SPRINGFIELD
P U B L I C   S C H O O L S
Every Student, Every Day

BOARD OF EDUCATION
August 10, 2020
Virtual Meeting

7:00 pm Board Meeting

To comply with the Governor's executive orders, the Board will conduct this meeting by video conference only. Members of the public may,

- *Watch the meeting via Zoom Webinar: https://us02web.zoom.us/j/85692225364*
- *Listen by Zoom Phone: +1-929-205-6099 with Webinar ID 856 9222 5364*

AGENDA		TAB
1. **Call Meeting to Order**	Board Chair Zach Bessett	
2. **Election of Officers**	Chair Bessett	
A. Board Chair		
B. Board Vice Chair		
3. **Public Comments:** Submitted Electronically	Board Chair	

Members of the public may submit written comments by email public.comment@springfield.k12.or.us. Clearly label the subject line as: "Public Comment: Board Meeting – August 10, 2020." The deadline for receiving public comment for the board to review prior to the Board Meeting is noon on Monday, August 10, 2020. The Board is committed to the public comment process and will consider all public comments seriously.

4. **Action Items**		
A. Approve Consent Agenda		
1. June 22, 2020 Board Meeting Minutes		1
2. July 9, 2020 Special Board Meeting Minutes		2
3. Financial Statement	Brett Yancey	3
4. Personnel Action, Resolution #20-21.002	Dustin Reese	4
5. Board Policy Sections J and K/L, First Read	Jenna McCulley	5
B. Approve Purchase of Air Purifiers, Resolution #20-21.003	Brett Yancey	6
C. Accept Superintendent Evaluation	Board Chair	
5. **Information/Reports**		
A. Re-Opening Plan for Schools	Brett Yancey/David Collins/ Todd Hamilton	7
6. **Next Meeting**: August 24, 2020 - 5:00 pm Work Session	Board Chair	

7. **The Board will move 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.**

8. **Adjournment**   Board Chair

BUSINESS MEETING MINUTES

A Regular Meeting of the Springfield School District No. 19 Board of Education was held on June 22, 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.

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, Brian Megert, Joan Bolls, Jeff Michna, Jen McCulley, Dustin Reese, Don Lamb, Whitney McKinley, Mindy LeRoux, Suzanne Price, Nicki Gorham, Anne Goff, Jonathan Gault, Sherry Moore, Jessica Shanyfelt, Colleen Hunter and Lydia Dysart, minutes recorder.

2. Public Comments
Chair Bessett explained that members of the public were asked to electronically share their ideas and opinions with the Board by noon on the date of this board meeting. One email was received from Jessica Shanyfelt. Board members received the email prior to the meeting for review. The following is the text of the email:

Hello SPS School Board Members,

I have had the pleasure of meeting many of you at the NAACP Freedom Fund Dinner. As we all take time away from our educational responsibilities for some much needed recharge this summer, I implore you to do some personal reflection.

As an educator of color, I have witnessed racism and racial bias within our SPS community (staff, parents, and students). In my time at SPS, I have spoken with parents who feel their Black children are not understood by their White teachers. I have spoken with parents who feel there is a lack of balanced discipline actions against children who demonstrate a bias or hatred toward Black students while their children are disciplined. Our school communities are not exempt from being places where our students of color feel left out, targeted, or belittled simply for being who they are, as evidenced in recent SnapChats.

To give you a bit of my perspective, I am the only black female staff member in the schools I serve and the only Black School Psychologist in our district. When I walk into a room, I rarely see someone who looks like me or who shares similar cultural values/beliefs. I have had to learn to be "okay" in uncomfortable situations where I may be left out or where my voice does not have value simply because I look different. I have learned to calmly craft a response when students ask me "What are you?" or "Where are you from?" or use the N-word in my presence. What I do not have is the luxury of dismissing these circumstances. Our students deserve an educational system where they do not need to learn to accept these kinds of circumstances. They should have a system that allows them to challenge and resolve these

circumstances. They should have a system that allows them to challenge and resolve these circumstances while striving for a system where these circumstances are no longer a factor.

Our students need us to lead courageous and difficult conversations in order to model the ability to challenge bias, listen to one another, stand with our students and families of color and treat everyone with respect and care. Our students need anti-racist educators. I encourage you to consider the role you play in contributing to the preservation of the "status quo", especially when it comes to our students of color, and how we may make improvements.

I urge you to take a stand in moving forward to help our students feel included, represented, and heard. __*I want our students of color to know having a life that matters should be the lowest bar of expectation.*__ *They deserve to be heard, valued, loved, and respected. I understand this will not be easy work but I know it is important work and I know it is vital work for a changing society.*

I encourage you to create the space for conversations about respect, racism, humanity, white privilege and equity as you make decisions for the future of SPS and its member students and families of color. Make a clear statement of standing with our students of color in support of Black Lives Matter and then put actions behind those words.

Respectfully Submitted,

Jessica Shanyfelt

Thoughts I would like you to consider:

I have posed similar thoughts to my school colleagues.

- *The utilization of various cultural representations in SPS curriculum delivery or classroom conversations/books/videos*
- *The dismissal of the feelings of students of color based on their "misperception" of events and subsequent discipline or lack of discipline*
- *The discussion of racism within our SPS system as if it occurred in the past*
- *The lack of acknowledgement of privilege or bias in a given situation*
- *Responding to students from a position of privilege vs. trying to see the situation from different perspectives*
- *Need and utilization of resource officers in SPS schools vs. restorative justice practices*

3. **Action Items**
   A. **Approve Consent Agenda**
      1. **June 8, 2020 Board Meeting Minutes**
      2. **Personal Action, Resolution #19-20.049**
      3. **2020-2021 Nutrition Services Dairy, Resolution #19-20.050**
      The Nutrition Services Dairy Products Bid took place in March of 2018 and established a price agreement for the 2020-2021 year with the option to renew annually through the 2022-2023 school year.

      This action will authorize District staff to exercise the contract renewal option to furnish dairy products for the Nutrition Services program for the 2020-2021 school year.

Brett Yancey recommended that the Board of Directors award the dairy products contract to Umpqua Dairy Products Company of Roseburg, OR for an estimated amount of $335,000.00.

4. 2020-2021 Nutrition Services Fresh Produce, Resolution #19-20.051

The Nutrition Services Fresh Produce Products Request for Proposals took place in March of 2018 and established a price agreement for the 2020-2021 year with the option to renew annually through the 2022-2023 school year.

This action will authorize District staff to exercise the contract renewal option to furnish fresh produce products including some locally grown farm to school produce for the Nutrition Services Program for the 2020-2021 school year.

Brett Yancey recommended that the Board of Directors award the fresh produce products contract to Emerald Fruit & Produce of Eugene for an estimated amount of $220,000.00.

5. 2020-2021 Nutrition Services Bakery, Resolution #19-20.052

The Nutrition Services Bakery Products Bid took place in March of 2018 and established a price agreement for the 2020-2021 year with the option to renew annually through the 2022-2023 schoolyear.

This action will authorize District staff to exercise the contract renewal option to furnish bakery products for the Nutrition Services program for the 2020-2021 school year.

Brett Yancey recommended that the Board of Directors award the bakery products contract to Franz Family Bakeries of Eugene for an estimated amount of $98,000.00.

6. 2020-2021 Nutrition Services Applegate Supplies, Resolution #19-20.053

The bid was advertised on the Bend-La Pine School District web site and bid packets were distributed to vendors on the current bidders list. Bids meeting requirements were received by the Applegate Trail Child Nutrition Purchasing Group. This purchasing cooperative represents nutrition service programs in twenty-two (22) school districts. This solicitation establishes a price agreement for the 2017-2018 year and provides four optional annual renewals through the 2021-2022 school year.

This action will authorize District staff to exercise the contract renewal option to furnish Frozen/Perishable, Canned/Dry Goods and Paper/Cleaning supplies for the Nutrition Services Program for the 2020-2021 school year.

Brett Yancey recommended that the Board of Directors approve the purchase of Nutrition Service Supplies for the following vendors for the following estimated amounts:

McDonald Wholesale company, Eugene, OR	$445,000.00
Food Services of America, Woodburn, OR	230,000.00
Wallace Packaging LLC, Tucson, AZ	30,000.00
NW Distribution – Tools for Schools, Emmitt, ID	15,000.00
Total Anticipated Award	$720,000.00

7. Contract Extension: Chief Operations Officer and Assistant Superintendent, Resolution #19-20.054

In accordance with board Policy CCD, the following recommendation is presented for the Board's consideration.

Superintendent Hamilton recommended that the Board of Directors approve the contract extensions for the Assistant Superintendent and the Chief Operations Officer.

8. 2019-2020 Budget Appropriation Transfers, Resolution #19-20.055
This resolution is necessary to recognize additional revenue and properly record expenditures in the 2019-2020 budget appropriations within the levels as required by Oregon Budget Law. Oregon Budget Law requires that expenditures are recorded within the proper account, and that expenditures not exceed the total amount budgeted by function level (1000 – instruction, 2000 – support services, etc.). Additionally, a formal resolution by the school board is required to transfer budget appropriations between function levels. The net result is to transfer budgetary appropriations from an account that has a positive balance to accounts that have expenditures that are in excess of the original amounts in the budget. These transfers do not increase the budget in any one fund, or the district budget overall. This resolution recommends adjusting the Capital Project Funds, General Obligation Bond Funds, as well as the Grants and Other Funds where the expenditures are taking place. When the budget document is prepared, estimates of where expenditures will occur are made based upon the previous year's expenditure trends and grant awards.

BE IT HEREBY RESOLVED, that the Board of Directors for Springfield School District No. 19, hereby allocate budget appropriations and approve transfers for the 2019-2020 fiscal year within the funds and functions listed below:

Grants and Other Funds (Fund 200):

256-2000	Support Services	($22,000)
200-3000	Community Services	$260,000
200-4000	Building Acquisition/Improvements	($260,000)
256-5000	Transits	$22,000

- This adjustment is necessary to cover costs associated with providing Child Care, as directed by Governor Brown during the COVID-19 pandemic, as well as transit dollars to Willamette Leadership Academy for their portion of High School Success funds.

Capital Projects (Emergency) Fund (Fund 400):

415-1000	Instruction Services	($400,000)
415-2000	Support Services	$400,000

- This adjustment is necessary to recognize a portion of bond proceeds to recognize the purchase of technology in support of distance learning, which was not anticipated at the time of budget adoption.

Capital Projects (Bond) Fund (Fund 400):

411-1990	Miscellaneous Revenue (Insurance)	($1,150,000)

411-4700	Federal Revenue (FEMA)	($217,250)
411-2000	Support Services	$70,000
411-4000	Building Acquisition/Improvements	$1,297,250

- This adjustment is necessary to recognize anticipated insurance proceeds, anticipated FEMA proceeds and related expenditures for construction of the auxiliary gym at Thurston High School.

MOTION: Vice Chair Raven moved, Ms. Barrager 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. He 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, Section I, Resolution #19-20.056

As the District continues to work with the Oregon School Boards Association to update District policies, the following section has completed the review process and is presented for Board approval and District adoption.

Ms. McCulley recommended that the Board of Directors adopt Policy Section I.

MOTION: Ms. Barrager moved, Mr. Mann seconded the motion to adopt Board Policy, Section I, Resolution #19-20.056.

Chair Bessett called for discussion; there was no discussion.

Chair Bessett called for a roll call vote. He asked each board member to indicate if they supported the motion to adopt Board Policy, Section I, Resolution #19-20.056: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 5:0.

C. Approve 2020-2021 Designation of District Officers, Clerks, Depositories and Contract Review Board, Resolution #19-20.5057

Oregon Revised Statutes (ORS) require a governing body to designate at the beginning of each fiscal year the individuals who will have authorization to act as the District officers, clerks, to designate the financial institutions the District uses for the investment of funds and to review the status of, and rules adopted, by the Local Public Contract Review Board.

The resolution designates the following: Budget Officer (ORS 294.331), Clerks of the District (ORS 332.515), Custodian(s) of Funds (ORS 328.441, 328.445), Public Contract Rules (ORS Chapter 279 and OAR Chapter 137), Grant Officer, and Depositories of Funds (ORS 328.441, 294.805 – 294.895).

Brett Yancey recommended that the Board of Directors approve the resolution designating District officers, clerks and agents, including the depositories for District funds as listed below for the 2020-2021 fiscal year.

BUDGET OFFICER:

Be it Resolved, that Brett Yancey is hereby designated to serve as Budget Officer of the Springfield Public Schools for the fiscal year 2020-2021.

DISTRICT CLERKS:

Be it Resolved, that law designates Todd Hamilton, Superintendent of Springfield Public Schools, as Clerk of said District for the fiscal year 2020-2021.

Whereas, it is advisable for additional staff members to be designated as Deputy Clerk.

Be it Resolved, that Brett M. Yancey, Chief Operations Officer and Joan Bolls, Assistant Director of Finance be appointed as Deputy Clerks for the Springfield Public Schools for the 2020-2021 fiscal year.

Be it further Resolved, that adequate insurance coverage be obtained for the above-named Clerk and Deputy Clerk(s), in accordance with ORS 332.525.

Be it further Resolved, the Board of Directors authorizes the Superintendent and Chief Operations Officer to have signature authority on all matters and issues related to conducting business of the School District. It is also recognized that the Superintendent shall have the authority to delegate levels of signature, outlining appropriate areas for designees (by content area).

GRANT OFFICER:

Whereas, grant funding may become available through Federal, State or other sources; and,

Whereas, certain available grant funds may be deemed beneficial toward improvement of the District's educational system;

Be it Resolved, that the Superintendent or the Chief Operations Officer be named as the Local Agency Representative(s) and shall hereby be authorized to execute and file application(s) for and on behalf of the District and otherwise act as the District's representative in all activities related to grants for the fiscal year 2020-2021.

PUBLIC CONTRACT REVIEW:

Be it Resolved, that the Board of Directors will act as its own contract review board granted authority under ORS 279A.060, and also adopts the current Oregon Attorney General's Model Public Contracts Manual stipulated by ORS 279A, 279B, 279C, OAR 137 Divisions 46, 47, 48, and 49.

INVESTMENT DEPOSITORIES:

Whereas, Springfield Public Schools has statutory authority for investment of funds,

Be it Resolved, that the following depositories are hereby approved as official depositories of Springfield Public Schools for the 2020-2021 fiscal year:

Banner Bank, Bank of America, Umpqua Bank, Key Bank of Oregon, Pacific Continental Bank (aka Columbia Banking System), Northwest Community Credit Union, Citizens Bank, OnPoint Community Credit Union, US Bank, Chase Bank, Wells Fargo Bank, Oregon State Treasury Local Government Investment Pool, Wells Capital Management, D.A. Davidson & Company, Siuslaw Bank, Oregon Community Credit Union and Piper Jaffrey & Company.

