

**5:30 PM
 Regular Board Meeting**

I.	5:30 p.m. Board Work Session: Discuss the Impact of the Second Special Session of the Oregon Legislature on District Funding and Budgets	2
II.	7:00 p.m. Regular Board Meeting:	
III.	Call to Order, Roll Call, Flag Salute, Land Acknowledgement	
IV.	Agenda Review	
V.	Introduction of Guests and Superintendent's Report	
VI.	Comments by Board Chair	
VII.	Items Raised by the Community - Public Comment Received by Email	
VIII.	Comments by Employee Groups	
IX.	Consent Group - Items for Action	
	1. Approve Meeting Minutes for August 5, 2020 Board Meeting	15
X.	Items for Information	
	1. Receive Information on District Plan for Return to Learning	21
XI.	Items for Action	
	1. Adopt Revisions to Board Policy LBE - Public Charter Schools	79
XII.	Items for Action at a Future Meeting	
	1. Consider the Request from the City of Eugene for Low-Income Rental Housing Property Tax Exemption	83
	2. Consider for Approval OSBA Annual Membership	90
	3. Consider for Adoption Proposed Board Policy JHH - Student Suicide Prevention	95
XIII.	Comments and Committee Reports by Individual Board Members	
XIV.	Suggestions by the Board for Consideration of Items at a Future Meeting	
	1. Meetings:	
	<u>September 2020:</u> Wednesday, September 16	
	<u>October 2020:</u> Wednesday, October 7 & Wednesday, October 21	
	<u>November 2020:</u> Wednesday, November 4 & Wednesday, November 18	
	<u>December 2020:</u> Wednesday, December 2 & Wednesday, December 16	
	<u>January 2021:</u> Wednesday, January 13, 2021	
	<u>February 2021:</u> Wednesday, February 3 & Wednesday, February 17	
	<u>March 2021:</u> Wednesday, March 3 & Wednesday, March 17	
	<u>April 2021:</u> Wednesday, April 21	
	<u>May 2021:</u> Wednesday, May 5 & Wednesday, May 19	
	<u>June 2021:</u> Wednesday, June 2 & Wednesday, June 16	
XV.	Adjourn	

THIS MEETING WILL BE BROADCAST OVER KRVM-AM (1280)

INTERPRETERS FOR THE DEAF AND HARD OF HEARING:

To request interpreter services for this meeting, please call (541) 790-7850 or TDD (541) 790-7712 or the TDD Relay Number 1 (800) 735-2900



ITEM FOR INFORMATION

Date of Meeting

September 2, 2020

Title

Discuss the Impact of the Second Special Session of the Oregon Legislature on District Funding and Budgets

Presenter

Andrea Belz, Director of Financial Services

Background

4J Board of Directors will hold a work session to discuss the impact of the 2nd Special Session of the Oregon Legislature on district funding and budgets, as well as the effect of the recently issued Oregon Supreme Court opinion on aspects of Senate Bill 1049 (PERS Reform). Potential impacts to the 2020-21 Adopted Budget related to the COVID-19 emergency will also be discussed. Members of the 2019-20 Budget Committee are encouraged to attend this work session.



Eugene School District 4J

2020-21 Adopted Budget Update

Board Work Session
September 2, 2020





Superintendent's Message



- Funding for the 2020-21 School Year
- Supporting our Students & Families during COVID-19
- Planning for the future



August 10th Special Session

Focus on protecting K-12 education programs

2019-21 State School Fund maintained at \$9 Billion

- \$400 million from the Education Stability Fund

Student Success Act:

- High School Success Grant – full funding (4J at \$4.2 Million)
- High Cost Disability Grant – increased to \$55 Million (4J at \$1.8 Million)
- Student Investment Account (SIA) – funding reduced to \$150 Million (4J funding decreased by 68% from \$13.5 million to \$4.35 million)



New Focus for SIA

For 2020-21:

- Districts with approved plans will be asked to submit amended grant applications reflecting new funding levels
- Districts are encouraged to prioritize the use of grant funds to meet student mental or behavioral health needs
- Grant recipients will not be required to meet longitudinal performance growth targets for the five common metrics



Grant Updates

Elementary and Secondary School Emergency Relief Fund (ESSER Fund) Grant

- \$2.8 Million to 4J for student devices, connectivity services and software, and instructional software

Comprehensive Distance Learning (CDL) Grant

- \$258,000 to 4J students for access and connectivity, student & teacher devices, digital content/curriculum, learning management systems and professional development for educators

Title I-A

- Award of \$5 Million is 25% higher than adopted budget of \$4 Million due to poverty weighting



PERS Update

Senate Bill (SB) 1049:

- Unfunded Actuarial Liability (UAL) Re-amortization
- Work After Retirement changes
- Salary Limit
- Member Individual Account Program (IAP) Redirect
- Member Choice

On August 6, 2020, the Oregon Supreme Court affirmed portions of SB 1049 (Salary Limit & IAP Redirect)



2021-23 PERS Rates

General Fund 5-Year Forecast

Tier 1/2: 27.17% OPSRP: 22.19%

2018 PERS Advisory Rates

Tier 1/2: 24.72% OPSRP: 21.49%

2019 PERS Final Rates

Expected in October 2020

Projected to be lower than 2018 rates based on calendar year 2019 investment returns



COVID-19 Emergency Spending

- Personal Protective Equipment (PPE) – masks, barriers, scrubs, medical equipment, etc
- Custodial – cleaning supplies and equipment
- Facilities – building ventilation improvements, access controls
- Technology – student and teacher devices, connectivity, security, network upgrades, help desk support for remote learning
- Nutrition Services – supplies and equipment for meal delivery to students and additional support to offset revenue loss from paid student meals



COVID-19 Emergency Spending

- Instruction – software to support learning and identified student groups with barriers to learning in this environment. Focus on English language learners, dual language, and students in unstable housing situations. Extended contracts for teacher work groups
- Student Services – equipment, software and other supports to help students with learning challenges
- Schools – supplemental funding for school supplies (typically funded through donations during registration) and purchases of equipment needed for learning



Negotiations

Eugene Education Association (EEA) contract ended June 30, 2020

- Negotiations in progress for a one-year agreement

MAPS compensation terms ended June 30, 2020

- \$30/month increase in insurance contribution as of October 1, 2020
- Discussions in progress for the 2020-21 school year

Oregon School Employees Association (OSEA)

- 2020-21: 2% COLA and \$10/month increase for insurance



Supplemental Budget #1

- Tentatively scheduled for November 2020
- Timing will depend on negotiations, as these costs are typically included in the first supplemental budget
- Will include budgeted spending for the COVID-19 emergency
- Funded through General Fund operational reserves
- COVID spending may be offset by federal grant funds (if authorized)



Discussion

Questions and comments?

Requests for additional information or clarification of budget items?



**MINUTES OF THE REGULAR SESSION
OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT 4J LANE COUNTY, EUGENE, OREGON**

August 5, 2020

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a regular session at 7 p.m. Notice of the meeting was mailed to the media and posted in the Education Center on July 31, 2020, and published in *The Register-Guard* on August 5, 2020.

NOTICE: In light of current public health concerns related to coronavirus COVID-19, the regular meeting of the Eugene School District Board of Directors on August 5, 2020 took place via Zoom Meeting. Pursuant to ORS 192.670, the meeting was open to the public via live radio broadcast on KRVM 1280-AM and via the internet at www.4j.lane.edu/

ROLL CALL

BOARD MEMBERS PRESENT:

Mary Walston, Chair
Judy Newman, Vice Chair
Alicia Hays
Gordon Lafer
Anne-Marie Levis
Martina Shabram
Jim Torrey

STAFF:

Cydney Vandercar, Interim Superintendent of Schools
Charis McGaughy, Assistant Superintendent for Instruction
Kerry Delf, Chief of Staff
Brooke Wagner, Director of K-8 Education
Andy Dey, Director of Secondary Education
Kat Lange, Director of Student Services
Kyle Tucker, Chief Operations Officer
Christine Nesbit, General Counsel
Steve Menachemson, Director of Technology Services
Jeffrey Johnson, Director of K-8 Education
Andrea Belz, Director of Financial Services
Holly Langan, Director of Administrative Services
Lisa Fjordbeck, Executive Assistant/Board Secretary
Karen Hardin, Director of Human Resources

MEDIA: KRVM

I. REGULAR BOARD MEETING

Chair Walston called the regular meeting to order at 7 p.m., and led everyone participating in the meeting in the pledge of allegiance. She then acknowledged the land on which the meeting was tak-

ing place was the Traditional Homelands of the Kalapuya People, who have been stewards of the land for approximately 14,000 years.

II. AGENDA REVIEW

MOTION: Mr. Lafer moved, seconded by Ms. Shabram, to move the agenda item dealing with reopening schools from an Item for Information, to an Item for Action.

VOTE: The motion failed 2:5, with only Mr. Lafer and Ms. Shabram voting in favor.

III. SUPERINTENDENT'S REPORT

Interim Superintendent Vandercar offered those participating in the meeting a Superintendent's report. She thanked 4J for allowing her the opportunity to work with the District in this position.

IV. COMMENTS BY BOARD CHAIR

Chair Walston offered comments about the upcoming 2020-21 school year, and what a challenge it is going to be. She urged those participating to be mature and vigilant, as they all got through the pandemic, and all the challenges it presents, together.

V. ITEMS RAISED BY THE COMMUNITY

The Board acknowledged that they had read all written and submitted comments from the community, and they thanked them for their communications.

VI. COMMENTS BY EMPLOYEE GROUPS

Sabrina Gordon, President of the Eugene Education Association (EEA), offered the Board a brief report on EEA's recent activities. She thanked the District for the updates released recently on the back to school plan, and said the EEA and those it represents greatly appreciated these updates, as it gives them time to plan.

Sheila Waggoner, President of the Oregon Service Employees Association (OSEA) offered the Board a brief report on OSEA's recent activities. She thanked the District for their hard work and continued dedication to overcoming the COVID-19 pandemic. Ms. Waggoner also thanked the District for updating everyone on its plans to return to learning

VII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Levis thanked Chair Walston for taking over the role of Board Chair. She also thanked the staff and Superintendent Vandercar.

Ms. Shabram said she was looking forward to seeing the changes with which 4J overcomes the challenges presented by the pandemic during the 2020-21 school year.

Mr. Lafer congratulated Ms. Vandercar on making the decision and announcement that the first trimester of the 2020-21 school year will be distance learning. He lamented that, during the pandemic, many people are being called on to decide between making money or remaining healthy, and he was glad Superintendent Vandercar had not only announced the first trimester would be exclusively online, but also that teachers would have the option to teach from inside school buildings, but it was not a requirement they do so.

Ms. Newman offered those participating a summary of the recent Legislative Committee report. This summary is attached to the School District 4J August 5, 2020 Agenda.

The Board gave its consent to the Legislative Committee to move forward with the proposals in the report.

VIII. CONSENT GROUP

MOTION: Ms. Newman moved, seconded by Mr. Torrey, to approve the Consent Group without the first item - Approve DreamBox Supplemental Online Math Curriculum Expansion to Include Middle School Students.

VOTE: The motion passed unanimously 7:0.

Mr. Lafer said the Board packet materials on the DreamBox software states there was a Harvard study done on the software which quoted a 60% improvement in students' math scores after using DreamBox. He asserted that was false information, as the Harvard study in question does not mention that statistic at all. He also stated that DreamBox was not the correct tool to use at this time, while School District 4J was dealing with the COVID-19 pandemic.

Ms. McGaughey offered the Board some information on the DreamBox software. She pointed out that, since DreamBox was not considered core curriculum, it was not a Board decision whether to incorporate it or not.

MOTION: Mr. Lafer moved, seconded by Ms. Shabram, to defer any decision on this item from the Consent Group until the next School District 4J meeting on August 19, 2020.

