroom floor plan to ensure minimum of 6 ft. between single occupancy desks. (Purchased 350 additional desks to replace tables).

Facilities & School Operations:

- All furniture that cannot properly sanitized removed, including private refrigerators and microwaves.
- Comprehensive disinfecting and sanitizing protocols developed, including playgrounds and equipment. Playgrounds closed to public in hybrid or full on-site model. Developed by cross-represented Custodial Team.
- Air purifier installation on all air handlers in all facilities. 60% fresh air (increased from 40%) exchange at 100% speed, 24 hours per day in all facilities.
- Access to locker bays, shared vending machines and common spaces limited or eliminated.
- Physical protection barriers placed in all high traffic and reception areas.
- Cross represented Nutrition Services Team (6 person committee) developed thorough protocols for food service.
- Food delivered to learning space. Meal service in classrooms or grab-n-go.

Transportation Services:

- Registration process for transportation services. (New for 2020-2021)
- Loading/Unloading protocol for staff and students.
- Contact Tracing - Student attendance & screening process.
- Disinfecting and sanitizing between routes and thorough sanitation daily.
- Process design for Regular Education fleet and Special Education fleet.
- Seating arrangement and bus capacity developed for each bus in our fleet. (maximum 25 on an 84 passenger bus, maximum 22 on 72 passenger bus, maximum 10 on 39 passenger bus). Siblings may increase this number.
- Isolation seats and protocols defined for each bus.
- Comprehensive training protocol for all employees.
- Face covering required for all passengers. Drivers do not wear when driving (only).
- Parent assistance requested at bus stops for social distancing.
- Potential partnership with Lane Transit District to supplant/expand transportation capabilities.

Purchasing:

Personal Protection Equipment (PPE) and supplies:

- 96,000 pairs of disposable gloves
- 80,000 disposable N-95 masks
- 50,000 disposable child masks
- 10,000 boxes of tissues
- 3,400 cloth face coverings for employees (re-usable)
- 1,600 face shields (re-usable)
- 1,200 disposable isolation gowns
- 750 gallons of hand sanitizer
- 650 disinfectant spray bottles (for classrooms)
- 400 hand sanitizing stations (with dispensers)

Response to Outbreak:

- Emergency response identified in Pandemic Response Plan. (ICS Structure)
- Identified Liaison with Lane County Public Health.
- Clear reporting protocol with Lane County Public Health in the event of an outbreak. Lane County Public Health provides direction to School District.
- Roles & responsibilities defined in the event of an outbreak. (ICS Structure)
- Comprehensive Learning Model designed and defined in the event of an outbreak.
- Guidelines for isolation, cleaning, sanitizing and disinfecting.
- Communication plan developed, including roles and responsibilities.

Equity • Family Engagement • Care and Connection:

Instructional Practices

- Inclusive
- Equitable access to learning
- Differentiated Supports

Equity • Family Engagement • Care and Connection:

Care & Connection

- Engage with students and families daily to identify barriers to access
- On-going to refine and provide in time supports (Building/District level)
- Increase student/parent support framework in Comprehensive Learning Models.
- Frequent communication and feedback to inform and refine model(s)
- Mental, Social, Emotional Support Models
 - Internal/External Community Partners
 - Social-Emotional Learning

Instruction Models:

Elementary

- Comprehensive Learning Model – School Supported
- Hybrid – In person instruction
 - 4 days per week (M,Tu,Th,F) – All Students/All Day
 - Currently looking at starting Grades (K-3) - if current metrics hold

Middle School

- Comprehensive Learning Model – School Supported – Start of School Year
- Hybrid – In person instruction
 - 2 days per week (M/TH or TU/F) – Half of Students/Modified Schedule

Instruction Models:

High School

- Comprehensive Learning Model – School Supported– Start of School Year
- Hybrid – In person instruction – Quarter Credit Model (4 Classes per Quarter)
 - 4 days per week (M,Tu,Th,F) – Half Students/Half Day (AM/PM)

SPS Online – Grades K-12 – 100% Online

- Students may transition into models at Start of Year/Quarter/Trimester

Staffing & Personnel:

Staff Involvement

- District Admin, Building Admin, Certified Staff
 - Priority Standards
 - Curriculum & Design

Professional Development Planning

- Health & Safety Measures
- Instructional Practice
- Universal Design Elements
- Technology Platforms & Instruction

The Next 90 Days...

Ongoing Efforts

- Review **Ready Schools, Safe Learners** guidance updates

Introduction to 2020-21 Guidance Feedback & Evaluation Survey

Thank you for giving feedback to the Oregon Department of Education (ODE). We hope you'll provide suggestions to improve or clarify the *Ready Schools, Safe Learners* guidance for the 2020-21 school year. You can also identify missing components of the guidance. This survey is to gather information over time. If you have additional questions or comments for ODE, please email ReadySchools@ode.state.or.us.

Continue

- Keep in mind ODE will release new iterations of guidance every three weeks based on changes in science, health, research, and input
- Next update scheduled for August 11th.

As of Aug. 6

COVID-19 Update

552 TOTAL POSITIVE LANE CO. CASES

18.7 CASE RATE PER 100,000

2.0% TEST POSITIVITY RATE



DOES LANE COUNTY CURRENTLY
MEET REQUIREMENTS FOR ALL
STUDENTS?

YES

NO

DOES LANE COUNTY CURRENTLY
MEET REQUIREMENTS FOR K-3
STUDENTS?

YES

In order for SPS to hold in-person instruction for all SPS students, Lane County must meet the following standards:

- Fewer than 10 positive cases per 100,000 people (30 per 100,000 for K-3) over the previous 7 days and a less than 5% positivity rate in the previous 7 days for both the county and state of Oregon.
- Students in grades K-3 have slightly different standards and can potentially return to school sooner than older students.

**These numbers must hold for three weeks in a row*

Source: Oregon Health Authority & Lane County Public Health

Providing in-person education for K-3 students

"It is expected that schools will offer in-class options for students in grade K-3 to the extent possible."

Oregon COVID-19 County Case Rates and Test Positivity by MMWR Week: July 5th - August 8th

This table is based on data pulled at 12:01 AM on August 10th, 2020. For county case rates, cases are assigned to a week based on their true case date, which is the date when public health first identified them as a confirmed or presumptive COVID-19 case. For percent positivity in testing, persons tested are assigned to a week based on their specimen collection date. All data are provisional and subject to change.

County	Week Start Date	Case Count	Case rate per 100,000	Test Positivity (%)
Oregon, statewide	7/5/2020	1,947	46	5.8%
	7/12/2020	2,406	57	5.4%
	7/19/2020	2,182	52	5.8%
	7/26/2020	2,332	55	6.3%
	8/2/2020	2,202	52	5.4%
Lane	7/5/2020	87	23	1.9%
	7/12/2020	89	23	1.4%
	7/19/2020	53	14	1.2%
	7/26/2020	71	19	2.0%
	8/2/2020	67	18	1.7%



**We can provide ready
schools that are safe
places for learners, staff,
and their families.**





Contact Information

6. NEXT MEETINGS

The next Board meeting will be held on Monday, August 24, 2020 beginning at 5:00pm. The location and format will be determined at a later time.

7. EXECUTIVE SESSION

The Board moved into Executive Session (non-public) pursuant to ORS 192.660(2)(e) to conduct deliberations with persons designated by the governing body to negotiate real property transactions at 10:34pm.

The Board reconvened following the Executive Session at 10:52pm.

8. ADJOURNMENT

With no other business, Chair Bessett adjourned the meeting at 10:55 p.m.

(Minutes recorded by Lydia Dysart)