Be it further resolved, that the Clerk of the District or the Deputy Clerks, as Custodian of Funds, are authorized to establish accounts and to issue checks against such accounts bearing the original signature of the Clerk or Deputy Clerk(s) or the facsimile signature of the Clerks in accordance with ORS 328.411 and 328.445.

MOTION: Ms. Barrager moved, Dr. Hernandez seconded the motion to approve the 2020-2021 Designation of District Officers, Clerks, Depositories and Contract Review Board, Resolution #19-20.057.

Chair Bessett called for discussion; there was no discussion.

Chair Bessett called for a roll call vote. He asked each board member to indicate if they supported the motion to approve the 2020-2021 Designation of District Officers, Clerks, Depositories and Contract Review Board, Resolution #19-20.057: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 5:0.

D. Approve 2020-2021 Property and Liability Insurance, Worker's Compensation Insurance, Resolution #19-20.058
Property & Casualty Insurance:

In preparation for the 2020-2021 fiscal year, the Springfield Public Schools requested the District's agent of record request bids for property, casualty and liability insurance policies. The District has received a premium quotation for property, casualty and liability insurance coverage and the most economical quotation received is approximately 18.82% increase compared to premiums paid for the 2019-2020 fiscal year, which is a total increase of approximately $123,441. Overall, insurance market conditions are volatile based on several factors., Employment and boundary invasion claims continue to be a concern in the overall market, as well as large property claims from storms and natural disasters. The agent of record (Brown and Brown Northwest) recommends coverage under Special District Association of Oregon that meets or exceeds current levels of coverage.

Worker's Compensation Insurance:

Annually, the Springfield Public Schools reviews insurance and worker's compensation policies to ensure the most cost effective plans for the upcoming year. For the 2020-2021 fiscal year SAIF Corporation quoted $368,167, which is approximately $35,146 more than the current year. Coverage under this proposal is identical and consistent with current plans.

Be it Hereby Resolved, that the Springfield Public Schools Board of Directors renew property, casualty and liability insurance coverage, including earthquake and flood coverage under Special District Association of Oregon for the period July 1, 2020 – June 30, 2021.

Be it Hereby Resolved, that the Springfield Public Schools Board of Directors renew worker's compensation insurance coverage under SAIF Corporation for the period July 1, 2020 – June 30, 2021.

MOTION: Dr. Hernandez moved, Ms. Barrager seconded the motion to approve the 2020-2021 Property and Liability Insurance, Worker's Compensation Insurance, Resolution #19-20.058.

Chair Bessett called for discussion.

The Board had questions about the following:
- If the property insurance covered vandalism.
- If the District was meeting or exceeding their coverage range.
- If they were paying the same for kitchen insurance even though usage was low.

Mr. Yancey stated that the insurance covered vandalism, but the disease coverage did not include COVID-19. He added that they were meeting their coverage in most places, but was exceeding it the area of cyber security. Mr. Yancey mentioned that their kitchen payments were lower and that they would be rerated next year.

Chair Bessett called for a roll call vote. He asked each board member to indicate if they supported the motion to approve the 2020-2021 Property and Liability Insurance, Worker's Compensation Insurance, Resolution #19-20.058: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 5:0.

   E. **Approve 2020-2021 Designation of District Legal Counsel and Municipal Auditor, Resolution #19-20.059**

Oregon Revised Statutes (ORS) require a governing body to designate at the beginning of each fiscal year the individuals and/or firms who will have authorization to act as the District's legal counsel and auditors.

Brett Yancey recommended that the Board of Directors approve the resolution designating District agents as listed for the 2020-2021 fiscal year.

DESIGNATION OF DISTRICT LEGAL COUNSEL AND MUNICIPAL AUDITOR

<u>**LEGAL COUNSEL:**</u>
Be it Resolved, that Garrett, Hemann, Robertson PC is hereby designated to serve as legal counsel of Springfield Public Schools for the fiscal year 2020-2021 for general counsel services and special education services.

Be it Resolved, that Thorp, Purdy, Jewett, Urness & Wilkinson PC is hereby designated to serve as legal counsel of Springfield Public Schools for the fiscal year 2020-2021 for general counsel, contracting services, and property transactions.

Be it Resolved, that the Hungerford Law Firm, Attorney at Law, is hereby designated to serve as legal counsel of Springfield Public Schools for the fiscal year 2020-2021 for labor relations and special education services.

Be it Resolved, that Bullivant Houser Bailey PC, Attorney at Law, is hereby designated to serve as legal counsel of Springfield Public Schools for the fiscal year 2020-2021 for liability, litigation and other specialized services.

Be it Resolved, that Oregon School Boards Association, Policy and Legal Services is hereby designated to serve as legal counsel of Springfield Public Schools for the fiscal year 2020-2021 for general counsel services.

Be it Resolved, that Mersereau and Shannon, Attorney at Law, is hereby designated to serve as legal counsel of Springfield Public Schools for the fiscal year 2020-2021 for litigation and bond counsel services.

Be it Resolved, that Miller Nash Graham & Dunn LLP, is hereby designated to serve as legal counsel of Springfield Public School for the fiscal year 2020-2021 for contract administration, construction law, Civil Rights, Title 9, Immigration and litigation.

All services will be provided on an "as needed" basis at the hourly rates indicated in the proposal responses.

AUDITOR:
Be it Resolved, that the firm of Pauly, Roger & Company PC Certified Public Accountants, are hereby designated to serve as auditors for Springfield Public Schools for the fiscal year 2020-2021.

MOTION: Dr. Hernandez moved, Vice Chair Raven seconded the motion to approve the 2020-2021 Designation of District Legal Counsel and Municipal Auditor, Resolution #19-20.059.

Chair Bessett called for discussion; there was no discussion.

Chair Bessett called for a roll call vote. He asked each board member to indicate if they supported the motion to approve the 2020-2021 Designation of District Legal Counsel and Municipal Auditor, Resolution #19-20.059.: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 5:0.

4. **Information/Reports**
   A. **Graduation and Scholarship Highlights**
For the 2019-2020 school year, Springfield Public Schools graduating seniors were awarded a total of $4,105,617.00 in scholarships.

Springfield High School had 273 graduates, with 32 students awarded $2,230,282 from 46 scholarships. Thurston High School had 252 graduates, with 28 students awarded $300,950 from 58 scholarships. Academy of Arts and Academics (A3) had 44 graduates with 11 students awarded $1,571,885 from 43 scholarships. Gateways High School had 14 graduates with no scholarships. WLA-HS had 13 graduates. SPS Online had 12 graduates. Alternative Education had three (3) graduates.

Gateways High also had four (4) students receiving their GED, Alternative Education had one (1) student receiving their GED, Springfield High School had six (6) students receiving their GED, and Thurston High School had nine (9) students receiving their GED.

Springfield High School had one student that received the Bi-Literacy Seal.

The Board had some questions around:
- How students would use scholarships concerning COVID-19
- If scholarship issues were in their hands or the college's

- If there was a way for them to help students feel connected to their colleges
- Ways to highlight the bi-literacy seal
- Focusing on more than just English and Spanish languages (sign language?) for the Bi-Literacy Seal

Mr. Collins said that counselors would be doing their best to help students figure out scholarships and communicate with colleges. There were also some colleges reaching out to them in order to help students feel more connected.

B. Summer School Programs Update

Due to the COVID-19 closures, the majority of summer programs have been paused.

The district is offering a credit recovery summer program for 12th grade students who did not graduate as of June 6th. Students will be enrolled in the SPS Online options. Class schedules are not yet finalized. However, summer school will be completed by August 31, 2020.

The district is also offering Extended School Year (ESY) for students with special needs served through our Life Skills Programs. ESY is offered annually and is part of students' Individualized Education Plans.

Bertha Holt Elementary School is hosting the Migrant Education Program (MEP) Summer School for qualifying MEP students from Lane County. MEP Summer School's focus is on math, reading and STEM.

C. Superintendent Report

Superintendent Hamilton shared that the Oregon Department of Education (ODE) gave guidance for the Fall saying that schools should be prepared for every possible situation (online, in-person, hybrid). He reminded everyone that the schools were independent from the county phasing progression and had their own guidelines for re-opening.

Dr. Hernandez was concerned with families being uncomfortable with sending children back to school and said that they should bring the information from their community to ODE. Superintendent Hamilton let him know that they were working on how to accommodate all their students.

Superintendent Hamilton stated that they would get plans for reopening to the Board before August 15, 2020 ahead of them being submitted to ODE. The Board would not have to approve the plans, but ODE required that the District share the plans with the Board. They would also need to get feedback from the community. He shared that a survey had already been sent out. Superintendent Hamilton said that this project was very complicated and involved and required the superintendent, the assistant superintendent, and chief operations officer to work together to split up rolls.

Anne Goff, the retiring President of the Springfield Education Association (SEA), thanked the Board for all their hard work over the years and wished them luck moving forward.

Chair Bessett shared the following statement:

I want to take this opportunity to thank our board for your commitment this year. We have been thrown a number of curveballs and opportunities to learn together. This work is not easy and you have all jumped into this work with your whole hearts.

It is important that you and our community know that we have some unfinished business around hate, racism and equity in our community. We stand with Superintendent Hamilton and his message to our community around the empathy we have for those impacted by hate and the work we have left to do. Making everyone in our district feel that to Just Matter is not good enough. We want students, staff and visitors to feel welcome and empowered to succeed while in our schools and our community.

My challenge to this board is to use this time off to dig into deep thinking with your whole heart and come back ready to have conversations about the hate and racism that exists in this community and how we as a board can make positive change.

In the meantime, the staff at SPS will continue to work closely with our community to address these issues as they arise.

I want to take this opportunity to extend a huge thanks to Superintendent Hamilton and the staff at SPS for courageously working with this board through all the bumps in the road this year.

5. Next Meeting
The next Board meeting would be held on Monday, August 10, 2020. The location and format would be determined at a later time.

6. Adjournment
With no other business, Chair Bessett adjourned the meeting at 8:20 p.m.

(Minutes recorded by Lydia Dysart)

SPECIAL BUSINESS MEETING MINUTES

A Special Meeting of the Springfield School District No. 19 Board of Education was held on July 9, 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 through local media outlets.

1. CALL MEETING TO ORDER

Board Chair Zach Bessett called the Springfield Board of Education virtual meeting to order at 6:01 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, Dustin Reese, Jeff Michna, Sheryl Cramer, Kim Donaghe, Sherry Moore, Samantha Wilson, Judy Bowden, Jim Crist, Joan Bolls, Brian Megert and Whitney McKinley.

2. ACTION ITEMS
A. Approve OSEA Contract Agreement, Resolution #20-21.001

Prior to introducing the resolution, Mr. Reese thanked the district staff and the OSEA team who worked so hard to put together this contract agreement under very difficult circumstances during the COVID-19 pandemic.

The District and OSEA bargaining teams began meeting in February 2020 to negotiate a two-year compensation and benefit contract for classified employees. The new agreement is effective July 1, 2020 through June 30, 2022 and will re-open during the 2020-2021 school year for salary and benefits only.

Mr. Reese recommended the Board of Directors approve the two-year agreement between Springfield School District No. 19 and Oregon School Employees Association Chapter 4, effective July 1, 2020 through June 30, 2022

MOTION: Dr. Hernandez moved, Ms. Raven seconded the motion to approve the two-year agreement between Springfield School District No. 19 and the Oregon School Employees Association Chapter 4, effective July 1, 2020 through June 30, 2022.

Chair Bessett called for discussion.

Board members shared they are hearing concerns about how districts will prepare for staff and students to return to schools.

Mr. Reese reminded the Board that this agreement is for a two-year contract moving forward for our classified staff. This is separate from any ongoing dialogue that the district is having with the bargaining units about the return to school in September.

Chair Bessett called for a roll call vote. He asked each board member to indicate if they supported the motion to approve the two-year agreement between Springfield School District No. 19 and Oregon School Employees Association Chapter 4, effective July 1, 2020 through June 30, 2022 : Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 5:0.

In closing, Superintendent Hamilton thanked all parties who worked to put this agreement in place and thanked the board for being available to meet this evening to ensure that paychecks in July reflect this new agreement.

3. NEXT MEETINGS
The next Board meeting will be held on Monday, August 10, 2020 beginning at 7:00pm. The location and format will be determined at a later time.

4. ADJOURNMENT
With no other business, Chair Bessett adjourned the meeting at 6:17 p.m.

(Minutes recorded by Judy Bowden)

SPRINGFIELD PUBLIC SCHOOLS
2019-2020 Revenue/Expenditure Forecast
As of June 30, 2020
Please see attached report

REVENUES:
- Current year property taxes were collected at 101.6% of budgeted resources, which totals $26.6 million. Prior year tax collections have been received at 91.6% of anticipated revenue, with a small collection remaining throughout the summer. This report is based on the information received through the Lane County Tax and Assessment office.
- The District's most significant portion of revenue is the District's scheduled Basic School Support payments through the Oregon Department of Education (ODE). Originally the District was projected to receive approximately $84.6 million for the current year based on projected enrollment, however this projection was reduced due to an unanticipated loss of enrollment. As of September 30[th,] the District's enrollment realized an estimated 400 student drop from original projections. The total reduction in Basic School Support is approximately $2.96 million (ODE 1/31/2020), which is a 3.5% reduction from original projections. The District has received $82,051,963 in State School Funds. Due to the global pandemic and disruption in the school year, ODE determined that State funding would be based on 2019-20 second quarter ADMw. In addition, the District received $578,109 as a final reconciliation of the 2018-19 fiscal year, $114,100 from the 2018-19 High Cost Disability reconciliation and $426,663 as an initial disbursement of the current year High Cost Disability reimbursement.
- The District received $395,841 in County School Funds, which is much greater than originally budgeted. The purpose for the increase is the way the County was required to record a portion of the Federal funds received and distributed through Lane County.
- Federal Forest Fees were allocated being for the current year. The District received $396,232
- The District received $1.17 million in Common School Funds, slightly more than originally anticipated.
- The District received $1.0 million in loan proceeds in anticipation of a property purchase prior to June 30, 2020. Unfortunately, this purchase is delayed therefore this resource will be carried over to the new fiscal year (shown as ending fund balance) and properly allocated in the 2020-21 operating budget.

EXPENDITURES:
- Salary amounts are based upon staff allocations adopted during the budgeting process. This is estimated using actual data (per previous year-end estimates). Reflected in the reported salary amounts is a reduction or adjustment in certified staff of approximately 11.0 fte. This decision was based on the loss of enrollment at specific schools, and the elimination of

unfilled positions that had not been allocated. Additionally, salaries are reduced due to "furlough Fridays" through the end of the fiscal year. It is projected that the District will expend approximately 96.98% of salaries for the 2019-20 year.