VOTE: The motion failed 2:5, with only Mr. Lafer and Ms. Shabram voting in favor.

MOTION: Ms. Levis moved, seconded by Mr. Torrey, to approve the DreamBox item from the Consent Group.

VOTE: The motion passed 5:2, with only Mr. Lafer and Ms. Shabram voting against.

IX. ITEMS FOR INFORMATION

1. Receive Information on District Plan for Return to Learning

Interim Superintendent Vandercar offered the Board an informational report on the District's plan for reopening schools.

Ms. Delf provided an overview of the Districts return to learning framework.

Mr. Johnson shared the plans on the middle school academic planning on distant learning.

Mr. Torrey appreciated the clarity with which the return to learning information was disseminated, not only to the Board, but to the public as well. He wondered how the kids would be placed in to respective cohorts— if they would they be split up by reading level, for example.

Ms. Wagner replied staff was exploring many options to that end. She added that there were created two teams to work with the young kids on English Language Arts, Reading, and Writing, and these were separated into kindergarten - first grade, and second - third grade.

Ms. Levis asked for more information on the dual-language and immersion school students; she wondered how they would be catered to during the pandemic.

Ms. McGaughy said currently immersion school families had the choice of going to comprehensive distance learning, with the possibility of going to a hybrid of distance, and in-person learning. She added that secondary students (grades 6-12) would be able to continue with a world language online, but they would not be able to have their other classes in the immersion language.

Mr. Lafer asked if School District 4J employees who were vulnerable to COVID-19 be forced to put their health and the health of their families at risk by working inside a District building, or would they be at risk of losing their jobs, and by extension, their healthcare benefits, should they refuse to do the former. He also wondered why no accommodations were being made (as they had been made to a smaller degree in the past) for students with parents who must work and have no childcare, for those students to gather in small groups in the empty classrooms.

Interim Superintendent Vandercar answered the District was working with EEA to make sure that teachers retain the option to work from home if they so choose. To the point of employees at risk of losing their jobs with the District, Interim Superintendent Vandercar said it was an unknown at this point, but the District was working actively on solutions to that issue as well, such as WIFI-equipped buses to deliver food to kids, while acting as an Internet hub for the students' distance learning. She assured the Board that the District was exploring every avenue possible to keep School District 4J employees employed.

Ms. Shabram expressed her hope and support for the District making sure employees—licensed and classified—can work in spaces in which they feel safe. She asked to what degree if at all had the District reached out to middle- and high-school kids about what extra-curricular supports they might need. Ms. Shabram also wondered exactly how many hours of instruction were involved in the District's distance learning models.

Interim Superintendent Vandercar said the instruction hours would be vastly different in the fall than they were in the spring, and District staff would get that information to Ms. Shabram and the rest of the Board as soon as possible. She said that instructional time was dependent on suggestion from the Oregon Department of Education, but early indicators pointed toward two-and-a-half to three hours of instructional time.

On the topic of extra-curricular supports, Dr. Dey said they were pursuing Community Beyond Courses, and that the Affinity Group leaders from all the high schools in the District were planning ways in which students can still build community remotely.

Ms. Newman expressed approval for the Community Beyond Course program, but wondered what was doing to build outside-the-classroom community for elementary and middle school kids.

Mr. Johnson offered that middle school students were also connecting via their own Affinity Groups, like high school students, and middle school Affinity Group leaders—like high school students—were playing an active role in that decision-making.

On elementary students, Ms. Wagner said the plans for elementary-age community-building were very similar to middle and high school students, with many members of District staff stepping in to facilitate such connection.

Ms. Hays asked if the plan for return to learning was set, and thusly, unchangeable.

Interim Superintendent Vandercar said it was not.

Ms. Hays used that opportunity to show how, if the Board had voted on this plan tonight as Mr. Lafer had moved to do earlier in the meeting, they could be stuck with parts that ended up being undesirable, and unchangeable. She stressed the importance of the Board taking its time digesting and considering this vast amount of information on such an important topic.

Chair Walston wondered how the District could help kindergarten and elementary students develop peer communities outside of school during the COVID-19 pandemic.

Ms. Wagner said there was a group of dedicated educators working on this question. She added one of the solutions was Class Community Meetings, but the District would have to be mindful of the fact all students might not be able to log in to the Internet at the times of those meetings.

Mr. Torrey asked if District staff had been working on prioritizing the spending of Student Success Act (SSA) dollars during the pandemic.

Interim Superintendent Vandercar said School District 4J would get roughly a third of the amount they originally thought they would receive from the SSA, and those monies were earmarked for social and emotional supports for students.

Mr. Lafer asked if middle and high school students are scheduled for six classes a day in two-and-a-half hours, rendering each class 25 minutes long. He also wondered if it would be possible for schools to announce they were looking for parents who would be willing to connect somehow outside of school, thereby connecting their kids as well.

Interim Superintendent Vandercar said it would be possible for schools to reach out to parents concerning community-building, and that she would direct staff to do so.

On Mr. Lafer's second question, Mr. Johnson said the District had a team of teachers and middle school principals and assistant principals working on the class time issue. He added they were looking at least 30-minute classes, but they were also looking at double-block options, to give teachers more time to teach remotely.

Dr. Dey clarified there would be five periods of distance learning at the high school level, not six.

Ms. Newman then asked that the district think about the possibility of considering tutoring, she stated the NAACP has provided a Saturday tutoring in the past and thinks this may be beneficial specifically to the McKinney Vento kids or K-3. She asked if it would be doable to provide tutoring even in an outside setting in a safe manner for students who may be struggling and may want to be in groups of 2-3.

Mr. Dey stated there is a work group that is focusing on community partnerships & how they can engage with community groups that families usually reach out to before they come to the school and utilize the trust families place on them and provide support to students and families. He expressed that we have to think about partnerships in a different way than how it has been historically.

Ms. McGaughy reiterated what Mr. Dey stated and explained what they are looking at ways to partner with community groups so they can expand support services and make opportunities available.

X. ITEMS FOR ACTION

1. Approve Revisions to Academic Calendar

Ms. Nesbit offered the Board a report on the proposed revisions to the School District 4J Academic Calendar.

MOTION: Ms. Newman moved, seconded by Ms. Shabram, to approve the revisions to the Academic Calendar as presented by staff.

VOTE: The motion passed unanimously 7:0.

2. Approve Informal Request for Proposal (IRFP) - Superintendent Search Firm

Ms. Nesbit offered the Board a report on the IRFP – Superintendent search firm.

MOTION: Ms. Newman moved, seconded by Ms. Levis, to approve the IRFP – Superintendent search firm.

VOTE: The motion passed unanimously 7:0.

XI. ADJOURNMENT

Chair Walston adjourned the meeting at 11:02 p.m.

(Recorded by Rodney Cimburke)

Cydney Vandercar
District Clerk

Mary Walston
Board Chair



ITEM FOR INFORMATION

Date of Meeting

September 2, 2020

Title

Receive Update on District Plan for Return to Learning

Presenter

Cydney Vandercar, Superintendent

Background

School districts across Oregon are developing comprehensive plans for returning to learning in the 2020–21 school year under the current public health circumstances, to support students' well-being and academic progress while protecting students and staff from the spread of COVID-19.

Eugene School District 4J's return to learning plan has been established in alignment with state requirements established by Gov. Kate Brown, Oregon Department of Education and Oregon Health Authority, including ODE guidance *Ready Schools, Safe Learners: Guidance for School Year 2020–21* and *Comprehensive Distance Learning: A Companion to Ready Schools, Safe Learners*.

The district began the planning process for restarting school by surveying educators, students and parents for feedback about remote learning and support services, then met frequently with employee association representatives during the initial framework planning process. Workgroups of teachers, licensed specialists and administrators currently are engaged in developing detailed plans for instruction and student supports for returning to school in the fall.

School will be a hybrid of online and on-site learning over the course of the school year. The foundation of instruction will be online, augmented by in-person learning when public health conditions allow. 4J schools will begin with teaching and learning online for at least the first trimester, in the instruction model identified by the state as "Comprehensive Distance Learning." At a later point, when public health conditions allow, students will resume on-site learning in a "Hybrid Learning Model," with students attending school on-site and online in alternating weeks. Schools will be prepared to transition to all off-site learning at any time based on public health circumstances. Families who prefer may opt for 100% remote learning.

Oregon school districts are required to develop an Operational Blueprint for School Reentry, identifying the district's plans in compliance with state requirements, for restarting school with a comprehensive distance learning, on-site learning, or hybrid learning model. School districts' blueprints are to be shared with the school board and sent to the local public health authority for information and review, before being submitted to the Oregon Department of Education.

The Eugene School District is starting the school year in comprehensive distance learning and has submitted the appropriate blueprint to the Oregon Department of Education. A blueprint for the hybrid learning model, addressing on-site operational measures for health and safety, will be submitted before district schools resume on-site instruction in the hybrid model, and before small groups or individual students are brought on-site for targeted in-person learning while the district is providing comprehensive distance learning. The foundation of this operational blueprint will be the district's COVID-19 Communicable Disease Management Plan.

Staff will provide an update on the district's plan to return to learning for the 2020–21 school year.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE’s *Ready Schools, Safe Learners* guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and 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	
School District: Eugene School District 4J	
Elementary Schools: Adams Elementary School • Awbrey Park Elementary School • Buena Vista Spanish Immersion Elementary School • Camas Ridge Elementary School • Charlemagne French Immersion Elementary School • Chávez Elementary School • Chinese Immersion Elementary School • Edgewood Elementary School • Edison Elementary School • Family School • Gilham Elementary School • Holt Elementary School • Howard Elementary School • McCornack Elementary School • River Road/El Camino del Río Elementary School • Spring Creek Elementary School • Twin Oaks Elementary School • Willagillespie Elementary School • Yujin Gakuen Japanese Immersion Elementary School	
Middle Schools: Arts & Technology Academy • Cal Young Middle School • Kelly Middle School • Kennedy Middle School • Madison Middle School • Monroe Middle School • Roosevelt Middle School • Spencer Butte Middle School	
High Schools: Churchill High School • North Eugene High School • Sheldon High School • South Eugene High School • ECCO	
Other Program Sites: Eugene Online Academy / GED / Reconnections • Connections • Community Living Program • Fox Hollow Campus • Bailey Hill	
Key contact person for this plan	Cydney Vandercar, Superintendent
Phone number of this person	541-790-7707
Email address of this person	vandercar_c@4j.lane.edu
Sectors and position titles of those who informed the plan	Superintendent, district administrators, school administrators, operations supervisors, teachers and licensed specialists, classified staff, community members, local public health authority
Local public health office(s) or officer(s)	Lane County Public Health
Name of person designated to establish, implement and enforce physical distancing requirements	Dawn Strong, Human Resources Administrator
Intended effective dates for this plan	2020–21 school year
ESD Region	Lane ESD

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.

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.

Eugene School District 4J plans to start the school year with comprehensive distance learning and transition to a hybrid model with students attending school on-site in alternating groups.

The district began the planning process for restarting school in fall 2020 by surveying educators, students and parents for feedback about their experiences with emergency learning and support services during the emergency school closure in spring 2020, and input regarding services to be provided in the fall. Responses were received from 476 educators, 272 students, and parents representing at least 4,250 students, a strong response rate and representation in a district serving 16,300 students in our non-charter public schools.

Teacher and classified union leaders were kept informed and provided input as the initial framework for instruction was developed. Workgroups of teachers, licensed specialists, administrators and some classified staff now are engaged in developing more detailed plans for comprehensive distance learning and the hybrid education model to be implemented later.

Community advisory meetings were held with individuals engaged in equity work and representing diverse underserved communities, and with representatives of community partner agencies and business communities, to gather feedback and engage creative community problem-solving regarding supports and services needed to ensure all students would be able to successfully access their education under the district's planned model. The district also has reached out to the five tribal councils for our area to discuss plans with each of their education directors.