- Benefit amounts are based upon adjusted staffing allocations revised during the budgeting process, along with budgeted salaries. Additionally, $300,000 is reduced in the projected expenditures through the use of PERS reserve funds for the current year, and a reduction of $200,000 in VER Assessment is accounted for. It is projected that the District will expend approximately 94.53% of employee benefits for the 2019-20 year.

- The purchased services, supplies and capital outlay expenditure projections are based upon current expenditures and anticipated expenses through the end of the year. In anticipation of potential resource reduction in the 2020-21 fiscal year due to the global pandemic, the District "froze" all spending for the remainder of the year, with the exception of necessary expenses. It is anticipated this direction will result in a significant reduction in expenditures in these categories.

- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2019-2020 adopted budget.

- Fund transfers have been reduced by approximately $600,000 including a $300,000 reduction in contribution to the Instructional Materials Fund, and a $300,000 reduction in contribution to the Technology Fund. All of these transfers were originally allocated during the 2019-20 budget process.

- A Contingency Fund allocation was approved by the School Board on January 13, 2020. $110,000 was allocated for the replacement of two boilers at Springfield High School, which occurred during the months of December and January. This project was unanticipated during the development of the annual operating budget.

Additional Notes: For the 2019-2020 budget year the current estimate of ending fund balance is $13,441,463, which is a conservative estimate. A final ending fund balance number will be determined as the District completes the year end audit. Included in this number is the audited ending fund balance from the 2018-2019 fiscal year ($10,703,354). As with previous years, this is only an estimate and accounts for the reductions/adjustments made in the current year operating budget, as well as the use of reserves as a strategy for adjusting to the unanticipated loss of enrollment.

Submitted by:

Brett M. Yancey
Chief Operations Officer

SPRINGFIELD SCHOOL DISTRICT 19
2019-2020 REVENUE/EXPENDITURE FORECAST
as of
6/30/20

	BUDGET	ACTUAL through 06/30/20	ESTIMATED from 06/30/20 to year end	PROJECTED 2019-2020	PROJECTED as % of BUDGET
REVENUES:					
Property taxes - current	26,158,778	26,589,842	0	26,589,842	101.65%
Property taxes - prior years	400,000	341,591	25,000	366,591	91.65%
Other local sources	730,100	865,139	0	865,139	118.50%
Lane ESD Apportionment	1,550,000	1,657,409	0	1,657,409	106.93%
County School Fund	190,000	395,841	0	395,841	208.34%
State School Fund	84,663,409	82,051,963	0	82,051,963	96.92%
Federal Forest Fees	0	396,232	0	396,232	N/A
Loan Proceeds	0	1,000,000	0	1,000,000	N/A
Common School Fund	1,040,246	1,169,649	0	1,169,649	112.44%
Total revenues	114,732,533	114,467,666	25,000	114,492,666	99.79%
Beginning fund balance	8,500,000	10,703,354	0	10,703,354	125.92%
Total Beginning fund balance	8,500,000	10,703,354	0	10,703,354	125.92%
Total resources	123,232,533	125,171,020	25,000	125,196,020	101.59%
EXPENDITURES:					
Personal services	60,231,137	55,342,553	3,071,184	58,413,737	96.98%
Employee benefits	39,675,581	35,609,057	1,897,137	37,506,194	94.53%
Purchased services	9,804,460	8,612,509	75,000	8,687,509	88.61%
Supplies & materials	3,297,873	2,929,818	50,000	2,979,818	90.36%
Capital outlay	687,700	451,231	8,500	459,731	66.85%
Other objects	821,833	845,572	0	845,572	102.89%
Fund transfers	3,351,996	2,751,996	0	2,751,996	82.10%
Total expenditures	117,870,580	106,542,736	5,101,821	111,644,557	94.72%
Unappropriated	4,361,953	0	0	0	-
Contingency	1,000,000	0	110,000	110,000	11.00%
Total appropriations	123,232,533	106,542,736	5,211,821	111,754,557	90.69%
Total resources		125,171,020	25,000	125,196,020	
Total appropriations		106,542,736	5,211,821	111,754,557	
Ending fund balance		18,628,284	(5,186,821)	13,441,463	
Less: contingency			0	0	
Net fund balance		18,628,284	(5,186,821)	13,441,463	

RESOLUTION #20-21.002   **DATE: AUGUST 10, 2020**

PERSONNEL ACTION

RELEVANT DATA:

Each month the board of Directors is asked to approve personnel action involving licensed employees. Tonight the Board is being asked to approve the attached new hires, change in contract status, resignations, and retirements. If the Board of Directors would like to discuss any of these recommendations in executive session, in accordance with ORS 192.660(2)(f) Exempt Public Records, the employee should be identified by the number preceding the name and it will be withdrawn pending further instruction from the Board. Dustin Reese is available for questions.

RECOMMENDATION:

It is recommended the Board of Directors approve the personnel action for licensed employees as reflected in this resolution and any addendum presented along with this resolution. Categories include:

- New Hires
- Change in Contract Status
- Resignations
- Retirements

SUBMITTED BY: APPROVED BY:

Dustin Reese   Todd Hamilton
Director of Human Resources   Superintendent

NO	EMPLOYEE ID	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	NEW HIRES				
1	ANDROS, JULIE	PROBATIONARY 1	FT	2020/2021	RE-HIRE FROM TEMPORARY
2	BERRY, CAROLINE	PROBATIONARY 2	FT	2020/2021	RE-HIRE FROM TEMPORARY
3	BUCHANAN, NANCY	PROBATIONARY 1	PT	2020/2021	NEW HIRE
4	CLEARWATERS, CHEMEN	PROBATIONARY 1	FT	2020/2021	NEW HIRE
5	DILWORTH, STACY	PROBATIONARY 1	FT	2020/2021	NEW HIRE
6	DUBOSE SHEPARD, SARA	PROBATIONARY 1	FT	2020/2021	NEW HIRE
7	EFSEAFF, LUKIAN	PROBATIONARY 1	FT	2020/2021	NEW HIRE
8	EUSTIS, RYAN	PROBATIONARY 1	FT	2020/2021	NEW HIRE
9	FOOTE, ADRIANNE	PROBATIONARY 1	FT	2020/2021	NEW HIRE
10	GIBSON-TOBIN, PAULINE	PROBATIONARY 2	FT	2020/2021	RE-HIRE FROM TEMPORARY
11	GRAHAM, TARESSA	PROBATIONARY 1	FT	2020/2021	NEW HIRE
12	HENDRICKS, WILLIAM	PROBATIONARY 1	FT	2020/2021	NEW HIRE
13	KEELER, KATIE	PROBATIONARY 1	FT	2020/2021	NEW HIRE
14	KYLER, BENJAMIN	PROBATIONARY 2	FT	2020/2021	RE-HIRE FROM TEMPORARY
15	LEAL, SKYLAR	PROBATIONARY 1	FT	2020/2021	NEW HIRE
16	LUDEMAN, KELSEY	PROBATIONARY 1	FT	2020/2021	NEW HIRE
17	MARTIN, LINDSEY	PROBATIONARY 1	FT	2020/2021	NEW HIRE

18	MOORE, STEPHEN	PROBATIONARY 1	FT	2020/2021	NEW HIRE
19	MORELAND, L MICHELLE	PROBATIONARY 1	FT	2020/2021	NEW HIRE
20	PARTIDA, RAFAELA	PROBATIONARY 1	FT	2020/2021	NEW HIRE
21	PAULSON, APRIL	PROBATIONARY 1	FT	2020/2021	NEW HIRE
22	PERKINS, LISA	PROBATIONARY 1	FT	2020/2021	NEW HIRE
23	PIERCE, ADRIENNE	PROBATIONARY 1 ADMINISTRATOR	FT	2020/2021	NEW HIRE
24	SANDERS, KIMBERLY	PROBATIONARY 1	FT	2020/2021	NEW HIRE
25	SARAS, CYNTHIA	PROBATIONARY 1	FT	2020/2021	NEW HIRE
26	SHEARER, JAYCIE	PROBATIONARY 1	FT	2020/2021	NEW HIRE
27	SHELTON, JACQUELINE	PROBATIONARY 1	FT	2020/2021	NEW HIRE
28	SUNDSTROM-HEBERT, KRYSTAL	PROBATIONARY 1	FT	2020/2021	NEW HIRE
	CHANGE IN CONTRACT STATUS				
29	394963	CONTRACT PSYCHOLOGIST	FT	2020/2021	HIRED AS PROBATIONARY 1 ADMINISTRATOR
	RESIGNATIONS				
30	1754130	CONTRACT TEACHER	FT	7/09/2020	RESIGNATION
31	957550	CONTRACT TEACHER	FT	7/13/2020	RESIGNATION

32	2238926	PROBATIONARY 1	FT	7/09/2020	RESIGNATION
33	1494899	CONTRACT TEACHER	FT	6/24/2020	RESIGNATION
34	260878	CONTRACT ADMINISTRATOR	FT	7/14/2020	RESIGNATION
	RETIREMENTS				
35	396044	CONTRACT ADMINISTRATOR	FT	6/30/2021	RETIREMENT
36	394904	CONTRACT TEACHER	FT	6/30/2020	RETIREMENT

BOARD POLICY – FIRST READ   **DATE: AUGUST 10, 2020**

BOARD POLICY UPDATES
SECTIONS J AND K/L

<u>**RELEVANT DATA**</u>:

Consistent with the direction of the school board the school district has begun
the process of updating all district policies. With the assistance and guidance of
the Oregon School Board Association staff, district staff respectfully submit the
Section J and Section K/L of the Springfield School Board Policy Manual for your
review.

<u>**RECOMMENDATION**</u>:

It is recommended that the Board of Directors review the following board polices
as a first reading:

- Section J (Link: http://bit.ly/SectionJ_FirstRead)
- Section K/L (Link: http://bit.ly/SectionKL_FirstRead)

SUBMITTED BY: RECOMMENDED BY:

Jenna McCulley   Todd Hamilton
Community Engagement Officer   Superintendent

RESOLUTION #20-21.003   **DATE: AUGUST 10, 2020**

PURCHASE OF AIR PURIFIERS IN RESPONSE TO COVID-19

RELEVANT DATA:

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 a 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 upraded 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 Besset reviewed the procurement recommendation prior to tonight's meeting. Brett Yancey will be available to answer questions.

RECOMMENDATION:

It is 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.

SUBMITTED BY: RECOMMENDED BY:

Brett Yancey   Todd Hamilton
Chief Operations Officer   Superintendent

OREGON DEPARTMENT OF EDUCATION

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 7/29/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school[1] has been directed to submit a plan to the district[2] 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 school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,[3] parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Riverbend Elementary School
Key Contact Person for this Plan	Ryan Beck
Phone Number of this Person	541-988-2511
Email Address of this Person	ryan.beck@springfield.k12.or.us
Sectors and position titles of those who informed the plan	Ryan Beck, Principal Suzanne Price, Elementary Director Brian Megert, Special Programs Director David Collins, Assistant Superintendent Tanya Martin, District Nurse Gary Cole, Nutrition Services Supervisor Mike Schlosser, Operations Manager, Transportation Terry Rutledge, Asst. Director, Facilities and Operations Brett Yancey, Chief Operations Officer Jonathan Gault, SEA President Sherry Moore, OSEA President Dustin Reese, Human Resources Director

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[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.

	Jeff Michna, Technology Director Jenna McCulley, Community Engagement Officer Todd Hamilton, Superintendent
Local public health office(s) or officers(s)	Lane County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Ryan Beck
Intended Effective Dates for this Plan	September 14, 2020
ESD Region	Lane

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.

In preparing for school in 2020-21, Springfield Public Schools (SPS) engaged our community beginning in June to gather feedback from the prior school year and inform planning for the upcoming school year. Ongoing feedback opportunities continue through:
- Surveys and other online tools (i.e., Let's Talk),
- Regular meetings with association leaders,
- Meetings with parent and education advocates (e.g., Stand for Children, Centro Latino Americano, SAfER),
- Collaboration opportunities in workgroups of teachers, specialists, administrators, and classified staff focused on instructional programs, and
- Planning teams focused on other specific topics (e.g., Communicable Diseases, Facilities, Nutrition, Transportation).

SPS staff engaged with other Lane County school districts, partner agencies (e.g., Lane ESD, Lane County Public Health, Willamalane Parks and Recreation District), and business communities to share information, gather feedback, and creatively problem-solve regarding supports and services needed to ensure all students will be able to successfully access teaching and learning this fall.

3. Indicate which instructional model will be used.

Select One:

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

4. 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 in the initial template).

5. 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 3-16 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 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.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.
According to *Ready Schools, Safe Learners: Community COVID-19 Metrics,* Lane County does not meet local and statewide conditions for schools to return to in-person instruction through a hybrid learning model.

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. **Here is a link to the overview of CDL Requirements.** Please name any requirements you need ODE to review for any possible flexibility or waiver.
Springfield Public Schools has reviewed the Comprehensive Distance Learning Guidance. Springfield Public Schools does not request flexibility or a waiver, at this time.

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.
For a Springfield Public School to return to in-person instruction through the Oregon Department of Education's (ODE) On-Site or Hybrid instructional models, Lane County shall meet established metrics, which consider local as well as statewide conditions. To the extent possible, returning to in-person instruction through a hybrid learning model will occur at naturally occurring transitions (i.e., quarter and semester grading periods, winter break, spring break, etc.). Springfield Public Schools will follow the Operational Blueprint for Hybrid Learning, once appropriate metrics are met.

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Implement measures to limit the spreads of COVID-19 within the school setting. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	Springfield Public Schools - Communicable Disease Plan (CDP) CDP Pages 31 – 65 School sites - Building Principal/Asst. Principal Administration Building - Chief Operations Officer/Risk Manager Technology & Training Center - Director of Technology Facilities & Operations Center - Asst. Director of Facilities & Operations
☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.	CDP Page 34
☒ Process and procedures established to train all staff in sections 1 - 3 of the *Ready Schools, Safe Learners* guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.	CDP Page 41
☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.	CDP Page 61
☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.	CDP Page 44
☒ Process to report to the LPHA any cluster of any illness among staff or students.	CDP Page 57
☒ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.	CDP Page 57
☒ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).	CDP Page 48
☒ Protocol to isolate any ill or exposed persons from physical contact with others.	CDP Page 53
☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).	CDP Page 59
☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. ● If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort. ● If a student(s) is not part of a stable cohort, then an individual student log must be maintained.	CDP Page 57
☒ Required components of individual daily student/cohort logs include: ● Child's name ● Drop off/pick up time ● Parent/guardian name and emergency contact information ● All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student	CDP Pages 57-59
☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.	CDP Page 58
☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.	CDP Page 60

☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.	CDP Pages 59-62
☒ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).	CDP Page 14

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.
 	
Medically Fragile, Complex and Nursing-Dependent Student Requirements
 	
☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](#)) defines three levels of severity related to required nursing services:
    1.   Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
 	
☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:
    ●   Communicate with parents and health care providers to determine return to school status and current needs of the student.
    ●   Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
    ●   Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
    ●   The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
    ●   Service provision should consider health and safety as well as legal standards.
    ●   Work with an interdisciplinary team to meet requirements of ADA and FAPE.
    ●   High-risk individuals may meet criteria for exclusion during a local health crisis.
    ●   Refer to updated state and national guidance and resources such as:
        o   U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
        o   ODE guidance updates for Special Education. Example from March 11, 2020.
        o   OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'
	Staff and school administrators, in partnership with school nurses, or other school health providers, will work with interdisciplinary teams to address individual student needs for students identified as Medically Fragile, Medically Complex, and Nursing Dependent.
	
	School nurses will engage families to create plans for Comprehensive Distance Learning as well as return to school when Hybrid learning may begin.
	
	When the District transitions to Hybrid learning, all students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in either online instruction with regular synchronous instructional sessions or enrolled in Home Instruction, which will include in-person tutoring in a location outside of the student's school.
	
	Students who experience disability will continue to receive specially designed instruction.
	
	Students with language services will continue to receive English Language Development

○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings.
 	
☒ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible.
 	
☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.
 	
☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
 	
☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
 	
☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.
	See CDP, Pages 42-44, for how Springfield Public Schools will address *Physical Distancing* requirements.
	
	In addition, school will:
	    • Remove extra furniture to maximize classroom space
	    • Removing fabric-covered furniture
	    • Assign seating to maximize physical distancing and minimize physical interaction
	    • Follow district guidance around student entry and dismissal
	    • Provide instruction to students and staff on distancing protocols
	    • Post signage and arrows/tape to direct flow of traffic in common areas throughout the building
	
	Kindergarten through 5th Grade (Classrooms)
	    • Each cohort will have no more that 15 students
	    • Each class will be supported by Instructional Assistants (IAs) and other staff, both to provide instructional support and in order to support/encourage physical distancing.
	    • For classrooms that do not meet the 35 sq. ft/person standard we will split up large classes and provide an alternate location (on-site with aligned learning supervised by another staff member).

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.	CDP Pages 42-44
☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.	CDP Page 57
☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance).	CDP Pages 21-30, 44)
☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.	CDP Pages 36-39
☒ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.	CDP Pages 43-44

☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.
 	
☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
	Cohort Strategies:
	    ● Cohorts will include 15 students or less
	    ● Cohorts will be based upon grade level and classroom assignment
	    ● Staff will rotate to each classroom to reduce student travel
	    ● Students will be supervised during transition from bus or car to school
	    ● Staff will sanitize prior to entering a student cohort

	● School will follow district guidelines around cohorting ● Staff will support cleaning surfaces between cohorts accessing each space Strategies to minimize interaction: ● One person at a time in a restroom ● Staff will monitor common areas to ensure cohorts minimize interactions with others ● Staff will be made aware of sanitizing protocols and will have access to hand sanitizer ● Each cohort will have access to a separate bathroom when possible ● Specials and meal service will occur in the classroom ● Arrival and dismissal will occur through one access point ● Dismissal will be staggered ● Staff will be assigned to prepare and deliver meals to students in their cohort

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.	CDP Pages 41 & 59
☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. ● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).	CDP Pages 59-62
☒ 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.	CDP Pages 59-62
☒ Provide all information in languages and formats accessible to the school community.	

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms**,** or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: ● Primary symptoms of concern: cough, fever (of greater than 100.4°F) 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. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. ● Emergency signs that require immediate medical attention: 　 o Trouble breathing 　 o Persistent pain or pressure in the chest 　 o New confusion or inability to awaken 　 o Bluish lips or face 　 o Other severe symptoms	CDP Pages 10-13 & 49-51

☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. ● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. ● They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.	CDP 48-53 & 64
☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.	CDP Pages 48-49
☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.	CDP Pages 50-51
☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	CDP Pages 6-8, 23, & 39-40

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers.	CDP Pages 64-65
☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.	CDP Page 64-65
☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	CDP Page 64-65
☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	CDP Page 64-65 Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only. Essential visitors must: ● Wash or sanitize their hands upon entry and exit ● Wear face coverings in accordance with OHA and CDC guidelines ● Be screened for symptoms upon every entry ● Sign in to facilitate tracing School will restrict any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days. ●

1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings.	CDP Pages 45-46
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings.	CDP Page 45
☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must:	CDP Page 45 Face Coverings, Shields are required for all staff and students.
☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students	CDP Page 45

displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.

Protections under the ADA or IDEA

☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
- Offering different types of face coverings and face shields that may meet the needs of the student.
- Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.
- Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
- Additional instructional supports to effectively wear a face covering;

☒ For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny access to On-Site instruction.

☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.
- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
  1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
  2. Placement determinations cannot be made due solely to the inability to wear a face covering.
  3. Plans should include updates to accommodations and modifications to support students.
- Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
  1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
  2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
     - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
     - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
  3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site

CDP Page 45

Special Programs Plan (Including ADA and IDEA Requirements), provides detailed procedures/protocols to ensure compliance with state and federal laws. This includes ensuring the use of inclusive practices to protect students from discrimination based on a disability.
- Students will be offered temporary alternatives if they cannot wear face coverings.
- Staff members will actively problem-solve with parents, the student, and other staff members to ensure students are included in activities. Students will have access to the general curriculum and peers while determining long term solutions if a face covering cannot be used.
- If a student removes a face covering, or demonstrates a need to remove the face covering for a short period of time, the school/team must provide space away from peers while the face covering is removed; students should not be left alone or unsupervised.
- Staff members will use information from a variety of sources, including outside agencies, to make decisions about and adjustments to the student's 504/IEP.
- District staff members will consider a variety of factors when determining whether the disability contributes to the inability to wear a mask. This includes input from parents and medical professionals.
- If an evaluation is necessary to determine whether a disability is a contributing factor (or a disability is present), the evaluation will be prioritized by district staff.
- In addition to alternative face coverings, the student will be offered alternative educational settings, including limited on-site instruction with accommodations and comprehensive distance learning.
- When building level teams are problem-solving with students and families, district level support will be provided through the Special Programs Office, including access to a district Registered Nurse.

instruction with accommodations, or Comprehensive Distance Learning.	
☒ Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.	
☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	See CDP, Pages 52-57, for how Springfield Public Schools will address *Isolation Measures* requirements.
☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. ● Consider required physical arrangements to reduce risk of disease transmission. ● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.	
	CDP Pages 54-56
☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. ● School nurse and health staff in close contact with symptomatic individuals (less than six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. ● After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. ● If able to do so safely, a symptomatic individual should wear a face covering. ● To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.	
☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.	CDP Pages 54-56

☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.

- Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority.
- If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious.
- If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.

☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).

☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.

CDP Pages 54-56

CDP Pages 54-59

Each school principal (or designee) will connect weekly with the school nurse on updates for plan and isolation measures taken to that point.

All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. Students will be provided a facial covering (if they can safely wear one). Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.

While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.

Staff will maintain student confidentiality as appropriate.

Daily logs must be maintained containing the following:
- Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and
- Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs

Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before:
- the passage of 14 calendar days after exposure; and

	● symptoms have been resolved for 72 hours without the use of anti-fever medications.

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2. Facilities and School Operations

Some activities and areas will have a higher risk for spread (e.g., band, choir, science labs, locker rooms). When engaging in these activities within the school setting, schools will need to consider additional physical distancing or conduct the activities outside (where feasible). Additionally, schools should consider sharing explicit risk statements for higher risk activities (see section 5f of the *Ready Schools, Safe Learners* guidance).

2a. ENROLLMENT
(Note: Section 2a does not apply to private schools.)

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines.
☒ Do not disenroll students for non-attendance if they meet the following conditions:
    ● Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or
    ● Have COVID-19 symptoms for 10 consecutive school days or longer.
☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
	Springfield Public Schools will follow ODE enrollment rules.

2b. ATTENDANCE
(Note: Section 2b does not apply to private schools.)

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	Springfield Public School will follow attendance rules and correspond with families regarding expectations.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or *school-owned* devices to match cleaning requirements (see section 2d of the *Ready Schools, Safe Learners* guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	Springfield Public Schools has updated procedures according to ODE guidelines and rules.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently.	CDP Pages 44-45

☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.	**Handwashing:** ● Handwashing before/after meals and bathroom usage ● Handwashing routines and protocols will be taught to all students (and staff)
☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.	**Equipment:** ● No shared school supplies ● Equipment will be sanitized between usage ● Only one cohort will use equipment at a time
☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.	**Events:** Field trips will be designed virtually for the school year unless district practice changes due to OHA/ODE guidelines. All assemblies, athletic events, practices, special performances, schoolwide parent meetings and other large gatherings will be cancelled or held in a virtual format until district guidance provides opportunity based on OHA/ODE guidelines.
☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	**Transitions/Hallways:** ● Single point of entry for each classroom ● One-way hallways and six feet apart for appropriate social distancing in all common areas ● Transitions will be minimized (meals served in classrooms and Specials will come to classrooms) ● Dismissal will be staggered to ease congestion in hallways **Personal Property:** Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items. If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	CDP Pages 40-43
☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.	CDP Page 40
☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the *Ready Schools, Safe Learners* guidance).	CDP Page 42
☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device.	CDP Page 55
☒ Ensure hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum	**Seating:**

extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.	● Each student is assigned their own seat at all times. Staff will have their instructional space marked so students do not enter the space

☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.

☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.

● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

Right column:

● Each student is assigned their own seat at all times. Staff will have their instructional space marked so students do not enter the space
● Student desks will be arranged so staff and students' physical bodies are six feet apart while also maintaining 35 square feet per person
● Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas.

Materials:
● No community supplies (for commonly used items (e.g., scissors, pencils, crayons)
● Staff and students will learn classroom protocols for use and sanitizing of shared supplies (e.g. math manipulatives)
● Students will keep all personal belongings at their desk
● Materials will be cleaned frequently and hand sanitizer will be available for all students and staff

Handwashing:
● Students will wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol
● Students will be taught and reminded about hand hygiene and respiratory etiquette (covering coughs and sneezing into a tissue or an elbow)

Environment
● When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.

2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations).	● Students may use the playground/field/blacktop area
☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.	● Staff will monitor bathroom usage to ensure no commingling of cohorts and to ensure proper handwashing guidelines are followed
☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	● Meals will be delivered and eaten in the classroom
☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance.	● Certified or classified staff will supervise students during meal service
☒ Cleaning requirements must be maintained (see section 2j of the *Ready Schools, Safe Learners* guidance).	● Playground and shared equipment will be disinfected between cohort usage
☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.	● Before and after using playground equipment, students must wash hands with soap and water for 20 seconds OR use an alcohol-based hand sanitizer with 60-95% alcohol
☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	
☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.	
☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance.	
☒ Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.	

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Staff serving meals must wear face shields or face covering (see section 1h of the ***Ready Schools, Safe Learners*** guidance). ☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	Nutrition Services - Reopening Protocols [ADD FINAL LINK] ● All students eat in the classroom and food will be delivered to the room ● Staff serving meals must wear face shields or face coverings ● Break and meal times for staff will be staggered to prevent congregation in shared spaced ● All students must wash hands prior to meals. ● If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above. ● Students will not share utensils or other items during meals. Each table/desk will be cleaned prior to meals being consumed.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This can be done at the time of arrival and departure. 　● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. 　● If arriving at school, notify staff to begin isolation measures. 　　o If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.	Transportation Covid Protocols [ADD FINAL LINK] Loading/unloading supervision procedures 　● Adequate staff will be deployed to supervise students transitioning from buses/parent drop off to screening station 　● Buses will be loaded in accordance with transportation safety guidelines to ensure appropriate social distancing, etc. 　● Staggered dismissal times for cohorts 　● Adequate staff will be deployed to supervise students transitioning from school to buses/parent pick-up area 　● Buses will be loaded in accordance with district safety guidelines to ensure appropriate social distancing Isolation protocol for students exhibiting symptoms (informed by driver) 　● Transportation staff will inform office staff of students exhibiting symptoms 　● Students exhibiting symptoms will be escorted to isolation area and staff will follow district protocols on how to proceed

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games,	Springfield Public Schools use a "clean as you go" method for custodial staff. This is defined as custodial staff always being prepared to clean and sanitize frequently touched surfaces throughout the day as they navigate

art supplies) between uses multiple times per day. Maintain clean and disinfected ([CDC guidance)](#) environments, including classrooms, cafeteria settings and restrooms.	the facilities. Cleaning products will be supplied for classrooms staff on a regular basis and proper training will be provided. It is the expectation that all staff members of the Springfield Public Schools are responsible for disinfecting surfaces.

☒ [Clean and disinfect](#) playground equipment at least daily or between use as much as possible in accordance with [CDC guidance](#).

☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.

☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.

☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air.

☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.

☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).

☒ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).

Playgrounds will be sanitized every morning with a hot water, pressure washing system. Additionally custodial staff will disinfect playground equipment in between user groups during the day.

This process and protocol may be found in every facility, in the building operator manual.

Improving the air quality in all of our schools 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 and performance. We will override our "smart" systems and have our air handlers running at 100% speed providing a continuous exchange of air. All systems will be scheduled to turn on at a minimum of two hours before students arrive and stay on at least 3 hours after school is dismissed. Filters in our HVAC systems will be upgraded from MERV 7 to MERV 8 filters with a 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 volatilise from the filter.

In addition to upgraded filters, we will be installing iWave air purifiers in our schools HVAC systems. The patented technology of the iWave 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 break down harmful VOCs with an Electron Volt Potential under twelve (eV<12) into harmless compounds like oxygen, nitrogen, carbon dioxide or water vapor. The 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.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.	
☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: ● Contact tracing ● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. ● Quarantine of exposed staff or students ● Isolation of infected staff or students ● Communication and designation of where the "household" or "family unit" applies to your residents and staff ☐ Review and take into consideration CDC guidance for shared or congregate housing: ● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible ● Ensure at least 64 square feet of room space per resident ● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; ● Configure common spaces to maximize physical distancing; ● Provide enhanced cleaning; ● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.	Does not apply.

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	CPD Pages 51-57, 58-60
☒ Establish a specific emergency response framework with key stakeholders.	
☒ When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.	CDP Page 59

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response.	CDP Pages 59-60
☒ If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. ● Determination if exposures have occurred ● Cleaning and disinfection guidance ● Possible classroom or program closure	
☒ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.	