A district planning team developed a Communicable Disease Management Plan for COVID-19, which included outreach to school nursing staff and public health professionals at Lane County Public Health.

The district's framework for returning to learning was first shared in mid-July and updated thereafter. This information was communicated directly to staff and to parents, and publicized to the community through news media, social media and other means. Many parents, staff and community members have shared feedback on the plan framework through email and social media, and online information sessions were held in August.

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 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<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. For Private Schools, completing this section is optional (not required). 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.

As of mid-August, Lane County does not meet the required metrics to re-open schools for in-person learning for all grades. Eugene School District 4J will start the school year online, with comprehensive distance learning for at least the first trimester. This time will establish a strong foundation in remote learning for teachers, students and parents, as well as provide time for staff and families to prepare for the return to school buildings under changed protocols when public health conditions allow.

When schools transition to a hybrid on-site / online learning model, under current state requirements for health and safety it will not be possible for all students to be at school at the same time. Students will learn remotely for at least half of their school days. Moreover, the district anticipates the possibility that one or more classrooms, schools, or the district may need to return to full-time online learning at any point based on changes in public health conditions during the school year.

Building a strong foundation for high-quality remote learning will be critical to our success, both for comprehensive distance learning and a hybrid model of instruction, over the course of the school year. Establishing a strong base of effective teaching and learning online will be critical to continuing students' academic learning and supporting their social emotional wellbeing over the course of the year.

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.

The district has reviewed the comprehensive district learning (CDL) requirements detailed in the Oregon Department of Education document entitled: "Comprehensive Distance Learning: A Companion to *Ready School, Safe Learners*." Our comprehensive distance learning model complies with all required guidelines.

One crucial requirement, 5B Infrastructure, is a top priority for the district, but is particularly challenging to meet. About 150 families are currently identified as having no internet connectivity or limited cell signal. For each of these families, district staff are doing individual consultations to determine a workable solution. Options we have available include facilitating access to low-cost internet service if available; providing mobile hotspots; working with a local internet company to install connectivity to certain rural areas; or determining a convenient site where a student can access the internet while maintaining physical distancing.

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.

Eugene School District 4J will follow the state guideposts and metrics issued on July 28 and any future adjustments. As this time, Lane County does not currently meet the required metrics to bring all students back in a hybrid of on-site and online learning, but does meet requirements for limited on-site instruction for targeted groups and hybrid on-site instruction for grades K-3.

All schools will begin the school year with comprehensive distance learning for the first trimester. Students in all grades will learn online at least through December 4, while teachers will teach online from school buildings or remotely. Some limited, targeted supports may be provided on-site for individual students or small groups.

Students may return to school buildings in Trimester 2 for a hybrid of online and on-site learning, with appropriate health and safety measures in place, if public health conditions allow. The district will decide in mid-November if on-site learning will begin on December 7. (This is the start of the second trimester for middle and high schools, and these dates apply for elementary schools as well, although elementary schools operate on a semester schedule.) If school buildings do not reopen on December 7, the district will decide in January if on-site learning can begin with the second half of the trimester, starting February 1.

The district's operational plan for limited on-site instruction and for hybrid learning will follow the district's COVID-19 Communicable Disease Management Plan and communicable diseases procedures outlined in School Board Policies JHCC and GBEB and Administrative Rules JHCC-AR and GBEB-AR.

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 unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.



0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

- The school currently meets the required metrics to successfully reopen for in-person instruction in an On-Site or Hybrid model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

EXCEPTIONS FOR SPECIFIC IN-PERSON INSTRUCTION WHERE REQUIRED CONDITIONS ARE MET

- The school currently meets the exceptions required to provide in-person education for students in grades K-3 (see section 0d(1) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the **Ready Schools, Safe Learners** guidance).



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. 	<p>Eugene School District 4J follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority, the district’s communicable diseases procedures outlined in School Board Policies JHCC and GBEB and Administrative Rules JHCC-AR and GBEB-AR, and has established a Communicable Disease Management Plan for COVID-19.</p> <p>The requirements listed in this section are addressed in the COVID-19 Communicable Disease Management Plan, linked here.</p> <ol style="list-style-type: none"> I. Purpose and Scope of Plan II. Community Health Metrics <ol style="list-style-type: none"> A. In-Person Instruction in Hybrid Model B. Limited In-Person Instruction During CDL III. Public Health Protocols: Mitigation and Prevention <ol style="list-style-type: none"> A. Cleaning, Disinfection and Ventilation B. Face Coverings, Personal Protective Equipment C. Contact Tracing D. Entry, Screening, Dismissal, Contact Tracing Logs

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. <input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <i>Ready Schools, Safe Learners</i> guidance). <input checked="" type="checkbox"/> 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. <ul style="list-style-type: none"> • 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 <i>Ready Schools, Safe Learners</i> 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. <input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • 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 <input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance). 	<ul style="list-style-type: none"> E. Physical Distancing and Personal Hygiene F. Physical Distancing Manager and Site Coordinators G. Cohorting Students H. Visitors and Volunteers I. Isolation Measures/ Restriction of Ill or Exposed Persons J. Public Health Communications <p>IV. Facilities and School Operations</p> <ul style="list-style-type: none"> A. Playgrounds, Fields, Recess, Break Rooms and Restrooms B. Meal Service and Nutrition C. Transportation D. Health Services E. Supporting Student Mental Health F. Emergency Drills G. Supporting Dysregulated or Escalated Students <p>V. Response to Confirmed Cases and/or Outbreak</p> <ul style="list-style-type: none"> A. Prevention and Planning B. Determination of Outbreak C. Notification and Communication D. Cleaning and Disinfection E. School, Department or Location Closure for an Outbreak <p>VI. Training and Communication</p> <p>VII. Background Situation</p> <ul style="list-style-type: none"> A. Transmission Process B. Symptoms <p>VIII. Assumptions</p> <p>IX. Operations Management</p> <p>X. Cooperating and Coordinating Agencies</p> <p>XI. Plan Development and Future Updates</p> <p>XII. State Guidance</p> <p>XIII. 4J Policy and Guidance</p>

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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: <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. 	<p>Support for high-risk populations, including students identified as medically fragile, medically complex, and nursing dependent, is addressed in the district's COVID-19 Communicable Disease Management Plan, section IV.D.</p> <p>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.</p> <p>School nurses will engage families to create plans for comprehensive distance learning as well as returning to school when on-site instruction may begin.</p> <p>Students who experience disability will continue to receive specially designed instruction.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 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:</p> <ul style="list-style-type: none"> • 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. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • 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: <ul style="list-style-type: none"> ○ 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. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ 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.’ ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	<p>Students eligible for 504 accommodations will continue to receive accommodations as appropriate.</p> <p>Students with language services will continue to receive English Language Development.</p>

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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). <input checked="" type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input checked="" type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>Physical distancing is addressed in the district's COVID-19 Communicable Disease Management Plan, sections III.E, III.F and III.G.</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. <ul style="list-style-type: none"> • 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 <i>Ready Schools, Safe Learners</i> 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 disinfecting 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 academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>Cohorting of students is addressed in the district’s COVID-19 Communicable Disease Management Plan, section III.G. Contact tracing logs are addressed in sections III.C and III.D.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ 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. ☒ Provide all information in languages and formats accessible to the school community. 	<p>Public health communications are addressed in the district’s COVID-19 Communicable Disease Management Plan, sections III.J, V.C and VI.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (<i>temperature</i> 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: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken 	<p>Entry, screening and restriction are addressed in the district’s COVID-19 Communicable Disease Management Plan, sections III.D, III.H, III.I and IV.C.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms <p>☒ 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.</p> <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” • Additional guidance for nurses and health staff. <p>☒ 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. See table “Planning for COVID-19 Scenarios in Schools.”</p> <p>☒ 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.</p> <p>☒ 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.</p>	

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <p>☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table “Planning for COVID-19 Scenarios in Schools.”</p> <p>☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p>☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.</p>	<p>Visitors and volunteers are addressed in the district’s COVID-19 Communicable Disease Management Plan, sections III.B, III.C, III.D, III.E, and III.H.</p> <p>At this time all non-essential visitors and volunteers are restricted from school buildings.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices.</p> <p>☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings.</p> <p>☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:</p> <ul style="list-style-type: none"> • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;” <ul style="list-style-type: none"> ○ Students should not be left alone or unsupervised; ○ Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; • Provide additional instructional supports to effectively wear a face covering; • Provide students adequate support to re-engage in safely wearing a face covering; 	<p>Face coverings are addressed in the district’s COVID-19 Communicable Disease Management Plan, sections III.B, III.H, III.I, IV.B and IV.C.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. ☒ 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. <ul style="list-style-type: none"> • Additional guidance for nurses and health staff. <p>Protections under the ADA or IDEA</p> <ul style="list-style-type: none"> ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: <ul style="list-style-type: none"> • 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 and a physician’s orders to not wear face coverings, or other health related concerns, schools/districts must not deny any in-person instruction. ☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> ○ 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 in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. ☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. 	

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>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.</p> <p><input checked="" type="checkbox"/> 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.</p>	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> 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.</p> <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • 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. • Additional guidance for nurses and health staff. <p><input checked="" type="checkbox"/> 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.</p> <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than 6 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. <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input checked="" type="checkbox"/> 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. Refer to table in "Planning for COVID-19 Scenarios in Schools."</p> <p><input checked="" type="checkbox"/> 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).</p> <p><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p>	<p>Screening, isolation and exclusion of sick students and staff are addressed in the district's COVID-19 Communicable Disease Management Plan, sections III.D, III.I, IV.C, IV.D, and V.D.</p>



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 instructional and extra-curricular activities requiring additional considerations (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
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input checked="" type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> • The ADM enrollment date for a student is the first day of the student’s actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance. • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. <input checked="" type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. <input checked="" type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. <input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. <input checked="" type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education. <input checked="" type="checkbox"/> When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting. 	<p>The district will continue to enroll all students following Oregon Department of Education standard guidelines and altered guidelines related to COVID-19.</p> <p>The district is not accepting early kindergarten admission requests for the 2020–21 school year. The district is not accepting foreign exchange student applications for the 2020–21 school year.</p>

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grades K-5 (self-contained): 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, online schools). 	<p>Regardless of whether instruction is provided through a hybrid model, a comprehensive distance learning model, or distance learning through the Eugene Online Academy, the district’s online program,</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Grades 6-12 (individual subject): 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, online schools). ☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☒ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☒ 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. 	<p>attendance for all enrolled students in grades K–5 will be taken at least once per day, and for students in grades 6–12, at least once for each scheduled class that day.</p> <p>Attendance includes both participation in class activities and interaction with a licensed teacher during a school day or interactions with educational assistants and paraprofessionals through teacher-designed and facilitated processes.</p> <p>Interaction may be evidenced by any of the following (or a reasonable equivalent):</p> <ul style="list-style-type: none"> • Participating in a video class • Communication by student to teacher by chat, text message or email • Phone call with the student or, for younger students, with the parent • Posting coursework to Canvas, Seesaw, other platform or by email • Turning in coursework on a given day <p>When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students must be reported as absent. Attendance may not be claimed for a day during which a licensed or registered teacher is not available to students, or for any day falling on a weekend or holiday.</p> <p>Schools will 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.</p>

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. 	<p>Technology disinfection procedures are addressed in the district's COVID-19 Communicable Disease Management Plan, section III.A.</p> <p>Physical distancing is addressed in section III.E.</p>

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. 	<p>Hand hygiene is addressed in the district's COVID-19 Communicable Disease Management Plan, sections III.D and III.E.</p> <p>Shared equipment is addressed in sections III.E and IV.A.</p> <p>Events are addressed in section III.E.</p> <p>Transitions and hallways are addressed in section III.E.</p> <p>Personal property is addressed in section III.A.</p>

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. 	<p>Arrival and dismissal procedures are addressed in the district's COVID-19 Communicable Disease Management Plan, section III.D and III.E.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ 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. <ul style="list-style-type: none"> • 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. ☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) 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
<ul style="list-style-type: none"> ☒ 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. <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>Seating is addressed in the district's COVID-19 Communicable Disease Management Plan, sections III.E, III.F and III.G.</p> <p>Materials are addressed in section III.E.</p> <p>Hand hygiene is addressed in sections III.D and III.E.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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 <i>Ready Schools, Safe Learners</i> 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, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults. 	<p>Playgrounds, fields, recess, breaks and restrooms are addressed in the district's COVID-19 Communicable Disease Management Plan, section IV.A.</p> <p>Cohorting for recess and restrooms also is addressed in section III.G.</p>

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input checked="" type="checkbox"/> Prohibit self-service buffet-style meals. <input checked="" type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input checked="" type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. <input checked="" type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the <i>Ready Schools, Safe Learners</i> guidance). <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input checked="" type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input checked="" type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input checked="" type="checkbox"/> 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. 	<p>Meal services and nutrition are addressed in the district's COVID-19 Communicable Disease Management Plan, section IV.B, and also in sections III.G and V.E.</p>

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input checked="" type="checkbox"/> 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 <i>Ready Schools, Safe Learners</i> guidance). <input checked="" type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus. <input checked="" type="checkbox"/> 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). <input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings. 	<p>Transportation is addressed in the district's COVID-19 Communicable Disease Management Plan, section IV.C, and also in sections III.D, III.G.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. 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. <input checked="" type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. <input checked="" type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. <input checked="" type="checkbox"/> 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. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. <input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input checked="" type="checkbox"/> 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). <input checked="" type="checkbox"/> 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). 	<p>Cleaning, disinfection and ventilation are addressed in the district's COVID-19 Communicable Disease Management Plan, section III.A.</p> <p>Cleaning and disinfection are also addressed in sections III.G, III.I, IV.A, IV.B, IV.C, V.D and VI.</p>

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	<p>Health services are addressed in the district's COVID-19 Communicable Disease Management Plan, section IV.D.</p>

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the 	<p>N/A</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.</p> <ul style="list-style-type: none"> • 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 <p><input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing:</p> <ul style="list-style-type: none"> • 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. 	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <p><input checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p><input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input checked="" type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.</p> <p><input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input checked="" type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p><input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	<p>Emergency drills are addressed in the district’s COVID-19 Communicable Disease Management Plan, section IV.F.</p>

2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> • Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... 	<p>Supporting dysregulated and escalated students is addressed in the district’s COVID-19 Communicable Disease Management Plan, section IV.G.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>How can I help?") to attempt to re-regulate the student without physical intervention.</p> <ul style="list-style-type: none"> ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. <ul style="list-style-type: none"> ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. <p>☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p> <p>Protective Physical Intervention</p> <p>☒ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance: Cleaning, Disinfection, and Ventilation).</p>	



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Review the "Planning for COVID-19 Scenarios in Schools" toolkit.</p> <p>☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</p>	Response to outbreak is addressed in the district's COVID-19 Communicable Disease Management Plan, section IV.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit.</p> <p>☒ Ensure continuous services and implement Comprehensive Distance Learning.</p> <p>☒ Continue to provide meals for students.</p>	Response to outbreak is addressed in the district's COVID-19 Communicable Disease Management Plan, section IV.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit.</p> <p>☒ 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.</p> <p>☒ When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</p>	Response to outbreak is addressed in the district's COVID-19 Communicable Disease Management Plan, section IV.



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 unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.

This section does not apply to private schools.

- We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:
 - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
 - [Planning for COVID-19 Scenarios in Schools](#)

- We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
 - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
 - [Planning for COVID-19 Scenarios in Schools](#)

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 <i>Include how/why the school is currently unable to meet them</i>

EUGENE SCHOOL DISTRICT 4J

COVID-19 COMMUNICABLE
DISEASE MANAGEMENT PLAN

2020–21

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I. PURPOSE AND SCOPE OF PLAN

The purpose of this plan is to provide guidance to district staff during the 2020 COVID-19 pandemic in order to meet the district’s obligation to provide high-quality, equitable education, nutrition, and health and social emotional supports during the 2020–21 school year.

It establishes the health and safety protocols and applies whenever staff, students or others are in schools or other district facilities. This includes community-based programs¹ located in a school building, as well as district-sponsored child care programs and early learning environments. See *Health and Safety Guidelines for Child Care and Early Education Operating During Covid-19*, August 14, 2020.

The district’s educational programming for 2020–21 is anticipated to consist of a combination of online distance learning and on-site face-to-face instruction as public health conditions permit.

This plan addresses current and anticipated future operations for the 2020–21 school year in 4J schools and is required by ODE Guidelines, *Ready Schools, Safe Learners Guidance for School Year 2020–21*. It supplements the district’s communicable diseases procedures in JHCC-AR and GBEB-AR by providing guidance specific to the COVID-19 pandemic.

II. COMMUNITY HEALTH METRICS

A. Criteria for In-Person Instruction, Including in Hybrid Model

The district has adopted the comprehensive distance learning model for all grades until December 7. Before opening schools to students for regular in-person instruction, including hybrid instruction when students are in the classroom for some of the time, the district will ensure that the county and statewide metrics to do so are met. As provided by OHA and ODE in the Ready Schools, Safe Learners Guidance, in order for the district to resume such instruction:

- Lane County may not be in a baseline phase, and
- For three weeks in a row:
 - The COVID-19 case rate in Lane County must not exceed 10 cases per 100,000 population in the preceding week

¹ “School-based, out-of-school time programs” is the term used by ODE to include community-based programs that are located in a school building, even if not district-sponsored. Examples in 4J include YMCA and Creative Care. For simplicity, the district uses the term “community-based programs.”

- Test positivity rate in Lane County must not exceed 5% in the preceding week
- Test positivity in the State of Oregon must not exceed 5% in the preceding week

The district intends to provide three weeks’ advance notice to families and staff before starting hybrid instruction (whether on December 7 or a later point), and to start hybrid instruction only at the beginning or mid-point of the trimester schedule. As allowed by the state, the district may resume in-person education for students in grades K–3 when certain metrics are met, but it will not do so prior to December 7 at the earliest.

B. Criteria for Limited In-Person Instruction (Applies During CDL Only)

As provided in ODE’s Comprehensive Distance Learning guidance, the district may provide limited in-person instruction to meet the educational, relational and/or assessment needs of specific groups of students. Student participation in limited in-person instruction is voluntary, and not intended to replace the requirements of CDL. Examples include:

- Addressing connectivity issues
- Academic support
- Social, emotional, or mental health support
- Educator-student relationship building
- Supporting live peer-to-peer interaction
- Supporting ongoing engagement and attendance
- Building school community and culture
- Ensuring culturally relevant and sustaining pedagogy
- Preparing for a return to in-person instruction
- Providing voluntary supplemental supports
- Facilitating learning and assessment experiences not easily replicated online such as the use of equipment in CTE programs or evaluating a student for special education

Before providing limited in-person instruction during CDL, there must have been no confirmed cases of COVID-19 among the school’s staff or students in the past 14 days. When providing limited in-person instruction for specific groups, schools must comply with ODE limitations on cohort sizes, time and more.

III. PUBLIC HEALTH PROTOCOLS — MITIGATION AND PREVENTION

As required by ODE guidelines, the following protocols are addressed in this section:

- Cleaning, disinfection and ventilation
- Face coverings, personal protective equipment (PPE)
- Entry, screening, dismissal, contact tracing logs
- Physical distancing and personal hygiene

- Cohorting students
- Designation of physical distancing manager and site coordinator (PDM, PDSC)
- Visitors and volunteers
- Isolation measures/ restriction of ill or exposed persons
- Contact tracing
- Public health communications – staff and families

A. Cleaning, Disinfection and Ventilation

As required by ODE’s Ready Schools Safe Learners guidance, this section addresses systematic cleaning and disinfection of classrooms, work spaces, bathrooms, and activity areas. It is intended to address preventive and routine measures. It also addresses expectations about ventilation. For information about disinfection following a confirmed case of COVID-19, see Section V of this document, Response to Confirmed Cases and/or Outbreak.

1. *Cleaning products*

Only district-provided cleaning and disinfecting products will be used. These products will be selected from the [EPA List N](#) to reduce the risk of asthma.

Staff training and product use information will be provided. Product safety data sheets (SDS) are logged in the district SDS database.

Disinfectants will be applied safely and correctly following the manufacturer’s labeled directions. Disinfectant products will be kept away from students.

2. *Custodial staff*

Custodial staff will have primary responsibility for daily cleaning and disinfection as outlined in Appendix 1 – [COVID-19 Cleaning & Disinfection Protocol](#).

Custodial staff will, not less than once per day, perform cleaning and disinfecting of all high touchpoints throughout the buildings, including but not limited to restrooms, common areas, door knobs, light switches, and student desks throughout the building. Daytime custodial staff will continue performing disinfecting of common touchpoints throughout the day, to the extent possible.

Any cleaning and disinfecting needs based on known or suspected illness or when bodily fluids are present, will be addressed only by trained custodial personnel.

3. *All staff*

All frequently touched surfaces (such as door handles and sink handles) and shared objects (such as toys, games, and art supplies) must be cleaned, sanitized and disinfected between

uses multiple times a day. Cleaning and disinfecting will be done in accordance with [CDC guidance](#).

Playground equipment will be cleaned and disinfected at least once a day, or between use as much as possible, in accordance with CDC guidance.

All staff will have a role in supporting cleaning and disinfection of classrooms, offices, bathrooms, activity areas and frequently touched surfaces. For example, teachers and educational assistants may be assigned to clean high touchpoint areas and shared objects within the classroom or other school setting. Employees will be required to clean their personal workspaces and points of contact after use, including spraying disinfectant on restroom sinks, meeting tables, or other areas of shared furnishings or equipment (e.g. laminators, copy machines).

Disinfectant spray and towels or disinfectant wipes, with use instructions, will be made available in each classroom for staff use to periodically disinfect common touchpoints within the classroom. All staff-designated areas will be supplied with disinfectant spray and towels or wipes to be used throughout the day as needed/desired.

4. Students

Disinfectant products shall not be used by students, and should be stored in a manner where students do not have ready access to them.

5. Schools

Schools will:

- Develop and use sanitizing protocols for all equipment used by more than one individual (students and staff), or, alternatively, purchase equipment for individual use.
- Establish and communicate expectations to staff, students and families to limit and store personal property brought to school. Students' personal property should be labeled prior to entering school. Students shall be instructed to not share their personal property with others in order to limit the spread of disease.

6. Technology devices

a) Distribution of devices

- Device will be prepped by staff wearing PPE
- Devices may be wiped down using a technology-compatible wipe as necessary
- Device will be placed in a container for distribution to student
- Device is assigned to student and to be used as their personal device for the school year

b) Technology brought into the building

Technology-compatible wipes will be available in classrooms and in front offices. These may be used by staff (not students) to wipe down technology as needed.

c) Device returned / requiring repair

The device will be placed in a container, and subsequently prepped and cleaned by staff wearing PPE. Staff will clean the device pre- and post-prep and before returning it to the student or loaner pool.

d) COWs / loaner technology

Teachers or other classroom staff will wipe down a device before returning the device to the loaner pool.

7. Ventilation

Air circulation and filtration are helpful factors in reducing airborne viruses.

The district and its schools will operate ventilation systems properly and will consider and implement ways to increase circulation of outdoor air as much as possible, by setting ventilation systems to increase air exchanges and increase the amount of outside air where possible, and/or by opening windows and doors while keeping student safety and school security in mind, and . Schools will minimize recirculation of indoor air (and maximize the circulation of fresh outdoor air) as much as possible.