☒ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. ☒ Modify, postpone, or cancel large school events as coordinated with the LPHA. ☒ If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. ☒ Continue to provide meals for students. ☒ Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Plan instructional models that support all learners in Comprehensive Distance Learning. ☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ☒ Communicate with families about options and efforts to support returning to On-Site instruction. ☒ Follow the LPHA guidance to begin bringing students back into On-Site instruction. ● Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	

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, 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 *Include how/why the school is currently unable to meet them*

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 7/29/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school[1] has been directed to submit a plan to the district[2] 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 school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,[3] parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Yolanda Elementary School
Key Contact Person for this Plan	Jeff Butler
Phone Number of this Person	541-744-6418
Email Address of this Person	jeff.butler@springfield.k12.or.us
Sectors and position titles of those who informed the plan	Jeff Butler, Principal Suzanne Price, Elementary Director Brian Megert, Special Programs Director David Collins, Assistant Superintendent Tanya Martin, District Nurse Gary Cole, Nutrition Services Supervisor Mike Schlosser, Operations Manager, Transportation Terry Rutledge, Asst. Director, Facilities and Operations Brett Yancey, Chief Operations Officer Jonathan Gault, SEA President Sherry Moore, OSEA President Dustin Reese, Human Resources Director

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[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.

	Jeff Michna, Technology Director Jenna McCulley, Community Engagement Officer Todd Hamilton, Superintendent
Local public health office(s) or officers(s)	Lane County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Jeff Butler
Intended Effective Dates for this Plan	September 14, 2020
ESD Region	Lane

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.

> In preparing for school in 2020-21, Springfield Public Schools (SPS) engaged our community beginning in June to gather feedback from the prior school year and inform planning for the upcoming school year. Ongoing feedback opportunities continue through:
> - Surveys and other online tools (i.e., Let's Talk),
> - Regular meetings with association leaders,
> - Meetings with parent and education advocates (e.g., Stand for Children, Centro Latino Americano, SAfER),
> - Collaboration opportunities in workgroups of teachers, specialists, administrators, and classified staff focused on instructional programs, and
> - Planning teams focused on other specific topics (e.g., Communicable Diseases, Facilities, Nutrition, Transportation).
>
> SPS staff engaged with other Lane County school districts, partner agencies (e.g., Lane ESD, Lane County Public Health, Willamalane Parks and Recreation District), and business communities to share information, gather feedback, and creatively problem-solve regarding supports and services needed to ensure all students will be able to successfully access teaching and learning this fall.

3. Indicate which instructional model will be used.

Select One:

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

4. 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 in the initial template).

5. 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 3-16 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 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.
According to *Ready Schools, Safe Learners: Community COVID-19 Metrics,* Lane County does not meet local and statewide conditions for schools to return to in-person instruction through a hybrid learning model.

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. <ins>Here is a link to the overview of CDL Requirements.</ins> Please name any requirements you need ODE to review for any possible flexibility or waiver.
Springfield Public Schools has reviewed the Comprehensive Distance Learning Guidance. Springfield Public Schools does not request flexibility or a waiver, at this time.

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.
For a Springfield Public School to return to in-person instruction through the Oregon Department of Education's (ODE) On-Site or Hybrid instructional models, Lane County shall meet established metrics, which consider local as well as statewide conditions. To the extent possible, returning to in-person instruction through a hybrid learning model will occur at naturally occurring transitions (i.e., quarter and semester grading periods, winter break, spring break, etc.). Springfield Public Schools will follow the Operational Blueprint for Hybrid Learning, once appropriate metrics are met.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT
This section must be completed by any 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.

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Implement measures to limit the spreads of COVID-19 within the school setting. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	Springfield Public Schools - Communicable Disease Plan (CDP) CDP Pages 31 – 65 School sites - Building Principal/Asst. Principal Administration Building - Chief Operations Officer/Risk Manager Technology & Training Center - Director of Technology Facilities & Operations Center - Asst. Director of Facilities & Operations
☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.	CDP Page 34
☒ Process and procedures established to train all staff in sections 1 - 3 of the *Ready Schools, Safe Learners* guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.	CDP Page 41
☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.	CDP Page 61
☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.	CDP Page 44
☒ Process to report to the LPHA any cluster of any illness among staff or students.	CDP Page 57
☒ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.	CDP Page 57
☒ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).	CDP Page 48
☒ Protocol to isolate any ill or exposed persons from physical contact with others.	CDP Page 53
☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).	CDP Page 59

☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit.
   ● If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort.
   ● If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
	CDP Page 57

☒ Required components of individual daily student/cohort logs include:
   ● Child's name
   ● Drop off/pick up time
   ● Parent/guardian name and emergency contact information
   ● All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
	CDP Pages 57-59

☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.	CDP Page 58
☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.	CDP Page 60

☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.	CDP Pages 59-62
☒ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).	CDP Page 14

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.
 	
Medically Fragile, Complex and Nursing-Dependent Student Requirements
☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:
    1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
 	
☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:
  ● Communicate with parents and health care providers to determine return to school status and current needs of the student.
  ● Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
  ● Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
  ● The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
  ● Service provision should consider health and safety as well as legal standards.
  ● Work with an interdisciplinary team to meet requirements of ADA and FAPE.
  ● High-risk individuals may meet criteria for exclusion during a local health crisis.
  ● Refer to updated state and national guidance and resources such as:
    o U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
    o ODE guidance updates for Special Education. Example from March 11, 2020.
    o OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'
	Staff and school administrators, in partnership with school nurses, or other school health providers, will work with interdisciplinary teams to address individual student needs for students identified as Medically Fragile, Medically Complex, and Nursing Dependent.
	
	School nurses will engage families to create plans for Comprehensive Distance Learning as well as return to school when Hybrid learning may begin.
	
	When the District transitions to Hybrid learning, all students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in either online instruction with regular synchronous instructional sessions or enrolled in Home Instruction, which will include in-person tutoring in a location outside of the student's school.
	
	Students who experience disability will continue to receive specially designed instruction.
	
	Students with language services will continue to receive English Language Development

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. ☒ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	See CDP, Pages 42-44, for how Springfield Public Schools will address *Physical Distancing* requirements. In addition, school will**:** ● Remove extra furniture to maximize classroom space ● Remove fabric covered furniture ● Assign seating to maximize physical distancing and minimize physical interactions. ● Follow district guidance around student entry and dismissal ● Provide instruction to students and staff on distancing protocols ● Post signage and arrows/tape to direct flow of traffic in common areas throughout the building Kindergarten through 5th Grade (Classrooms) ● Each cohort will have no more that 15 students ● Each class will be supported by Instructional Assistants (IAs) and other staff, both to provide instructional support and in order to support/encourage physical distancing. ● For classrooms that do not meet the 35 sq. ft/person standard we will split up large classes and provide an alternate location (on-site with aligned learning supervised by another staff member).

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	CDP Pages 42-44 CDP Page 57 CDP Pages 21-30, 44) CDP Pages 36-39 CDP Pages 43-44 Cohort strategies: ● Cohorts will include 15 students or less ● Cohorts will be based upon grade level and classroom assignment ● Staff will rotate to each classroom to reduce student travel ● Students will be supervised during transition from bus or car to school ● Staff will sanitize prior to entering a student cohort

o OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

● School will follow district guidelines around cohorting
● Staff will support cleaning surfaces between cohorts accessing each space

Strategies to minimize interaction:
● One person at a time in a restroom
● Staff will monitor common areas to ensure cohorts minimize interactions with others
● Staff will be made aware of sanitizing protocols and will have access to hand sanitizer
● Each cohort will have access to a separate bathroom when possible
● Specials and meal service will occur in the classroom
● Arrival and dismissal will occur through each classroom's exterior door
● Dismissal will be staggered
● Staff will be assigned to prepare and deliver meals to students in their cohort

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.	CDP Pages 41 & 59
☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. ● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).	CDP Pages 59-62
☒ 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.	CDP Pages 59-62
☒ Provide all information in languages and formats accessible to the school community.	

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:
● Primary symptoms of concern: cough, fever (of greater than 100.4°F) 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. More information about COVID-19 symptoms is available from CDC.
● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance.
● Emergency signs that require immediate medical attention:
   ○ Trouble breathing
   ○ Persistent pain or pressure in the chest
   ○ New confusion or inability to awaken
   ○ Bluish lips or face
   ○ Other severe symptoms
	CDP Pages 10-13 & 49-51

☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. 　● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the *Ready Schools, Safe Learners* guidance) and sent home as soon as possible. 　● They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.	CDP 48-53 & 64
☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.	CDP Pages 48-49
☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.	CDP Pages 50-51
☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	CDP Pages 6-8, 23, & 39-40

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers.	CDP Pages 64-65
☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.	CDP Page 64-65
☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	CDP Page 64-65
☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	CDP Page 64-65 Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only. Essential visitors must: 　● Wash or sanitize their hands upon entry and exit 　● Wear face coverings in accordance with OHA and CDC guidelines 　● Be screened for symptoms upon every entry 　● Sign in to facilitate tracing School will restrict any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.

1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings.	CDP Pages 45-46
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings.	CDP Page 45
☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must:	CDP Page 45 Face Coverings, Shields are required for all staff and students.
☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students	CDP Page 45

displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.

Protections under the ADA or IDEA

☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
- Offering different types of face coverings and face shields that may meet the needs of the student.
- Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.
- Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
- Additional instructional supports to effectively wear a face covering;

☒ For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny access to On-Site instruction.

☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.
- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
  1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
  2. Placement determinations cannot be made due solely to the inability to wear a face covering.
  3. Plans should include updates to accommodations and modifications to support students.
- Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
  1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
  2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
     - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
     - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
  3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site

CDP Page 45

Special Programs Plan (Including ADA and IDEA Requirements), provides detailed procedures/protocols to ensure compliance with state and federal laws. This includes ensuring the use of inclusive practices to protect students from discrimination based on a disability.
- Students will be offered temporary alternatives if they cannot wear face coverings.
- Staff members will actively problem-solve with parents, the student, and other staff members to ensure students are included in activities. Students will have access to the general curriculum and peers while determining long term solutions if a face covering cannot be used.
- If a student removes a face covering, or demonstrates a need to remove the face covering for a short period of time, the school/team must provide space away from peers while the face covering is removed; students should not be left alone or unsupervised.
- Staff members will use information from a variety of sources, including outside agencies, to make decisions about and adjustments to the student's 504/IEP.
- District staff members will consider a variety of factors when determining whether the disability contributes to the inability to wear a mask. This includes input from parents and medical professionals.
- If an evaluation is necessary to determine whether a disability is a contributing factor (or a disability is present), the evaluation will be prioritized by district staff.
- In addition to alternative face coverings, the student will be offered alternative educational settings, including limited on-site instruction with accommodations and comprehensive distance learning.
- When building level teams are problem-solving with students and families, district level support will be provided through the Special Programs Office, including access to a district Registered Nurse.

instruction with accommodations, or Comprehensive Distance Learning.	
☒ Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.	
☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

<div align="center">

1i. ISOLATION MEASURES

</div>

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	See CDP, Pages 52-57, for how Springfield Public Schools will address *Isolation Measures* requirements.
☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. ● Consider required physical arrangements to reduce risk of disease transmission. ● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.	*School Teams: Provide brief description of plan for:* Each school principal (or designee) will connect weekly with school nurse on updates for plan and isolation measures taken to that point. CDP Pages 54-56
☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. ● School nurse and health staff in close contact with symptomatic individuals (less than six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. ● After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. ● If able to do so safely, a symptomatic individual should wear a face covering. ● To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.	
☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.	CDP Pages 54-56

☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.
- Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority.
- If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious.
- If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.

☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).

☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.

CDP Pages 54-56

CDP Pages 54-59

Each school principal (or designee) will connect weekly with the school nurse on updates for plan and isolation measures taken to that point.

All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. Students will be provided a facial covering (if they can safely wear one). Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.

While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.

Staff will maintain student confidentiality as appropriate.

Daily logs must be maintained containing the following:
- Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and
- Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs

Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before:
- the passage of 14 calendar days after exposure; and
- symptoms have been resolved for 72 hours without the use of anti-fever medications.

2. Facilities and School Operations

Some activities and areas will have a higher risk for spread (e.g., band, choir, science labs, locker rooms). When engaging in these activities within the school setting, schools will need to consider additional physical distancing or conduct the activities outside (where feasible). Additionally, schools should consider sharing explicit risk statements for higher risk activities (see section 5f of the *Ready Schools, Safe Learners* guidance).

2a. ENROLLMENT
(Note: Section 2a does not apply to private schools.)

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ Do not disenroll students for non-attendance if they meet the following conditions: ● Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or ● Have COVID-19 symptoms for 10 consecutive school days or longer. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	Springfield Public Schools will follow ODE enrollment rules.

2b. ATTENDANCE
(Note: Section 2b does not apply to private schools.)

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	Springfield Public School will follow attendance rules and correspond with families regarding expectations.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or *school-owned* devices to match cleaning requirements (see section 2d of the *Ready Schools, Safe Learners* guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	Springfield Public Schools has updated procedures according to ODE guidelines and rules.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently.	CDP Pages 44-45

☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.	**Field Trips**: Field trips will be designed virtually for the school year unless district practice changes due to OHA/ODE guidelines.
☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.	**Events:** All assemblies, athletic events, practices, special performances, schoolwide parent meetings and other large gatherings will be cancelled or held in a virtual format until district guidance provides opportunity based on OHA/ODE guidelines..
☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.	**Personal Property:** Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items. If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.
☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	**Handwashing:** All people on campus will be advised and encouraged to wash their hands frequently.

Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.
Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures.

Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.

Classroom line up: Line up areas are to be marked with visual cues to indicate adequate physical distance. Staff will monitor and enforce physical distancing. |

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	CDP Pages 40-43
☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.	CDP Page 40
☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the *Ready Schools, Safe Learners* guidance).	CDP Page 42

☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
   ● Eliminate shared pen and paper sign-in/sign-out sheets.
   ● Ensure hand sanitizer is available if signing children in or out on an electronic device.
	CDP Page 55

☒ Ensure hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.	**Seating:** We will rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.

| ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.
☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.
   ● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. | **Materials: (Non- Negotiable)** No community supplies (for commonly used items (e.g., scissors, pencils, crayons). Design protocols for use and sanitizing of shared supplies (e.g. math manipulatives).

Handwashing: Develop space plan for handwashing measures at identified locations to ensure adequate time and distance for students handwashing. |

2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the *Ready Schools, Safe Learners* guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.	● Before and after using playground equipment, students will wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ● Playground and shared equipment will be designated solely for the use of one cohort at a time and disinfected at least daily or between use as much as possible in accordance with CDC guidance. ● Cleaning requirements will be maintained (see section 2j of the *Ready Schools, Safe Learners* guidance). ● Recess activities will be designed that allow for physical distancing, square footage requirements, and maintenance of stable cohorts. ● Signage and restricted access to outdoor equipment (including sports equipment, etc.) will be posted. ● Staff rooms, common staff lunch areas, and workspaces will be limited to single person usage at a time, maintaining six feet of distance between adults.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Staff serving meals must wear face shields or face covering (see section 1h of the *Ready Schools, Safe Learners* guidance). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	Nutrition Services - Reopening Protocols [ADD FINAL LINK] ● Staff serving meals must wear face shields or face covering (see section 1h of the *Ready Schools, Safe Learners* guidance). ● Students will wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ● Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ● Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ● Adequate cleaning of tables between meal periods. ● Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.

	● Loading/unloading supervision procedures at school site to ensure social distance and safety measures while students travel to screening and entry location(s). ● Isolation protocol for students exhibiting symptoms (informed by driver) ● At bus entrance there will be a screening station to assess students prior to enter the school ● At parent drop off area, there will be a screening station to assess students prior to entering the school

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.
☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the *Ready Schools, Safe Learners* guidance).
☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This can be done at the time of arrival and departure.
    ● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
    ● If arriving at school, notify staff to begin isolation measures.
        o If transporting for dismissal and the student displays an onset of symptoms, notify the school.
 	
☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
☒ Drivers wear face shields or face coverings when not actively driving and operating the bus.
☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings.
	Transportation Covid Protocols [ADD FINAL LINK]
	
	    ● Loading/unloading supervision procedures at school site to ensure social distance and safety measures while students travel to screening and entry location(s).
	    ● Isolation protocol for students exhibiting symptoms (informed by driver)

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide,	Springfield Public Schools use a "clean as you go" method for custodial staff. This is defined as custodial staff always being prepared to clean and sanitize frequently touched surfaces throughout the day as they navigate the facilities. Cleaning products will be supplied for classrooms staff on a regular basis and proper training will be provided. It is the expectation that all staff members of the Springfield Public Schools are responsible for disinfecting surfaces. Playgrounds will be sanitized every morning with a hot water, pressure washing system. Additionally custodial staff will disinfect playground equipment in between user groups during the day. This process and protocol may be found in every facility, in the building operator manual.

citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.	
☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air.	Improving the air quality in all of our schools 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 and performance. We will override our "smart" systems and have our air handlers running at 100% speed providing a continuous exchange of air. All systems will be scheduled to turn on at a minimum of two hours before students arrive and stay on at least 3 hours after school is dismissed. Filters in our HVAC systems will be upgraded from MERV 7 to MERV 8 filters with a 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 volatilise from the filter.
☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.	
☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces).	
☒ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	In addition to upraded filters, we will be installing iWave air purifiers in our schools HVAC systems. The patented technology of the iWave 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 break down harmful VOCs with an Electron Volt Potential under twelve (eV<12) into harmless compounds like oxygen, nitrogen, carbon dioxide or water vapor. The 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.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.	
☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: ● Contact tracing ● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.	Does not apply.

- Quarantine of exposed staff or students
- Isolation of infected staff or students
- Communication and designation of where the "household" or "family unit" applies to your residents and staff

☐ Review and take into consideration CDC guidance for shared or congregate housing:
- Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible
- Ensure at least 64 square feet of room space per resident
- Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;
- Configure common spaces to maximize physical distancing;
- Provide enhanced cleaning;
- Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	CPD Pages 51-57, 58-60
☒ Establish a specific emergency response framework with key stakeholders.	
☒ When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.	CDP Page 59

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response.	CDP Pages 59-60
☒ If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. • Determination if exposures have occurred • Cleaning and disinfection guidance • Possible classroom or program closure	
☒ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.	
☒ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district.	
☒ Modify, postpone, or cancel large school events as coordinated with the LPHA.	
☒ If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.	
☒ Continue to provide meals for students.	
☒ Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Plan instructional models that support all learners in Comprehensive Distance Learning.	
☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds.	
☒ Communicate with families about options and efforts to support returning to On-Site instruction.	
☒ Follow the LPHA guidance to begin bringing students back into On-Site instruction. ● Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	

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, 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 *Include how/why the school is currently unable to meet them*

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 7/29/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school[1] has been directed to submit a plan to the district[2] 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 school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,[3] parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Agnes Stewart Middle School
Key Contact Person for this Plan	Jeff Fuller
Phone Number of this Person	541-988-2520
Email Address of this Person	jeff.fuller@springfield.k12.or.us
Sectors and position titles of those who informed the plan	Jeff Fuller, Principal Whitney McKinley, K12 Director of Teaching and Learning Brian Megert, Special Programs Director David Collins, Assistant Superintendent Tanya Martin, District Nurse Gary Cole, Nutrition Services Supervisor Mike Schlosser, Operations Manager, Transportation Terry Rutledge, Asst. Director, Facilities and Operations Brett Yancey, Chief Operations Officer Jonathan Gault, SEA President Sherry Moore, OSEA President Dustin Reese, Human Resources Director

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[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.

	Jeff Michna, Technology Director Jenna McCulley, Community Engagement Officer Todd Hamilton, Superintendent
Local public health office(s) or officers(s)	Lane County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Jeff Fuller
Intended Effective Dates for this Plan	September 14, 2020
ESD Region	Lane

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.

> In preparing for school in 2020-21, Springfield Public Schools (SPS) engaged our community beginning in June to gather feedback from the prior school year and inform planning for the upcoming school year. Ongoing feedback opportunities continue through:
> - Surveys and other online tools (i.e., Let's Talk),
> - Regular meetings with association leaders,
> - Meetings with parent and education advocates (e.g., Stand for Children, Centro Latino Americano, SAfER),
> - Collaboration opportunities in workgroups of teachers, specialists, administrators, and classified staff focused on instructional programs, and
> - Planning teams focused on other specific topics (e.g., Communicable Diseases, Facilities, Nutrition, Transportation).
>
> SPS staff engaged with other Lane County school districts, partner agencies (e.g., Lane ESD, Lane County Public Health, Willamalane Parks and Recreation District), and business communities to share information, gather feedback, and creatively problem-solve regarding supports and services needed to ensure all students will be able to successfully access teaching and learning this fall.

3. Indicate which instructional model will be used.

Select One:

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

4. 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 in the initial template).

5. 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 3-16 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 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.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.
According to *Ready Schools, Safe Learners: Community COVID-19 Metrics,* Lane County does not meet local and statewide conditions for schools to return to in-person instruction through a hybrid learning model.

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. <u>Here is a link to the overview of CDL Requirements.</u> Please name any requirements you need ODE to review for any possible flexibility or waiver.
Springfield Public Schools has reviewed the Comprehensive Distance Learning Guidance. Springfield Public Schools does not request flexibility or a waiver, at this time.

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.
For a Springfield Public School to return to in-person instruction through the Oregon Department of Education's (ODE) On-Site or Hybrid instructional models, Lane County shall meet established metrics, which consider local as well as statewide conditions. To the extent possible, returning to in-person instruction through a hybrid learning model will occur at naturally occurring transitions (i.e., quarter and semester grading periods, winter break, spring break, etc.). Springfield Public Schools will follow the Operational Blueprint for Hybrid Learning, once appropriate metrics are met.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT
This section must be completed by any 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.

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Implement measures to limit the spreads of COVID-19 within the school setting. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	Springfield Public Schools - Communicable Disease Plan (CDP) CDP Pages 31 – 65 School sites - Building Principal/Asst. Principal Administration Building - Chief Operations Officer/Risk Manager Technology & Training Center - Director of Technology Facilities & Operations Center - Asst. Director of Facilities & Operations
☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.	CDP Page 34
☒ Process and procedures established to train all staff in sections 1 - 3 of the *Ready Schools, Safe Learners* guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.	CDP Page 41
☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.	CDP Page 61
☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.	CDP Page 44
☒ Process to report to the LPHA any cluster of any illness among staff or students.	CDP Page 57
☒ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.	CDP Page 57
☒ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).	CDP Page 48
☒ Protocol to isolate any ill or exposed persons from physical contact with others.	CDP Page 53
☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).	CDP Page 59

☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit.
   ● If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort.
   ● If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
	CDP Page 57

☒ Required components of individual daily student/cohort logs include:
   ● Child's name
   ● Drop off/pick up time
   ● Parent/guardian name and emergency contact information
   ● All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
	CDP Pages 57-59

☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.	CDP Page 58
☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.	CDP Page 60

☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.	CDP Pages 59-62
☒ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).	CDP Page 14

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 　1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: 　● Communicate with parents and health care providers to determine return to school status and current needs of the student. 　● Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. 　● Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. 　● The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. 　● Service provision should consider health and safety as well as legal standards. 　● Work with an interdisciplinary team to meet requirements of ADA and FAPE. 　● High-risk individuals may meet criteria for exclusion during a local health crisis. 　● Refer to updated state and national guidance and resources such as: 　　o U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. 　　o ODE guidance updates for Special Education. Example from March 11, 2020. 　　o OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'	Staff and school administrators, in partnership with school nurses, or other school health providers, will work with interdisciplinary teams to address individual student needs for students identified as Medically Fragile, Medically Complex, and Nursing Dependent. School nurses will engage families to create plans for Comprehensive Distance Learning as well as return to school when Hybrid learning may begin. When the District transitions to Hybrid learning, all students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in either online instruction with regular synchronous instructional sessions or enrolled in Home Instruction, which will include in-person tutoring in a location outside of the student's school. Students who experience disability will continue to receive specially designed instruction. Students with language services will continue to receive English Language Development

o OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. ☒ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	See CDP, Pages 42-44, for how Springfield Public Schools will address *Physical Distancing* requirements. **Traffic flow** – One-way traffic flow will be used in hallways and classrooms and space will be marked on floors to reinforce 6 feet of space for physical distancing. Arrival and dismissal will be staggered to manage physical distancing requirements. School staff and administrators will enforce requirements. Staggered times will limit the need for students to be standing in line and will support traffic flow both in and out of the building. **Schedule modifications** – Students will attend on alternating days and will be placed in cohorts to minimize the number of students inside the building. During the school day, schedules will be staggered to limit interactions between cohorts and to reinforce physical distancing. **Grouping** – Students will be placed in distinct cohorts to minimize contact and will attend class on alternating days to ensure distancing requirements can be met. **Student instruction on distancing protocols** – Principals will coordinate with staff and PBIS teams to develop instructional lesson plans that explicitly teach and reinforce distancing protocols. Prior to beginning in person instruction, protocols will be shared with students and families and will be taught and reinforced to students as needed. Reteaching plans will be provided for students who do not understand distancing protocols and additional support provided to individuals who need it.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.	CDP Pages 42-44
☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.	CDP Page 57
☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the ***Ready Schools, Safe Learners*** guidance).	CDP Pages 21-30, 44)
☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.	CDP Pages 36-39
☒ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.	CDP Pages 43-44
☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.	

☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	**Cohorting strategies** – Students will be split by grade level into two cohorts per grade. One cohort will attend in person classes on M/TH, the other on T/Fri. Wednesday there will be no students on-site for deep cleaning. Students will be in small cohorts of 15-18 students and will remain in a single area of the building during on-site learning. Students will remain in stable cohorts. Staff will be assigned by cohort and movement will be restricted to teachers instead of students. **Strategies to minimize interactions** – Student cohorts will be assigned to restrooms, arrival, and dismissal by area of the building. Cohorts will have staggered break and restroom times. **Sanitizing in transitions and between cohorts** – Staff will wash or sanitize hands during transitions and between stable cohorts. Cleaning and wiping surfaces will occur between multiple student uses, and at least daily between student cohorts.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.	CDP Pages 41 & 59
☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. ● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).	CDP Pages 59-62
☒ 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.	CDP Pages 59-62
☒ Provide all information in languages and formats accessible to the school community.	

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms**,** or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:
 ● Primary symptoms of concern: cough, fever (of greater than 100.4°F) 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. More information about COVID-19 symptoms is available from CDC.
 ● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance.
 ● Emergency signs that require immediate medical attention:
     o Trouble breathing
     o Persistent pain or pressure in the chest
     o New confusion or inability to awaken
     o Bluish lips or face
     o Other severe symptoms
	CDP Pages 10-13 & 49-51

☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.
    ● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible.
    ● They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.
	CDP 48-53 & 64

☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.	CDP Pages 48-49
☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.	CDP Pages 50-51
☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	CDP Pages 6-8, 23, & 39-40

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers.	CDP Pages 64-65
☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.	CDP Page 64-65
☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	CDP Page 64-65
☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	CDP Page 64-65 Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in-person interaction, at this time. Adults in schools are limited to essential personnel only. Essential visitors must wash or sanitize their hands upon entry and exit. Visitors must wear face coverings in accordance with OHA and CDC guidelines. Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days. Visitors are regarded as individuals who are not routine education staff, itinerant staff, or substitute staff. Administration will communicate to itinerant staff to indicate that they cannot report to the building if they have been sick or in contact with sick persons in the last 14 days. Upon arrival, visitors will be asked if they have experienced any symptoms related to COVID 19 or have been exposed to anyone who has been. Once the visitor has entered the building, a face covering and hand sanitizer are required. Office secretary will take the visitor's temperature and will check the visitor by using the RAPTOR system. Secretary will document the location(s) the visitor enters- communicating that they are not permitted to enter spaces not previously recorded. After the visitor is cleared, the visitor is directed to wash hands before entering the hallway. Visitors will maintain physical distance and report immediately to the expected location.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings.	CDP Pages 45-46
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings.	CDP Page 45
☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must:	CDP Page 45 Face Coverings, Shields are required for all staff and students.
☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.	CDP Page 45
Protections under the ADA or IDEA	CDP Page 45
☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: ● Offering different types of face coverings and face shields that may meet the needs of the student. ● Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised. ● Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease; ● Additional instructional supports to effectively wear a face covering; ☒ For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny access to On-Site instruction. ☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. ● If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must: 　1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. 　2. Placement determinations cannot be made due solely to the inability to wear a face covering. 　3. Plans should include updates to accommodations and modifications to support students. ● Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: 　1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. 　2. The team must determine that the disability is not prohibiting the student from meeting the requirement. 　　● If the team determines that the disability is prohibiting the student from meeting the requirement, follow the	Special Programs Plan (Including ADA and IDEA Requirements), provides detailed procedures/protocols to ensure compliance with state and federal laws. This includes ensuring the use of inclusive practices to protect students from discrimination based on a disability. ● Students will be offered temporary alternatives if they cannot wear face coverings. ● Staff members will actively problem-solve with parents, the student, and other staff members to ensure students are included in activities. Students will have access to the general curriculum and peers while determining long term solutions if a face covering cannot be used. ● If a student removes a face covering, or demonstrates a need to remove the face covering for a short period of time, the school/team must provide space away from peers while the face covering is removed; students should not be left alone or unsupervised. ● Staff members will use information from a variety of sources, including outside agencies, to make decisions about and adjustments to the student's 504/IEP. ● District staff members will consider a variety of factors when determining whether the disability contributes to the inability to wear a mask. This includes input from parents and medical professionals. ● If an evaluation is necessary to determine whether a disability is a contributing factor (or a disability is present), the evaluation will be prioritized by district staff. ● In addition to alternative face coverings, the student will be offered alternative educational settings, including limited on-site instruction with accommodations and comprehensive distance learning. ● When building level teams are problem-solving with students and families, district level support will be provided through the Special Programs Office, including access to a district Registered Nurse.

requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,

- If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.