Fans can be an effective way to increase the circulation of outdoor air, but fans should not be used when doors and windows are closed and the fans are recirculating the classroom air. Consideration will be given to using fans or box fans positioned in open windows to draw fresh outdoor air into the classroom via one window, and flush indoor air out of the classroom via another window. Fans will not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. Fans will not be used if it is determined that they pose a safety or health risk, such as increasing exposure to pollen or other allergens or exacerbating asthma symptoms.

The district will consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.

Ventilation systems will be checked and maintained by maintenance staff on a regular basis. The district will consider modifications or enhancements of building ventilation and filtration systems where feasible, following current guidance.

B. Face Coverings, Personal Protective Equipment

It is now established that asymptomatic people can spread the virus that causes COVID-19, and this is a significant contributor to person-to-person spread. Face coverings decrease the spread of COVID-19 as “source control” of a contagious person’s respiratory secretions. Use of face coverings does not change physical distancing requirements.

1. Staff

- a) Face coverings or other CDC-approved alternatives are required for all staff and must be worn when in common areas, when moving about the building, when interacting with students or the public, and in other circumstances when they may not be able to maintain 6 feet of distance from other people. Staff may remove face coverings while working alone in private offices, or when meeting with others when stationary and 6 feet of distance may be maintained.
- b) Clear plastic masks may be preferred in some instances because they enable students to see whole faces. This avoids potential barriers to phonological instruction and reinforces social emotional cues. Staff who may prefer clear masks may include:
 - (1) Speech language pathologists, SLP assistants, or other adults providing articulation therapy
 - (2) Front office staff
 - (3) K–1 classroom teachers
- c) Medical-grade face masks are required for:
 - (1) School nurses
 - (2) Licensed Practical Nurses
 - (3) Athletic trainers
 - (4) Health assistants
 - (5) Other personnel assigned to provide direct close contact and care (within 6 feet) of students or staff displaying symptoms

- d) ADA accommodations: A staff member requiring accommodation for the face covering requirement should contact the district’s ADA coordinator at hr_ada@4j.lane.edu.
- e) The district will provide one cloth face covering to an employee upon request to the employee’s supervisor. Employees are otherwise expected to provide their own workplace appropriate cloth face coverings. The district will supply disposable face coverings for use by essential visitors and for employees who have left their face covering at home. Employees are encouraged to use a cleanly washed face covering each day. Some staff may be required to wear clear plastic face covering, or due to disability, may be unable to wear a cloth face covering; if required for either of these reasons, the district will provide the employee with one upon an employee’s request.
- f) Clear plastic barriers may be used as an additional measure in some limited circumstances. Examples of where barriers could be used include the library check-out station, cafeteria check-out, or front office.

2. Students

- a) Face coverings are required for all students in grades kindergarten and up and recommended for pre-kindergarten children age 2 and up.
- b) Students must wear face coverings at all times when at school, on school-provided transportation, or participating in school activities.
- c) Student athletes participating in indoor athletic activities are required to wear face coverings at all times.
- d) Student athletes participating in outdoor athletic activities are required to wear face coverings when not able to maintain 6 feet of physical distancing.
- e) Students who do not wish to wear a face covering during on-site instruction may elect all-online instruction. Additional provisions apply to students protected under ADA and IDEA.
- f) 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. In the classroom setting, an example could be in a designated chair where a student can sit and take a 15 minute “sensory break.” Students should not be left alone or unsupervised, and the designated area or location should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use.
 - Provide additional instructional supports to effectively wear a face covering
 - Provide students adequate support to re-engage in safely wearing a face covering

- Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.

3. Students with disabilities

a) Students needing accommodations for face coverings

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 or CDC-approved alternatives 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

b) Students with medical conditions

- The district may not deny access to on-site instruction for students with existing medical conditions, doctor’s orders to not wear face coverings, or other health-related concerns.

c) IEP and 504 compliance

- If students eligible for or receiving services under a 504 Plan or IEP cannot wear a face covering due to the nature of their disability, the school must review the IEP or 504 plan and take the additional steps outlined in ODE Guidelines *Ready Schools Safe Learners* Section 1h.
- Staff must consider child find implications for students who are not currently eligible for or receiving services under 504 or IDEA who demonstrate an ongoing inability to consistently wear a face covering 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. Teachers should alert the school psychologist and school administrator in such cases.

C. Contact Tracing

Staff will maintain contact tracing logs of all visitors, students, employees, contractors and others, entering a facility at any time, or engaged in 4J sponsored activities on district premises. The records will be maintained for a minimum of two months in a secure and confidential location. The Health Services Administrator will promptly submit all tracking information and forms to and by Lane County Public Health. The district will follow the lead of Lane County Public Health in contact tracing.

D. Entry, Screening, Dismissal, Contact Tracing Logs

1. Staff

- a) Employees are expected to conduct a self-check of health and potential exposure before entering sites, and to answer the following questions on a sign-in sheet:
- Have you had close contact with, or do you live with anyone currently ill and diagnosed with COVID-19?
 - Are you currently sick or are you experiencing any COVID-19 related symptoms? (see chart from OHA)
 - Do you have a fever?

If the answer is “yes” to any of the above questions, the employee is to stay home or go home.

- b) Employees are expected to ask the following self-check questions if returning to work after being ill or symptomatic:
- Are you well enough to work?
 - Have you been fever free for 72 hours without the use of fever-reducing medications?

If the answer is “no” to any of the above questions, the employee is to stay home or go home.

- Have you had a cough (persistent cough that is not yet diagnosed and cleared by a licensed healthcare provider), or shortness of breath (not explained by a situation such as exercise) in the last 72 hours?
- Have you had diarrhea or vomiting within the last 48 hours?

If the answer is “yes” to any of these questions, the employee is to remain home and not come to work/school.

- c) Itinerant staff and all district staff who move between buildings (including but not limited to maintenance, facilities, delivery, nutrition and administrative staff) will keep a log or calendar with a running two-month history of their time in each school building which will include the following:
- Which building they were at
 - When they were at the building
 - Where they went within the building
 - Which students, staff or cohorts they interacted with

2. Students

- a) Students shall be directed to stay home if they, or anyone in their home or living spaces, has COVID-19 symptoms, or other signs of infectious diseases.
- Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.
 - Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from the CDC.
 - Students also 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.
- b) Students and/or cohorts of students will be assigned to an entrance, and staff will be assigned to entrance(s) to conduct visual screenings of students.
- c) Students will be visually screened upon entry to bus or school facilities every day. Once inside the facility, they will be asked a series of screening questions, generally by the classroom teacher. If a student responds “yes,” additional screening may be necessary.
- Anyone displaying or reporting the primary symptoms of concern (see primary symptoms list above) must be isolated and sent home as soon as possible.
 - 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.

3. Known exposures

According to the CDC, a known exposure is defined as someone who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to specimen collection) until the time the patient is isolated.

The district will follow the advice of Lane County Public Health on restricting any students or staff known to have been exposed to COVID-19 within the preceding 14 calendar days. The

district will use the [Planning for COVID-19 Scenarios in Schools](#) document when considering our response to known exposures and staff and students who become ill. Employees other than the designated point of contact with LCPH shall direct questions as follows:

- Staff with questions about employee exposures shall direct questions to their administrator. Administrators with questions shall contact Human Resources Administrator Dawn Strong.
- Staff with questions about restricting students shall direct questions to their administrator. Administrators with questions about the exclusion of students shall direct questions to Health Services Administrator Joyce Smith-Johnson.

4. *Baseline / chronic coughs*

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.). Parents will document a student’s pre-existing chronic condition in the student health history form.

5. *Hand hygiene upon entry*

Students and staff are expected, upon entry to school or worksite, to wash their hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60–95% alcohol. Hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.

6. *Other requirements for arrival and dismissal*

- a) Staff shall maintain, and shall ensure students maintain, physical distancing during arrival and dismissal. Scheduling adjustments may be necessary to accommodate this requirement. For example, schools will work with Transportation so that buses arrive a few minutes apart.
- b) During periods of Comprehensive Distance Learning all sites will utilize a limited number of entry points to facilitate contact tracing.
- c) All students, staff and others entering the building will sign in and sign out to help facilitate contact tracing. Sufficient pens will be provided to eliminate sharing pens.
- d) Caregiver drop-off and pick-up will take place outside the building. Schools will establish and clearly communicate procedures for keeping drop-off and pick-up as brief as possible and maintaining physical distancing.

7. *Student and cohort tracing logs*

Cohort contact tracing logs will be at each entry and exit point. The tracing logs will contain the student’s name, drop off and pick-up time, which will later be linked to parent/guardian name and emergency contact information, and student ID numbers. All staff names and phone

numbers who interact with a stable cohort or individual student will be included in cohort tracing logs. Where possible, a scanning or roster system will be implemented.

If a student is part of a stable cohort, then a daily log may be maintained for the cohort. If a student is not part of a stable cohort, then an individual student log must be maintained.

At the beginning of each day, the previous day's contact logs will be moved to a central location where they will be securely stored for a minimum of two months. The storage location will be communicated to the Human Resources Administrator (Dawn Strong) and the Health Services Administrator (Joyce Smith-Johnson). No original contact logs may leave the building or facility.

E. Physical Distancing and Personal Hygiene

1. *Employees, visitors and volunteers must:*

- a) Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60–95% alcohol on entry to school or work site every day
- b) Maintain a distance of at least 6 feet from others, unless job requirements necessitate closer physical proximity
- c) Use appropriate PPE if a distance of 6 feet from others is not possible
- d) Support respiratory etiquette and hand hygiene for students, employees, vendors, volunteers, and worksite visitors
- e) Clean hands frequently, and avoid touching eyes, nose, or mouth with gloves or unwashed hands. Key times to clean hands include:
 - After blowing one's nose, coughing, or sneezing
 - After using the restroom
 - Before eating or preparing food

- f) Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- g) Staff must maintain physical distancing during all staff meetings, professional development activities, and conferences. Schools may consider virtual meetings or a combined in-person and virtual meeting.

2. Students are expected to:

- a) Maintain a distance of at least 6 feet from others, unless activity requirements necessitate closer physical proximity
- b) Use respiratory etiquette and hand hygiene. Respiratory etiquette means covering coughs and sneezes with an elbow or tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized.

3. Schools will:

- a) Establish a minimum of 35 square feet per person when determining room capacity, calculating only usable classroom space, understanding that desks and room setup will require use of all space in the calculation. This also applies for professional development and staff gatherings.
- b) Support physical distancing in all daily activities and instruction, maintaining at least 6 feet between individuals to the maximum extent possible. For example, desks will be rearranged to at least 6 feet apart. Students should be assigned a single seat to use consistently throughout the day and every day.
- c) Minimize time standing in lines and take steps to ensure that 6 feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.
- d) Modify or stagger schedules to limit the number of students in spaces or arriving at the same time to avoid crowding or gathering — for example, recess schedules.
- e) Limit transitions to the extent possible during the student day, and create hallway procedures to promote physical distancing and to minimize gatherings.
- f) Plan for students who will need additional support in learning how to maintain physical distancing requirements. Reinforce physical distancing expectations through positive behavior support and instruction; refrain from punitive discipline.

- g) Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, schoolwide parent meetings and other large gatherings to meet requirements for physical distancing.
- h) Advise and encourage all people on campus to wash their hands frequently.
- i) Expect and teach students to avoid sharing community supplies, and to segregate items that have been used from clean items.
- j) Use signage and regular reminders to encourage students and staff to adhere to requirements for hand hygiene and respiratory etiquette.
- k) Provide the district-established instruction minutes to students by level.

4. Schools are encouraged to:

- a) Consider using outdoor spaces and common spaces.
- b) Consider ways to reduce mixing among cohorts of students.
- c) Design daily activities that support physical distancing.

F. Physical Distancing Manager and Site Coordinators

Physical or spatial distancing is the intentional physical distance placed between individuals to limit the likelihood of respiratory droplets reaching other individuals. As schools reopen, spatial measures must be taken to ensure physical distance between individuals. Generally speaking, this is 6 feet between individuals since respiratory droplets often spread between 3 and 6 feet (CDC, 2020).

As required by ODE guidelines, the superintendent has appointed a district physical distancing manager (PDM). The PDM is responsible to establish, implement, and enforce physical distancing policies, consistent with guidelines from Oregon Department of Education and Oregon Health Authority.

Each site has a physical distancing site coordinator (PDSC) who will work with the PDM to establish building and/or department practices for physical distancing. The site's PDSC is also responsible for serving as a resource to employees with concerns about health and safety protocols, and where indicated, to investigate and follow up on those concerns. The PDSCs for each site are as follows:

- Elementary Schools, Fox Hollow and ECCO — School Principal
- Middle Schools — Assistant Principal
- High Schools — Assistant Principal to be appointed by school principal
- Education Center — Karen Hardin
- Transportation — Nathan Misner
- Facilities — Dexter Rummel
- Athletics — High School Athletic Directors

- Connections— Site Coordinator for Churchill High School
- Community Living Programs — Site Coordinator for Sheldon High School
- Eugene Online Academy, GED and Reconnections — Paula Nolan
- Bailey Hill — Brenda Brainard

G. Cohorting Students

A key strategy in reducing the spread of disease is establishing stable cohort groups in schools. A cohort is a consistent group of students that stays together for the duration of the school day or part of the day.

Schools will establish stable cohorts to the extent feasible, limit cohort sizes and the number of cohorts each student is in, to allow for efficient contact tracing and minimize risk for exposure. The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.

1. *Limitations on Cohorting During CDL for Limited In-Person Instruction*

When providing limited in-person instruction (during CDL), cohort groups may have no more than 10 students at a given time, and students cannot be part of more than two cohorts (including transportation) in any given week. A staff member may not interact with more than three cohorts in a given day and five in a week. A student or student cohort of any size may not spend more than two continuous hours in a school building on a given day. The absolute number of students who can come to a school building is limited to 250 per week, and may be further limited if child care is offered at the facility.

2. *Limitations on Cohorting During Hybrid Instruction*

When schools reopen for on-site instruction in a hybrid model, students will attend school on-site in alternating weeks. Each student’s total combined cohort over the course of the week will be no more than 100 students and staff. Students may be part of a single cohort, or part of multiple cohorts, so long as the combined cohort does not exceed a total of 100 people within the educational week. Lunch and recess cohorts will be counted toward the maximum limit of 100 individuals in the combined cohort. Transportation and extracurricular activities should establish their own stable cohorts to the extent feasible; these do not count toward the 100 person limit.

Cohorts must be designed such that all students (including those with 504 and IEP plans) maintain access to general education, grade level learning standards, and peers as appropriate. A cohort within a classroom should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.

- **Elementary school** student cohorts will be established with half of each grade level attending school on-site in alternating weeks. Elementary student cohorts will be organized by classrooms within one or two grade-level bands. No more than 16 people will be in a classroom at one time based on the square footage of the space. Grade level cohorts will have specific restrooms assigned for their use. Students will eat meals in their classrooms. Students will participate in recess breaks with the same cohort.
- **Middle school** student cohorts will be established with half of each grade level attending school on-site in alternating weeks. Middle school students will be cohorted in core content groups by grade level for the majority of the day, meaning that students will be in the same cohort of students in English language arts, math, science and social studies. Some students may participate in advanced math or other interventions or supports with a different cohort. Students will participate in grade level electives with an additional cohort that may overlap with the core content cohort. Grade level cohorts will have specific restrooms assigned for their use. Meals will be delivered to classrooms and consumed in the cohort or delivered at the end of the day in a grab-and-go format.
- **High school** student cohorts will be established with half of the school's students attending school on-site in alternating weeks. Students will be cohorted and assigned to classes in such a way that each student's total combined cohort over the course of the week will be no more than 100 students and staff. Where feasible, cohorts will be assigned to areas of the school where classes will be held and restrooms assigned. Grab-and-go meals will be available for students at the end of the instructional day.

3. Generally Applicable Rules for Cohorts

Where feasible, schools will establish designated bathrooms for stable cohorts. Frequent cleaning of student and staff bathrooms will occur throughout the day.

Schools will minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Schools will continue to provide access to all-gender/ single-occupant restrooms.

Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.

Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.

Using available district resources, each school will implement a system for daily logs to ensure contact tracing among the cohort. See additional information about student/ cohort logs in Sections III-C and III-I of this document.

4. On-site Community-Based Child Care Programs and Cohorting

To the extent practicable, community-based programs operating in school facilities must apply the same cohorting structures as would be applied by the school during the school day in accordance with the model (CDL or Hybrid) then in effect. The goal of effective cohorting is to limit disruption to quality learning experiences, while maximizing safety and efficiency in contact tracing. Other limitations apply.

H. Visitors and Volunteers

At this time all volunteers are restricted from school buildings during the school day. Non-essential visitors are also restricted from school buildings. Examples of essential visitors include DHS child protective services and law enforcement. Examples of non-essential visitors include parents and classroom volunteers.

In the event of a situation requiring a visitor’s presence in an indoor public space for more than a minute (as for delivery of a single package to the front office), the visitor must:

- Sign the contact tracing log.
- Be visually screened for symptoms upon entry.
- Wash or sanitize their hands upon entry and exit
- Maintain 6 feet of physical distance between people.
- Wear a face covering or CDC-approved alternative. The district will provide disposable face coverings for visitors in need.
- Be restricted from district property if they are known to have been in close contact with someone who has COVID-19, within 6 feet for at least 15 minutes, within the preceding 14 calendar days.

I. Isolation Measures/ Restriction of Ill or Exposed Persons

Eugene School District 4J has established guidelines related to restrictions of students and staff for communicable diseases. COVID-19 has been declared a restrictable disease. The district will exclude students and staff as provided by OHA guidelines and by Board Policy and Administrative Rule JHCC and JHCC-AR Communicable Diseases – Students, and GBEB and GBEB-AR Communicable Diseases – Staff. Health Services staff will follow Oregon Health Authority’s current [Investigative Guidelines](#) when assessing students for COVID-19.

1. Isolation and monitoring

Staff who report or develop symptoms will report such to their supervisor and leave the school or worksite immediately.

Students 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 other school staff.

If two students present COVID-19 symptoms at the same time, they must be isolated at once. Every effort will be made to isolate them in two separate spaces. If separate rooms are not available, ensure that 6 feet distance is maintained. Do not assume they have the same illness.

The school nurse should be contacted immediately, whether they are on site or not. The student's parent/guardian should be contacted immediately to come pick them up.

If able to do so safely, a symptomatic student should wear a face covering.

Anyone providing supervision and symptom monitoring must wear an appropriate face covering or CDC approved alternative. School nurses and health staff in close contact with symptomatic students (less than 6 feet) shall wear a medical-grade face mask. Other personal protective equipment (PPE) may be needed depending on symptoms and care provided.

A non-medically trained staff member (i.e., a staff member other than a school nurse or member of the health services staff), when moving a student into isolation, will maintain at least 6 feet of distance from the student, unless impossible, and will wear a face covering or CDC-approved alternative.

Any PPE used during care of a symptomatic individual shall be properly removed, and cleaned or 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.

To reduce fear, anxiety, or shame related to a student's isolation, staff should provide a clear explanation of procedures, including use of PPE and handwashing.

Students will remain in the isolation area until a parent, guardian or emergency contact arrives to take them home.

2. *Cleaning*

All areas where a symptomatic student or staff member was working prior to isolation or exiting the facility should be thoroughly cleaned and sanitized. Upon vacating a student from the designated isolation area, a custodian will be contacted to provide appropriate cleaning and sanitization of the space prior to being used again.

3. *Isolation and exclusion of symptomatic students and staff*

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 healthcare provider or through the local public health authority.

If a student or staff member has a positive COVID-19 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 the person should be fever-free for 24 hours, without use of fever reducing medicine. A note from a health-care provider is required to return to school, to ensure that the person is not contagious. Families unable to access a private health care provider should contact a 4J school-based health center.

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.

4. Emergency Care

COVID-19 is known to require emergency care in some cases. Emergency signs requiring immediate medical attention include:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion or inability to awaken
- Bluish lips or face
- Other severe symptoms

Staff will call 911 for emergency services should they see a student or staff member exhibiting emergency signs of COVID-19.

J. Public Health Communications

This section addresses public health communications between the district and staff members and the district and families. Communications with Lane County Public Health are described elsewhere in this document, Board Policies GBEB and JHCC, and Administrative Rules GBEB-AR and JHCC-AR.

The district will strive to provide accurate, consistent and timely communications with staff, students, and parents to instill and maintain public confidence in our schools. The district will coordinate with Lane County Public Health to disseminate critical information from the health department, to develop and deliver common health messages, and to ensure and demonstrate that the district is taking reasonable action to preserve the safety and health of our staff and

students. Communications will be provided in languages and formats accessible to the school community.

This comprehensive disease management plan will be posted on the district website.

1. Information to staff

The district will communicate to staff at the start of their work year and at periodic intervals, explaining infection control measures that are being implemented to prevent spread of disease.

2. Information to families

The district will communicate to families at the start of the school year and at periodic intervals, explaining infection control measures that are being implemented to prevent spread of disease.

3. Confirmed cases

When an individual in the school community is confirmed to have COVID-19, the district will coordinate with Lane County Public Health regarding communication.

The district will promptly notify students, families and staff who are known to have come into close contact with a confirmed case of the fact of a potential exposure. The CDC has defined “close contact” with someone who has COVID-19 as being within 6 feet for at least 15 minutes within the preceding 14 days.

The district will communicate to staff and families of the impacted school or program that a case of COVID-19 has been identified, including a description of how the school/ district is responding, as required by ODE and OHA Ready Schools, Safe Learners guidelines.

4. Privacy

As required by privacy laws, such communications will not identify a particular student or staff member as having COVID-19, or disclose other personally identifiable information about that person, without prior written consent. The district will make a reasonable determination that the communication will not cause the individual to be personally identifiable, taking into account other reasonably available information.

In rare instances, the district may determine, in conjunction with Lane County Public Health, that disclosure of identifiable information about a student with COVID-19 to the parent of another student is necessary in order to enable that family to take precautions or other actions to ensure the health or safety of their child or themselves, especially if their child or they have a higher risk of developing severe complications from COVID-19. The determination of whether disclosure of an individual’s name is absolutely necessary to protect the health or safety of others will be on a case-by-case basis.

Similarly, information about an employee’s illness with COVID-19 will be stored in a confidential medical file and maintained in confidence, except that supervisors must notify the administrator in Human Resources who is a designated point of contact with Lane County Public Health, and who shall notify Lane County Public Health. District employees are expected to make every effort to limit the number of employees with knowledge of the infected employee’s name. In addition, when the district learns that an employee has been confirmed to have COVID-19, or is a presumed positive, the district will follow the guidance of Lane County Public Health to determine which other persons may have been exposed to the virus. When notifying others about their possible exposure, the district will maintain the infected employee’s name in confidence. Nothing in this section will prohibit the district from following the most current guidance from LCPH and OHA regarding COVID-19.

IV. FACILITIES AND SCHOOL OPERATIONS

A. Playgrounds, Fields, Recess, Break Rooms, and Restrooms

1. Recess, playgrounds, fields and shared equipment

While at recess or when using playgrounds and fields, students are to maintain physical distancing requirements, stable cohorts, and square footage requirements. Schools will design recess activities that allow for physical distancing and maintenance of stable cohorts.

Playgrounds, fields and shared equipment will be designated solely for the use of one cohort at a time. Where field or playground size permits, these areas may be subdivided for use by more than one cohort, provided the cohort is restricted to a single subdivision of the playground or field.