3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

☒ Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.

☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

<div align="center">

1i. ISOLATION MEASURES

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OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	See CDP, Pages 52-57, for how Springfield Public Schools will address *Isolation Measures* requirements.
☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. 　● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. 　● Consider required physical arrangements to reduce risk of disease transmission. 　● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.	
☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. 　● School nurse and health staff in close contact with symptomatic individuals (less than six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be	CDP Pages 54-56

properly removed and disposed of prior to exiting the care space.
- After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
- If able to do so safely, a symptomatic individual should wear a face covering.
- To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.

☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.

CDP Pages 54-56

☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.

CDP Pages 54-56

- Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority.
- If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious.
- If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.

☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).

☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.

CDP Pages 54-59

Each school principal (or designee) will connect weekly with the school nurse on updates for plan and isolation measures taken to that point.

All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. Students will be provided a facial covering (if they can safely wear one). Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.

While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.

Staff will maintain student confidentiality as appropriate.

	Daily logs must be maintained containing the following:
	• Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and
	• Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs
	Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before:
	● the passage of 14 calendar days after exposure; and
	● symptoms have been resolved for 72 hours without the use of anti-fever medications.

2. Facilities and School Operations

Some activities and areas will have a higher risk for spread (e.g., band, choir, science labs, locker rooms). When engaging in these activities within the school setting, schools will need to consider additional physical distancing or conduct the activities outside (where feasible). Additionally, schools should consider sharing explicit risk statements for higher risk activities (see section 5f of the *Ready Schools, Safe Learners* guidance).

2a. ENROLLMENT
(Note: Section 2a does not apply to private schools.)

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ Do not disenroll students for non-attendance if they meet the following conditions: ● Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or ● Have COVID-19 symptoms for 10 consecutive school days or longer. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	Springfield Public Schools will follow ODE enrollment rules.

2b. ATTENDANCE
(Note: Section 2b does not apply to private schools.)

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	Springfield Public School will follow attendance rules and correspond with families regarding expectations.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Update procedures for district-owned or *school-owned* devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance).	Springfield Public Schools has updated procedures according to ODE guidelines and rules.
☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently.
 	
☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.
 	
☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.
 	
☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.
 	
☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.
	CDP Pages 44-45
	
	Handwashing: Hand washing resources will be provided to students, staff, and families in the fall and as needed during peak illness season or specific increases of disease in the school setting.
	● Appropriate handwashing practices will be explicitly taught to staff and students, role modeled and practiced.
	● Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff upon entry, prior to eating, after restroom use and before and after recess.
	● Students and staff should wash hands when:
	  ○ Before, during , and after preparing food
	  ○ Before eating food
	  ○ Before and after caring for someone at home who is sick with vomiting or diarrhea
	  ○ Before and after treating a cut or wound
	  ○ After using the toilet
	  ○ After changing diapers or cleaning up a child who has used the toilet
	  ○ After blowing your nose, coughing, or sneezing
	  ○ After touching an animal, animal feed, or animal waste
	  ○ After handling pet food or pet treats
	  ○ After touching garbage
	● Visuals of hand washing will be posted in restrooms, classroom, common areas, and kitchens for student and staff reference.
	
	Equipment: Routine sanitation measures will be in full effect, including processes to respond to potentially infectious material as outlined in the Exposure Control Plan (pp. 21-30)
	● All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses will be cleaned and disinfected at least daily and between use as much as possible.
	● Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible or cleaned between use.
	● A schedule will be designated by the Custodial Supervisor for increased, routine cleaning and disinfection.
	
	Events: Field trips will be designed virtually for the school year. All assemblies, athletic events, practices, special performances, schoolwide parent meetings and other large gatherings will be cancelled or held in a virtual format until district guidance provides opportunity based on OHA/ODE guidelines
	
	Transitions/Hallways:
	● Physical guides, such as tape on floors or sidewalks and signs on walls, will be placed to ensure that staff and children remain at least 6 feet apart in lines and at other times.

<table>
<tr><td></td><td>● One way routes are posted in hallways and common areas to ensure physical distancing. Student transitions will be staggered to limit the total number of people in the hallway.

Personal Property: Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items. If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.</td></tr>
</table>

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	CDP Pages 40-43
☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.	CDP Page 40
☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the *Ready Schools, Safe Learners* guidance).	CDP Page 42
☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device.	CDP Page 55
☒ Ensure hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. ● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	**Seating:** Excess furniture will be removed from classrooms to allow for more space. Individual desks will be used and will maintain the required distance from one another while still allowing for teaching space. Tape will be used to mark off the area and display where desks should be placed. Students will be placed in cohort groups that stay in the same classroom and will be assigned to one seat. **Materials:** *No community supplies (for commonly used items (e.g., scissors, pencils, crayons).* Protocols will be developed for and special materials (e.g. math manipulatives, science lab materials) that need to be used in a lesson. For example, bins labeled "Used" and "Clean" that will designate which items need to be sanitized. Every effort will be made to use consumable materials in these situations. **Handwashing:** Signs reminding students and staff of hand washing and hand sanitizing protocols will be posted in each space where staff and students are working. Staff and students will utilize sinks in classrooms (where available) and/or hand sanitizing stations placed in each classroom. Staff and students will, at minimum, wash/sanitize their hands at arrival, before each break/recess, lunch, after using the bathroom, and dismissal. Staff and students will be reminded through signage and verbal instruction about respiratory etiquette.

2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the *Ready Schools, Safe Learners* guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.	**Playgrounds/Fields/Recess:** Will be closed to the general public until allowed through OHA guidelines. Outdoor picnic tables will not be used. Cohorts of students will be given assigned bags with their own outdoor equipment that will be used exclusively by that cohort. This equipment will be sanitized daily. Signs will be posted outdoors that restrict access and provide guidelines. Student cohorts will follow their assigned schedule for recess/break times and only activities that allow for physical distancing will be permitted. Students will wash/sanitize their hands before and after each recess/break time. **Restrooms:** All cleaning requirements will be maintained as outlined by OHA and the SPS Communicable Disease Plan. Students will wash hands with soap and water for at least 20 seconds after restroom use. **Common staff areas:** Staff will be assigned to a certain area in which they only share space with other teachers working with the same cohort of students. Staff will be assigned times in which they can utilize that space to insure single person usage and maintenance of physical distance.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Staff serving meals must wear face shields or face covering (see section 1h of the *Ready Schools, Safe Learners* guidance). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	Nutrition Services - Reopening Protocols [ADD FINAL LINK] ● Students disinfect hands with sanitizer before and after meals ● Daily cleaning of meal trays and tray transportation carts ● Meal touchpoints should not be used for in class meals - lunch numbers may be entered by kitchen staff ● Custodial staff will clean desks each day ● Staff will have designated areas outside of classroom space for meals. Best practice would have staff eat in designated areas as cohorts

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the *Ready Schools, Safe Learners* guidance). ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This can be done at the time of arrival and departure.	Transportation Covid Protocols [ADD FINAL LINK] ● Students will be met when exiting the bus and travel as cohort to identified school entry points. Staff will screen and monitor students as they enter the building and provide supervision as students travel to classrooms. ● Students will be supervised upon exiting classrooms and while exiting building to load bus as a cohort

- If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
- If arriving at school, notify staff to begin isolation measures.
  - o If transporting for dismissal and the student displays an onset of symptoms, notify the school.

☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.

☒ Drivers wear face shields or face coverings when not actively driving and operating the bus.

☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).

☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings.

- **Use protocols developed under district CDP pages 53-56**

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	Springfield Public Schools use a "clean as you go" method for custodial staff. This is defined as custodial staff always being prepared to clean and sanitize frequently touched surfaces throughout the day as they navigate the facilities. Cleaning products will be supplied for classrooms staff on a regular basis and proper training will be provided. It is the expectation that all staff members of the Springfield Public Schools are responsible for disinfecting surfaces. Playgrounds will be sanitized every morning with a hot water, pressure washing system. Additionally custodial staff will disinfect playground equipment in between user groups during the day. This process and protocol may be found in every facility, in the building operator manual. Improving the air quality in all of our schools 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 and performance. We will override our "smart" systems and have our air handlers running at 100% speed providing a continuous exchange of air. All systems will be scheduled to turn on at a minimum of two hours before students arrive and stay on at least 3 hours after school is dismissed. Filters in our HVAC systems will be upgraded from MERV 7 to MERV 8 filters with a 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 volatilise from the filter. In addition to upgraded filters, we will be installing iWave air purifiers in our schools HVAC systems. The patented technology of the iWave 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 break down harmful VOCs with an Electron Volt Potential under twelve (eV<12) into harmless compounds like oxygen, nitrogen, carbon dioxide or water vapor. The 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.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff ☐ Review and take into consideration CDC guidance for shared or congregate housing: • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.	Does not apply.

3. Response to Outbreak

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	CPD Pages 51-57, 58-60
☒ Establish a specific emergency response framework with key stakeholders.	
☒ When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.	CDP Page 59

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response.	CDP Pages 59-60
☒ If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. ● Determination if exposures have occurred ● Cleaning and disinfection guidance ● Possible classroom or program closure	
☒ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.	
☒ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district.	
☒ Modify, postpone, or cancel large school events as coordinated with the LPHA.	
☒ If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.	
☒ Continue to provide meals for students.	
☒ Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Plan instructional models that support all learners in Comprehensive Distance Learning.	
☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds.	
☒ Communicate with families about options and efforts to support returning to On-Site instruction.	
☒ Follow the LPHA guidance to begin bringing students back into On-Site instruction. ● Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	

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, 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 *Include how/why the school is currently unable to meet them*

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 7/29/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school[1] has been directed to submit a plan to the district[2] 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 school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,[3] parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Thurston High School
Key Contact Person for this Plan	Chris Reiersgaard
Phone Number of this Person	541-744-50001
Email Address of this Person	chris.reiersgaard@springfield.k12.or.us
Sectors and position titles of those who informed the plan	Chris Reiersgaard, Principal Mindy LeRoux, High School Director Brian Megert, Special Programs Director David Collins, Assistant Superintendent Tanya Martin, District Nurse Gary Cole, Nutrition Services Supervisor Mike Schlosser, Operations Manager, Transportation Terry Rutledge, Asst. Director, Facilities and Operations Brett Yancey, Chief Operations Officer Jonathan Gault, SEA President Sherry Moore, OSEA President Dustin Reese, Human Resources Director

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[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.

	Jeff Michna, Technology Director Jenna McCulley, Community Engagement Officer Todd Hamilton, Superintendent
Local public health office(s) or officers(s)	Lane County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Chris Reiersgaard
Intended Effective Dates for this Plan	September 14, 2020
ESD Region	Lane

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.

> In preparing for school in 2020-21, Springfield Public Schools (SPS) engaged our community beginning in June to gather feedback from the prior school year and inform planning for the upcoming school year. Ongoing feedback opportunities continue through:
> - Surveys and other online tools (i.e., Let's Talk),
> - Regular meetings with association leaders,
> - Meetings with parent and education advocates (e.g., Stand for Children, Centro Latino Americano, SAfER),
> - Collaboration opportunities in workgroups of teachers, specialists, administrators, and classified staff focused on instructional programs, and
> - Planning teams focused on other specific topics (e.g., Communicable Diseases, Facilities, Nutrition, Transportation).
>
> SPS staff engaged with other Lane County school districts, partner agencies (e.g., Lane ESD, Lane County Public Health, Willamalane Parks and Recreation District), and business communities to share information, gather feedback, and creatively problem-solve regarding supports and services needed to ensure all students will be able to successfully access teaching and learning this fall.

3. Indicate which instructional model will be used.

   Select One:

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

4. 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 in the initial template).

5. 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 3-16 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 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.
According to *Ready Schools, Safe Learners: Community COVID-19 Metrics,* Lane County does not meet local and statewide conditions for schools to return to in-person instruction through a hybrid learning model.

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. **Here is a link to the overview of CDL Requirements.** Please name any requirements you need ODE to review for any possible flexibility or waiver.
Springfield Public Schools has reviewed the Comprehensive Distance Learning Guidance. Springfield Public Schools does not request flexibility or a waiver, at this time.

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.
For a Springfield Public School to return to in-person instruction through the Oregon Department of Education's (ODE) On-Site or Hybrid instructional models, Lane County shall meet established metrics, which consider local as well as statewide conditions. To the extent possible, returning to in-person instruction through a hybrid learning model will occur at naturally occurring transitions (i.e., quarter and semester grading periods, winter break, spring break, etc.). Springfield Public Schools will follow the Operational Blueprint for Hybrid Learning, once appropriate metrics are met.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT
This section must be completed by any 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.

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Implement measures to limit the spreads of COVID-19 within the school setting.	Springfield Public Schools - Communicable Disease Plan (CDP)
☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.	CDP Pages 31 – 65
☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	School sites - Building Principal/Asst. Principal Administration Building - Chief Operations Officer/Risk Manager Technology & Training Center - Director of Technology Facilities & Operations Center - Asst. Director of Facilities & Operations
☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.	CDP Page 34
☒ Process and procedures established to train all staff in sections 1 - 3 of the *Ready Schools, Safe Learners* guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.	CDP Page 41
☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.	CDP Page 61
☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.	CDP Page 44
☒ Process to report to the LPHA any cluster of any illness among staff or students.	CDP Page 57
☒ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.	CDP Page 57
☒ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).	CDP Page 48
☒ Protocol to isolate any ill or exposed persons from physical contact with others.	CDP Page 53
☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).	CDP Page 59
☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. ● If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort. ● If a student(s) is not part of a stable cohort, then an individual student log must be maintained.	CDP Page 57
☒ Required components of individual daily student/cohort logs include: ● Child's name ● Drop off/pick up time ● Parent/guardian name and emergency contact information ● All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student	CDP Pages 57-59
☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.	CDP Page 58
☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.	CDP Page 60

☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.	CDP Pages 59-62
☒ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).	CDP Page 14

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.
 	
Medically Fragile, Complex and Nursing-Dependent Student Requirements
 	
☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:
    1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
 	
☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:
    ● Communicate with parents and health care providers to determine return to school status and current needs of the student.
    ● Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
    ● Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
    ● The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
    ● Service provision should consider health and safety as well as legal standards.
    ● Work with an interdisciplinary team to meet requirements of ADA and FAPE.
    ● High-risk individuals may meet criteria for exclusion during a local health crisis.
    ● Refer to updated state and national guidance and resources such as:
        o U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
        o ODE guidance updates for Special Education. Example from March 11, 2020.
        o OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'
	Staff and school administrators, in partnership with school nurses, or other school health providers, will work with interdisciplinary teams to address individual student needs for students identified as Medically Fragile, Medically Complex, and Nursing Dependent.
	
	School nurses will engage families to create plans for Comprehensive Distance Learning as well as return to school when Hybrid learning may begin.
	