Before and after using playground equipment, students must wash their hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60–95% alcohol. Playgrounds and shared equipment will be cleaned and disinfected at least daily or between use as much as possible in accordance with [CDC guidance](#). Cleaning requirements must be maintained per Section 2j of the Ready Schools, Safe Learners guidance.

Schools will provide signage and restrict access to outdoor equipment (including sports equipment, etc.) to support cleaning and disinfecting routines and the maintenance of stable cohorts.

2. Restrooms

After using the restroom students and staff must wash their hands with soap and water for 20 seconds. Custodial staff will ensure soap is available.

3. Staff rooms

Limit staff rooms, common staff lunch areas, and workspaces to maintain 6 feet of distance between adults. In smaller spaces this may limit use to a single person at a time.

4. *Playgrounds — Closures to general public*

School playgrounds will be closed to the general public when community park playgrounds are closed due to coronavirus. In closing and reopening playgrounds to the general public, the district will rely on Oregon Health Authority's [guidance applicable to outdoor recreation](#) based on the phase Lane County is in.

B. Meal Service and Nutrition

Meals will be eaten in classrooms or taken off-site at the end of the day. Desks or surfaces where meals are consumed will be cleaned and disinfected between meal periods. All meals will be served with non-reusable utensils and packaging. Self-service buffet-style meals are prohibited.

Students will receive a bagged meal after washing or sanitizing hands, and should be encouraged to wash or sanitize their hands after eating. Students will not share utensils or serving items. Students and staff may not share food and drinks.

When in use, pin pads used for entering student numbers will be with a non-reusable item (e.g. a Q-Tip) or a student-retained item (e.g. their own pencil eraser). Where possible, a scanning or roster system will be implemented.

Staff will appropriately clean carts, cafeteria tables, and any counter surface between uses. Meal touchpoints and meal counting systems will be cleaned and sanitized between stable cohorts.

Any meal items such as plates, utensils, and transport items used in classrooms where meals are consumed will be cleaned on a daily basis.

All kitchen staff and school staff assisting with meal service will wear a face covering when serving students, interacting with students, or unable to maintain 6 or more feet of distance from any other person.

At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain 6 feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.

Since staff must remove their face coverings during eating and drinking, staff are encouraged to eat snacks and meals independently, and not in staff rooms when other people are present. Schools may consider staggering times for staff breaks, to prevent congregation in shared spaces.

Nutrition staff will be included in planning for school reentry.

C. Transportation

1. *Students*

Students in kindergarten and up will be required to wear face coverings while in transportation settings. If a student boards the bus without their face covering, the bus driver will provide them with a disposable face covering. See guidance on face coverings in Section III-B.

While at bus stops and on the bus, students will be expected to maintain physical distancing. During loading and unloading, visual cues will be present such as tape and number stickers for each seat to maintain consistency for the contact tracing log.

Students will be visually screened as provided in Section III-D. If a student is at a bus stop with their parent/guardian and shows signs of illness as they board the bus, the bus driver will explain that the student will not be able to attend school that day and ask the parent/guardian to return the student home. If the student displays symptoms when boarding the bus at school to return home, the bus driver will ask school staff to move the student to the school's isolation room and contact parents/guardians to pick up the student.

The front passenger seat will be reserved on all bus routes to be used as an isolation seat for students showing signs of illness. If a student displays symptoms in screening while boarding at their bus stop, or if a student begins to display symptoms after boarding the bus, the driver will assign the student to the isolation seat at the front of the bus, notify the dispatcher immediately, open multiple windows for fresh air circulation if feasible, and continue transporting the student. The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.

Students experiencing disabilities may require additional support to participate in school transportation. Transportation and Student Services staff will work with parents/guardians of students to form a reasonable plan to appropriately provide service which may include accommodations the student needs to access transportation safely. Health Services will analyze the appropriate PPE required for the transportation team to adequately support each student requiring accommodations.

2. *Staff*

Drivers will be provided and required to wear a face covering when not actively driving and operating the bus.

Each driver will maintain contact tracing logs for each student and cohort. Transportation routes will include a permanent seating assignment/chart to facilitate contact tracing. Contact tracing logs will be stored in files in dispatch for efficient access and maintained for two months.

Staff will disinfect touchpoints and seats between each run/group of students during the morning, midday, and afternoon routes on the buses. Disinfectant will be a no-wipe/residue antiviral spray.

3. Training and communication

Transportation department staff will receive ongoing professional training regarding daily practices, safety protocols, expectations for students, and procedural and cleaning updates as they are adopted. The department will work with a district nurse to provide regular training on visually screening students for health.

The communications department will work with the transportation department to communicate to parents and guardians about basic changes to the district’s transportation services (such as physical distancing at bus stops and while loading and unloading, face coverings, sanitizing practices, and the potential for increased route times). Drivers will reinforce expectations for students on each rider’s first day and will provide daily reminders.

The district will establish school bell times and transportation schedules that permit adequate time to transport morning, midday, and afternoon routes, disinfect between cohorts, and permit break and meal periods required by the 4J/OSEA collective bargaining agreement.

D. Health Services

All schools, facilities, and district locations will establish an appropriate isolation area for students when experiencing illness. The isolation area may also be used by staff experiencing illness when they are unable to immediately leave the building. These designated spaces will include access to restrooms that are reserved for symptomatic individuals and shall not be used by asymptomatic students and staff until thoroughly prepared by custodial staff.

School nurses will engage families of students identified as medically fragile, medically complex, and nursing dependent to support plans for students’ online learning as well as for their return to school when on-site instruction may begin. Health Services will analyze the appropriate PPE required for the school-based team to support each student with significant medical needs. This process will be ongoing and interactive with an emphasis on both student and staff safety. High-risk individuals may meet criteria for exclusion during a local health crisis.

E. Student Mental Health Support

Schools will address the social, emotional, and mental health needs of students through class meetings, advisory sessions, and curriculum. School counselors, school social workers, school psychologists, and school nurses have a role in providing direct services to students and/or referring students to community-based services.

F. Emergency Drills

In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. When operating in a hybrid or fully on-site model, schools must also practice drills on emergency procedures so that students and staff can respond to emergencies.

While operating in a hybrid model, schools will provide at least 30 minutes of instruction to students each month on the emergency procedures for fires, earthquakes, and safety threats. Instruction and drills will be conducted multiple times to ensure that all cohorts of students have opportunities to participate.

Fire drills must be conducted monthly. Earthquake drills must be conducted two times a year. Safety threats, including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety, must be conducted two times a year.

Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. Drills should not be practiced unless they can be practiced correctly.

COVID-19 physical distancing measures can be implemented if appropriate and practicable, but only if they do not compromise the drill. When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.

District staff will work with local emergency personnel to review evacuation routes and class evacuation spots to ensure as much physical distancing as possible. This may include identifying additional routes to allow social distancing between cohorts of students during an evacuation.

Staff will be trained on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.

Staff will pay close attention to the social-emotional impact of safety drills, talk to students ahead of time and debrief afterwards. Staff will communicate with families about upcoming safety drills (without giving specific times and dates) and after the safety drill so that families can prepare for, process, and review drills at home.

G. Supporting Dysregulated or Escalated Students

1. Planning and prevention

Schools and educators will proactively plan for when students have difficulty regulating themselves or are dysregulated or escalated. Examples include:

- Taking proactive and preventative steps to reduce antecedent events and triggers within the school environment.
- Planning for known behavioral escalations, and adjusting antecedents where possible to minimize student and staff dysregulation, recognizing that there could be new and different antecedents and setting events during the 2020-21 school year.
- Establishing a proactive plan for daily routines designed to build self-regulation skills; Short self-regulation skill-building sessions can be short (5-10 minutes) will take place at times when the student is regulated and/or is not demonstrating challenging behaviors.
- Ensuring that all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
- Ensuring that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.
- Planning for how behaviors and behavior strategies impact public health and safety requirements. (See examples at page 50-51 at Ready Schools Safe Learners).
- Ensuring that spaces that are unexpectedly used to de-escalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.

2. Protective physical intervention

The following guidelines should be used in conjunction with regulations for restraint outlined in OAR 581-021-0556. Use a positive student-centered approach and only utilize restraint if the student’s behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Be mindful that seeing staff put on protective equipment or staff wearing protective equipment can further escalate a situation.

- It is critical that physical restraint is kept to the minimum necessary. Managing acute disturbance in the context of COVID-19 infection risk is underpinned by ensuring it is the least restrictive, that it is trauma informed, and does not create difficulties and or flashpoints that could otherwise have been avoided.

- Reusable personal protective equipment (PPE) must be cleaned/sanitized after every episode of physical intervention.
- Staff regularly assigned to work with students with a history of requiring protective physical interventions will be encouraged to bring a second set of clothing to facilitate changing into items not in contact with others.
- Staff regularly assigned to work on our Fox Hollow Campus which supports students with intensive behavioral needs will be provided with two sets of alternative work apparel (medical scrubs).

V. RESPONSE TO CONFIRMED CASES AND/OR OUTBREAK

A. Prevention and Planning

During the COVID-19 pandemic, the district has worked and will continue to work with Lane County Public Health (LCPH) frequently, including attending regular update meetings and contacting LCPH with questions. LCPH has received a copy of this plan, and has provided input on various aspects of district operations, communication and response in the context of COVID.

LCPH has provided the district with a point of contact and has indicated that it will exchange information only with designated district personnel. The district’s designated personnel are Joyce Smith-Johnson, Health Services Administrator, and Dawn Strong, Human Resources Administrator.

B. Determination of Outbreak

The CDC defines an outbreak as a higher-than-expected number of occurrences of disease in a specific location and time. Outbreaks are determined by the state and local public health authorities. The district plays a key role in reporting confirmed cases, but does not determine whether there is an “outbreak.”

C. Notification and Communication — Confirmed Case

If an employee, student or campus visitor self-discloses a confirmed or presumptive diagnosis of COVID-19:

- a) The staff member receiving the report shall notify (a) the Health Services Administrator (Joyce Smith-Johnson) in the event of a student confirmed case, or (b) the designated Human Resources Administrator (Dawn Strong) in the event of an employee confirmed case. The Health Services and Human Resources administrators will cross-report to each other.
- b) Health Services will, as required by law, notify Lane County Public Health.
- c) Health Services or HR will notify the Chief of Staff or, if the Chief of Staff is not available, the Executive Assistant to the Superintendent, who will notify the Superintendent, that there has been a confirmed case.
- d) Health Services and Communications will follow the guidelines in Section II-J (Public Health Communications) above.

D. Cleaning and Disinfection – Following Suspected or Confirmed COVID-19 Case

District staff will use the following cleaning and disinfection process when staff or students present symptoms consistent with COVID-19 and have been in a district facility.

When building, site, or health services staff identify a person who has concerning symptoms, the individual will be evaluated and relocated to the designated isolation area. Custodial staff will be notified and will initiate cleaning procedures outlined in Appendix 2 - [Cleaning and Disinfecting Protocols For a Known or Suspected Case of COVID-19](#). Spaces where the individual was within the facility will remain unoccupied for 2 hours when possible. Appropriate personal protective equipment (PPE) and hand hygiene will be required when cleaning all impacted spaces.

1. *Damage to PPE*

Custodial and health services staff shall immediately report breaches in PPE (e.g., tear in gloves) or any potential exposures to their supervisor. Such staff must also immediately notify their supervisor and complete the [Employee Incident Report](#) form by the end of their shift.

2. Hygiene practices

Custodial staff shall clean hands often before, during and after cleaning. Custodial staff will be instructed if it is advisable to remove and clean all clothing worn while cleaning as soon as practical. Staff are encouraged to bring a spare change of clothing to work.