	When the District transitions to Hybrid learning, all students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in either online instruction with regular synchronous instructional sessions or enrolled in Home Instruction, which will include in-person tutoring in a location outside of the student's school.
	
	Students who experience disability will continue to receive specially designed instruction.
	
	Students with language services will continue to receive English Language Development

o OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. ☒ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	See CDP, Pages 42-44, for how Springfield Public Schools will address *Physical Distancing* requirements. Classrooms and Meetings: • Staff meetings will be held virtually through zoom. • Parent meetings and conferences will be held virtually when possible. If in-person meetings are held, all physical distancing measures will be followed. • To limit the number of students on campus each day, the school will be broken into a.m./p.m. cohorts in the hybrid model. • We will be reducing class size to meet ODE requirements. • Classroom desks and tables will be arranged with students being seated a minimum of six feet apart. • Students will use a single assigned seat at all times. • All students will be facing the same direction. • Classrooms that do not meet the 35 square foot requirements for holding class may be moved to common teaching areas including; cafeteria, library, gymnasium, or auditorium. The band and choir rooms are also available when not in use. Hallways and Transitions: • Hallways will include one-way or two-way traffic markings to reduce contact and maintain social distancing. • 6-Feet markers will be placed throughout hallways to indicate proper spacing. • Student cohorts will remain in the classroom with adult transitions when possible. • Cohort classrooms will be assigned by building area/grade level to allow access to a single bathroom, water bottle fill station, and hand washing station throughout the school day. • Students will be given explicit instructions on social-distancing protocols.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.	CDP Pages 42-44
☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.	CDP Page 57
☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance).	CDP Pages 21-30, 44)

☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.	CDP Pages 36-39
☒ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.	CDP Pages 43-44
☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	● Cohorts will be established on an A/B Rotating Block schedule where students will have two classes per day with reduced class sizes. ● Teachers will rotate within cohorts when possible. ● Access to campus will be restricted before the start of the day. Courtyards, cafeterias, libraries, picnic tables, and locker bays will be inaccessible ● Campus will be closed during the school day. ● Procedures will be put in place for students and staff to sanitize their learning space prior to leaving the space, and upon entering a space. ● Cohort classrooms will be assigned by building area/grade level to allow access to a single bathroom, water bottle fill station, and hand washing station throughout the school day.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.	CDP Pages 41 & 59
☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. ● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).	CDP Pages 59-62
☒ 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.	CDP Pages 59-62
☒ Provide all information in languages and formats accessible to the school community.	

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: ● Primary symptoms of concern: cough, fever (of greater than 100.4°F) 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. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. ● Emergency signs that require immediate medical attention: ○ Trouble breathing ○ Persistent pain or pressure in the chest	CDP Pages 10-13 & 49-51

o New confusion or inability to awaken o Bluish lips or face o Other severe symptoms	
☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. ● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the **Ready Schools, Safe Learners** guidance) and sent home as soon as possible. ● They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.	CDP 48-53 & 64
☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.	CDP Pages 48-49
☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.	CDP Pages 50-51
☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	CDP Pages 6-8, 23, & 39-40

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers.	CDP Pages 64-65
☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.	CDP Page 64-65
☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	CDP Page 64-65
☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	CDP Page 64-65 Essential Visitors: ● Visitors must wash or sanitize their hands upon entry and exit. ● Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days ● Visitors must wear face coverings in accordance with OHA and CDC guidelines. ● Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.

1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings.	CDP Pages 45-46
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings.	CDP Page 45
☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must:	CDP Page 45 Face Coverings, Shields are required for all staff and students.
☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students	CDP Page 45

displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.

Protections under the ADA or IDEA

☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
- Offering different types of face coverings and face shields that may meet the needs of the student.
- Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.
- Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
- Additional instructional supports to effectively wear a face covering;

☒ For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny access to On-Site instruction.

☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.
- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
  1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
  2. Placement determinations cannot be made due solely to the inability to wear a face covering.
  3. Plans should include updates to accommodations and modifications to support students.
- Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
  1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
  2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
     - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
     - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
  3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site

CDP Page 45

Special Programs Plan (Including ADA and IDEA Requirements), provides detailed procedures/protocols to ensure compliance with state and federal laws. This includes ensuring the use of inclusive practices to protect students from discrimination based on a disability.
- Students will be offered temporary alternatives if they cannot wear face coverings.
- Staff members will actively problem-solve with parents, the student, and other staff members to ensure students are included in activities. Students will have access to the general curriculum and peers while determining long term solutions if a face covering cannot be used.
- If a student removes a face covering, or demonstrates a need to remove the face covering for a short period of time, the school/team must provide space away from peers while the face covering is removed; students should not be left alone or unsupervised.
- Staff members will use information from a variety of sources, including outside agencies, to make decisions about and adjustments to the student's 504/IEP.
- District staff members will consider a variety of factors when determining whether the disability contributes to the inability to wear a mask. This includes input from parents and medical professionals.
- If an evaluation is necessary to determine whether a disability is a contributing factor (or a disability is present), the evaluation will be prioritized by district staff.
- In addition to alternative face coverings, the student will be offered alternative educational settings, including limited on-site instruction with accommodations and comprehensive distance learning.
- When building level teams are problem-solving with students and families, district level support will be provided through the Special Programs Office, including access to a district Registered Nurse.

instruction with accommodations, or Comprehensive Distance Learning.	
☒ Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.	
☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	See CDP, Pages 52-57, for how Springfield Public Schools will address *Isolation Measures* requirements.
☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. ● Consider required physical arrangements to reduce risk of disease transmission. ● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.	
☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. ● School nurse and health staff in close contact with symptomatic individuals (less than six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. ● After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. ● If able to do so safely, a symptomatic individual should wear a face covering. ● To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.	CDP Pages 54-56
☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.	CDP Pages 54-56

☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. 　　● Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. 　　● If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. 　　● If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. 　　● If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. 　　● If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). ☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.	CDP Pages 54-56 CDP Pages 54-59 A designated primary isolation area will be used for students and staff who are symptomatic. (**The isolation room will be a room in the Auditorium hallway that is next to an exit into the west parking area – A designated restroom for isolation is adjacent to the isolation room**) 　　● Symptomatic students will remain at school until a designated adult can pick them up. 　　● Staff will contact Health Aide that a student is symptomatic and the Health Aide, or school personnel, will go to the class to escort the student to the isolation area. 　　● Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear medical grade facial coverings. 　　● Secondary isolation areas may be identified if/as needed. 　　● Logs must be maintained for every student who enters the health room, regardless of whether they are treated or sent home. Logs will include: 　　　　○ Name of student 　　　　○ Reported symptoms/reason for health room visit 　　　　○ Action taken

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2. Facilities and School Operations

Some activities and areas will have a higher risk for spread (e.g., band, choir, science labs, locker rooms). When engaging in these activities within

the school setting, schools will need to consider additional physical distancing or conduct the activities outside (where feasible). Additionally, schools should consider sharing explicit risk statements for higher risk activities (see section 5f of the *Ready Schools, Safe Learners* guidance).

2a. ENROLLMENT
(Note: Section 2a does not apply to private schools.)

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines.
☒ Do not disenroll students for non-attendance if they meet the following conditions:
   ● Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or
   ● Have COVID-19 symptoms for 10 consecutive school days or longer.
☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
	Springfield Public Schools will follow ODE enrollment rules.

2b. ATTENDANCE
(Note: Section 2b does not apply to private schools.)

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	Springfield Public School will follow attendance rules and correspond with families regarding expectations.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or *school-owned* devices to match cleaning requirements (see section 2d of the *Ready Schools, Safe Learners* guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	Springfield Public Schools has updated procedures according to ODE guidelines and rules.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.	CDP Pages 44-45 **Handwashing:** All students will have access to hand washing prior to breakfast and lunch. Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer. Hand sanitizer will be available in all classrooms. **Equipment:** Equipment includes materials such as school supplies (scissors, glue sticks, calculators, etc.), PE and recess equipment, Science Lab supplies. ● Sharing of supplies will be restricted whenever possible.

☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	● All shared equipment will be cleaned between users.
	
	The District will establish a drive-through technology pick-up at each site to distribute technology to every student.
	
	Events: All assemblies, athletic events, practices, special performances, schoolwide parent meetings and other large gatherings will be cancelled or held in a virtual format until district guidance provides opportunity based on OHA/ODE guidelines.
	● Field Trips: Field trips will be designed virtually for the school year unless the District practice changes due to OHA/ODE guidelines.
	
	Transitions/Hallways: Hallways will include one-way traffic markings to reduce contact.
	● Student cohorts will remain in the classroom with adult transitions when possible.
	● Cohort classrooms will be assigned by building area/level to allow access to a single bathroom, drinking fountain and hand washing station throughout the school day.
	
	Personal Property: Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items. If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.
	● Students will not use lockers to store personal property. All personal property brought to school will be carried by the student throughout the school day in their backpack/bag.
	
	Restrooms: Restrooms will be available to all students throughout the day.
	● Restrooms assigned based on cohort rooms.
	● Visual reminders will be used in all restrooms to encourage hygienic practices including:
	     ○ Handwashing techniques
	     ○ Covering coughs/sneezes
	     ○ Social distancing
	     ○ Facial coverings
	     ○ Covid-19 symptoms

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2e. ARRIVAL AND DISMISSAL

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OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	CDP Pages 40-43
☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.	CDP Page 40
☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the *Ready Schools, Safe Learners* guidance).	CDP Page 42
☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device.	CDP Page 55
☒ Ensure hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate	

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.
☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.
☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.
    ● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
	Seating:
	
	    ● Classroom desks and tables will be arranged with students being seated a minimum of six feet apart.
	    ● Students will use a single, assigned seat at all times.
	    ● All students will be facing the same direction.
	
	Materials: No community supplies (for commonly used items (e.g., scissors, pencils, crayons). Design protocols for use and sanitizing of shared supplies (e.g. math manipulatives).
	
	Handwashing: Develop space plan for handwashing measures at identified locations to ensure adequate time and distance for students handwashing.
	
	Furniture: All upholstered furniture and soft seating has been removed from the school building.
	
	Classroom Procedures: No permanent restroom/hall passes will be used by students. Staff will write individual passes for students.
	
	Seating/Hallways: Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas.
	
	Environment: When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.

2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations).
☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.
☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.
☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance.
☒ Cleaning requirements must be maintained (see section 2j of the *Ready Schools, Safe Learners* guidance).
☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.
☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).
☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.
☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance.
	RECESS
	There will be no recess (or equipment) and there are no planned breaks in the hybrid schedule allowing unsupervised break or unstructured play.
	
	RESTROOMS
	    ● After using the restroom, students will wash their hands for 20 seconds.
	    ● Signage will be placed in the restroom to remind students of this requirement in addition to classroom instruction on the expectation and requirement.
	
	FIELDS and FACILITIES
	    ● The District has an established summer reopening protocol for athletic fields and facilities informed by the CDC, OHA, ODE, Governor Brown Executive Orders and OSAA.

⊠ Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.	

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
⊠ Include meal services/nutrition staff in planning for school reentry. ⊠ Staff serving meals must wear face shields or face covering (see section 1h of the ***Ready Schools, Safe Learners*** guidance). ⊠ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ⊠ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ⊠ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ⊠ Adequate cleaning of tables between meal periods. ⊠ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	Nutrition Services - Reopening Protocols [ADD FINAL LINK] ● All students eat in the classroom. ● Students will wash or sanitize their hands before and after each meal. ● Students will not share food. ● Custodial and classified staff, in conjunction with Food Service staff, will aide in the delivery and clean-up of meals in the classroom.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan

⊠ Include transportation departments (and associated contracted providers, if used) in planning for return to service.
 	
⊠ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance).
 	
⊠ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This can be done at the time of arrival and departure.
   ● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
   ● If arriving at school, notify staff to begin isolation measures.
      o If transporting for dismissal and the student displays an onset of symptoms, notify the school.
 	
⊠ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
 	
⊠ Drivers wear face shields or face coverings when not actively driving and operating the bus.
 	
⊠ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
 	
⊠ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.
	Transportation Covid Protocols [ADD FINAL LINK]
	
	Arrival and Entry:
	
	● Each student will be assigned an entrance point (i.e., a specific door) to the school building.
	● Upon entry, students will go directly to their first content cohort (i.e., the students in their first period class).
	● Staff will be present at each entry point to visually screen students for symptoms and track cohort data.
	● Students identified as potentially symptomatic will be directed to the office. *follow plan outlined in 1a.
	
	If a student is displaying symptoms of Covid-19, staff will notify the main office and escort the students to the isolation room.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	Springfield Public Schools use a "clean as you go" method for custodial staff. This is defined as custodial staff always being prepared to clean and sanitize frequently touched surfaces throughout the day as they navigate the facilities. Cleaning products will be supplied for classrooms staff on a regular basis and proper training will be provided. It is the expectation that all staff members of the Springfield Public Schools are responsible for disinfecting surfaces. Playgrounds will be sanitized every morning with a hot water, pressure washing system. Additionally custodial staff will disinfect playground equipment in between user groups during the day. This process and protocol may be found in every facility, in the building operator manual. Improving the air quality in all of our schools 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 and performance. We will override our "smart" systems and have our air handlers running at 100% speed providing a continuous exchange of air. All systems will be scheduled to turn on at a minimum of two hours before students arrive and stay on at least 3 hours after school is dismissed. 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 volatilise from the filter. In addition to upgrade filters, we will be installing iWave air purifiers in our school HVAC systems. The patented technology of the iWave 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 break down harmful VOCs with an Electron Volt Potential under twelve (eV<12) into harmless compounds like oxygen, nitrogen, carbon dioxide or water vapor. The 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.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: ● Contact tracing ● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. ● Quarantine of exposed staff or students ● Isolation of infected staff or students ● Communication and designation of where the "household" or "family unit" applies to your residents and staff ☐ Review and take into consideration CDC guidance for shared or congregate housing: ● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible ● Ensure at least 64 square feet of room space per resident ● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; ● Configure common spaces to maximize physical distancing; ● Provide enhanced cleaning; ● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.	Does not apply.

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	CPD Pages 51-57, 58-60
☒ Establish a specific emergency response framework with key stakeholders.	
☒ When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.	CDP Page 59

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response.	CDP Pages 59-60
☒ If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. ● Determination if exposures have occurred ● Cleaning and disinfection guidance ● Possible classroom or program closure	
☒ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.	
☒ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district.	

☒ Modify, postpone, or cancel large school events as coordinated with the LPHA.	
☒ If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.	
☒ Continue to provide meals for students.	
☒ Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Plan instructional models that support all learners in Comprehensive Distance Learning.	
☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds.	
☒ Communicate with families about options and efforts to support returning to On-Site instruction.	
☒ Follow the LPHA guidance to begin bringing students back into On-Site instruction. ● Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	

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, Community, Engagement

7. Mental, Social, and Emotional Health

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 *Include how/why the school is currently unable to meet them*