3. Training

The Custodial Services Supervisor or their designee will:

- Assign the cleaning personnel and train them on the cleaning protocol.
 - Training should include when to use PPE, what PPE is necessary, how to properly put on, use, and take off PPE, and how to properly dispose of PPE.
- Ensure all needed and approved PPE and supplies are available at the location prior to initiating the cleaning protocol.

E. School, Department or Location Closure for an Outbreak

1. Closure of all schools for in-person instruction

The COVID-19 pandemic creates the possibility of district-wide school closures to in-person instruction and mid-year transitions between in-person instruction and comprehensive distance learning. To support public health and prevent the spread of disease, the Oregon Health Authority and Oregon Department of Education have established public health metrics that measure the spread of COVID-19 within the county and state. When the metrics are met, the district may reopen its schools to in-person instruction. When not, district schools must close to in-person instruction and return to comprehensive distance learning, subject to the exceptions identified in the metrics. The district will monitor and adhere to these requirements, and create a transition plan to ensure effective transitions between in-person instruction and comprehensive distance learning. See [Community COVID-19 Metrics](#).

2. Closure of individual classrooms, schools or buildings

The COVID-19 pandemic creates the possibility of temporary closures where there are clusters of illness or in other circumstances. The superintendent or designee, in consultation with Lane County Public Health, may temporarily close a classroom, school, department or other location.

A closure decision will trigger these additional actions:

- Access to the impacted area will be secured and restricted by the Facilities Department.
- The Safety Officer will be notified.

- Signage will be attached to all exterior doors stating that the building or other location is closed, listing the name and phone number of the individual(s) authorized by the Superintendent or designee to grant entry.
- The Custodial Services Supervisor will determine the specific areas that require additional cleaning. If specific area(s) cannot be identified as impacted, the entire building will be considered exposed.
- An authorized person will grant entry only for the purpose of investigation or cleaning.
- The authorized person will close off areas used by the ill persons and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Outside doors and windows will be opened to increase air circulation in the area. When there is a suspected outbreak impacting a whole school or building, staff will wait up to 24 hours before beginning cleaning and disinfection.
- Cleaning staff will clean and disinfect all identified areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
- The communications department will provide communications to the impacted school community, including staff.
- When the cleaning is completed and ready for occupancy/use, the Custodial Supervisor will be notified. The Custodial Supervisor will notify the Chief Operations Officer, who will notify the Superintendent, Chief of Staff, and Safety Officer.
- The district will follow health authority guidance to begin bringing students back into on-site instruction, and may consider smaller groups, cohorts and rotating schedules to allow for safe return to schools. The Superintendent or designee will authorize the removal of all exterior signage of closure; authorize the Facilities Department to return the access control system to normal operation; and notify appropriate district staff to return the facility to usual operations.

3. *Programs and activities during temporary closure*

- a) School events may be modified, postponed or canceled based on feedback from LCPH.
- b) Comprehensive distance learning will be implemented during any short-term school closure, and shall be designed to support all learners.
- c) Schools will continue to provide meals, and may provide other services depending on the circumstances.

- d) The district will communicate with families about options and efforts to support returning to on-site instruction.

VI. TRAINING AND COMMUNICATION

The district will communicate to staff and parents at the start of the school year / work year and at periodic intervals, explaining infection control measures that are being implemented to prevent spread of disease.

The district will coordinate with Lane County Public Health to disseminate critical information from the health department, to develop and deliver common health messages.

District staff will receive ongoing professional training regarding daily cleaning and disinfection of personal workspace and commonly used spaces, safety protocols, expectations for staff and students, and procedural and cleaning updates as they are adopted.

Prior to the start of in-person instruction, and then periodically, the district will communicate with families regarding critical health and safety information including expectations regarding when to keep students home, physical distancing expectations, and health and safety measures being taken by the district to ensure the health of our 4J community.

VII. BACKGROUND SITUATION

Coronavirus disease 2019 (COVID-19) is a respiratory illness that is spreading from person-to-person in Lane County, Oregon, and elsewhere in the world.

A. Transmission Process

The CDC has provided the following information on the transmission of COVID-19:

COVID-19 is thought to spread mainly through close contact from person-to-person. Some people without symptoms may be able to spread the virus. We are still learning about how the virus spreads and the severity of illness it causes.

Person-to-person spread

The virus is thought to spread mainly from person-to-person.

- *Between people who are in close contact with one another (within about 6 feet) for at least 15 minutes.*

- *Through respiratory droplets produced when an infected person coughs, sneezes, or talks.*
- *These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.*
- *COVID-19 may be spread by people who are not showing symptoms.*

The virus spreads easily between people

How easily a virus spreads from person-to-person can vary. Some viruses are highly contagious, like measles, while other viruses do not spread as easily. Another factor is whether the spread is sustained, which means it goes from person-to-person without stopping.

The virus that causes COVID-19 is spreading very easily and sustainably between people. Information from the ongoing COVID-19 pandemic suggests that this virus is spreading more efficiently than influenza, but not as efficiently as measles, which is highly contagious. In general, the more closely a person interacts with others and the longer that interaction, the higher the risk of COVID-19 spread.

The virus may be spread in other ways

It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes. This is not thought to be the main way the virus spreads, but we are still learning more about how this virus spreads.

Source: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-covid-spreads.html>

B. Symptoms

The CDC reports the following about COVID-19 symptoms:

What you need to know

- *Anyone can have mild to severe symptoms.*
- *Older adults and people who have severe underlying medical conditions like heart or lung disease or diabetes seem to be at higher risk for developing more serious complications from COVID-19 illness.*

Watch for symptoms

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with COVID-19 may have these symptoms:

- *Fever or chills*
- *Cough*
- *Shortness of breath or difficulty breathing*
- *Fatigue*
- *Muscle or body aches*
- *Headache*
- *New loss of taste or smell*
- *Sore throat*
- *Congestion or runny nose*
- *Nausea or vomiting*
- *Diarrhea*

This list does not include all possible symptoms. The CDC will continue to update this list as they learn more about COVID-19.

Source: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

VIII. ASSUMPTIONS

COVID-19 has been declared a pandemic. The following assumptions apply to this situation:

- It is imperative that the district work through the challenges to providing an equitable and high quality education to district students and to plan for the safe reentry of staff and students to school
- The district may be required to close school sites for days, weeks, or months, but will continue to deliver educational and related services as required by ODE guidelines and the district’s operational blueprint
- Buildings and buses will need to be cleaned and/or sanitized
- Staff may be restricted from coming to work and students restricted from coming to school buildings
- All staff are expected to work unless on an approved leave; the district will comply with applicable leave and disability laws
- Absenteeism of staff and/or students may affect district operations

- Consumer demands for resources and other factors could create supply shortages and interrupt delivery of resources without advance warning, which could result in a temporary school closure.
- Regular coordination with public health agencies is required
- Applicable executive orders and guidelines from Oregon Health Authority and Oregon Department of Education are subject to change. The most recent applicable guidelines are available online.

IX. OPERATIONS MANAGEMENT

All employees have a role to play in promoting a healthy and safe working and learning environment. Employees with concerns about how this plan is being implemented at a particular building should be addressed first to the site physical distancing coordinator, or, if there is a conflict, then to the site administrator or the district-level physical distancing manager.

The superintendent has assigned roles and responsibilities to the following personnel:

- Primary point of contact with Lane County Public Health – Joyce Smith-Johnson, Health Services Administrator, and Dawn Strong, Human Resources Administrator
- Physical Distancing Manager (PDM) – Dawn Strong, Human Resources Administrator
- Physical Distancing Site Coordinators (PDSC) – see list at page 17
- Teaching and learning – Charis McGaughy, Assistant Superintendent for Instruction
- High schools – Andy Dey, Director of High Schools
- Middle schools – Jeff Johnson, Director of PreK–8 Education
- Elementary schools – Brooke Wagner, Director of PreK–8 Education
- Special education – Kat Lange, Director of Student Services
- Afterschool programs and childcare – Brooke Wagner, Director of PreK–8 Education
- Athletics – Andy Dey, Director of High Schools
- Health services – Joyce Smith-Johnson, Health Services Administrator
- Food service – Holly Langan, Director of Nutrition Services
- Technology – Steve Menachemson, Director of Technology Services
- Employment issues – Karen Hardin, Director of Human Resources
- Communications and community engagement – Kerry Delf, Chief of Staff

X. COOPERATING AND COORDINATING AGENCIES

Local and state health departments will provide guidance and assistance to the district to confirm and identify cases, document and count cases, identify and eliminate transmission sources, and institute control measures. Lane County Public Health has supported the district in reviewing its system for maintaining daily logs for students and cohorts of students for purposes of contact tracing.

XI. PLAN DEVELOPMENT AND FUTURE UPDATES

This plan was developed in alignment with guidance from the Oregon Department of Education and Oregon Health Authority, and in consultation with district nurses and other licensed, classified and administrative staff.

Consulting medical professionals included 4J nurses Joy Maxwell, RN, Kim Roellig, RN and Eden Van Bloem, RN. Additional input was provided by Lane County Public Health staff including Dr. Patrick Luedtke, M.D., MPH and Jacqueline Moreno, MPH. The plan has been submitted to Lane County Public Health.

The district intends to form a plan review team to review, maintain and update this plan on at least a monthly basis, and update it as needed, throughout the duration of the pandemic.

Comments and suggestions on this plan may be sent to healthservices@4j.lane.edu.

XII. STATE GUIDANCE²

- Governor’s Executive Order 20-29, Ready Schools Safe Learners (June 24, 2020)
- ODE/OHA, [Communicable Disease Guidance](#) (April 21, 2020)
- ODE/OHA, [Ready Schools Safe Learners, Version 3.7.5](#) (August 11, 2020)
- ODE/OHA, [Planning for COVID-19 Scenarios in Schools](#) (August 11, 2020)
- ODE/OHA, [Community COVID-19 Metrics](#) (July 28, 2020)
- ODE, [Comprehensive Distance Learning](#) (August 11, 2020)
- ODE, [Guidance for Limited In-Person Instruction During Comprehensive Distance Learning](#) (August 11, 2020)
- ODE, [Ensuring Equity and Access](#) (August 11, 2020)
- OHA, [Statewide Mask, Face Shield, Face Covering Guidance](#) (August 13, 2020)
- OHA, [Oregon General Guidance for Employers on COVID-19](#) (August 18, 2020)

² Oregon Health Authority is referred to as OHA; Oregon Department of Education is referred to as ODE.

- OHA, [Reopening Guidance for the Public](#) (July 1, 2020)
- OHA, [Interim Investigative Guidelines – COVID-19](#) (July 23, 2020)
- OSAA, [Media Release: New 2020–21 School Activities Calendar](#) (August 5, 2020)

XIII. 4J POLICY AND GUIDANCE

- [Board Policy JHCC](#) and [Administrative Rule JHCC-AR](#), Communicable Diseases—Students
- [Board Policy GBEB](#) and [Administrative Rule GBEB-AR](#), Communicable Diseases—Staff
- [Board Policy EBC/EBCA](#), Emergency Procedures and Disaster Plan
- [4J Cleaning and Disinfecting Protocols For a Known or Suspected Case of COVID-19](#)
- [4J Infection Prevention Cleaning and Disinfecting Protocols for COVID-19](#)



ITEM FOR ACTION (Second Read)

Date of Meeting

September 2, 2020

Title

Approve Revisions to Board Policy LBE – Public Charter Schools

Presenters

Christine Nesbit, General Counsel

Background

Two substantive changes are proposed to board policy LBE, relating to public charter schools.

The first substantive change relates to virtual charter school enrollment. Under Oregon law, when more than three percent of students who reside in a school district are enrolled in virtual public charter schools not sponsored by the district, a student must receive approval from the district before enrolling, and a district is not required to give such approval. Further, Oregon law provides that if a district chooses to not allow a student residing in the district to enroll in a non-district sponsored virtual charter school, it must provide in board policy the annual, semiannual or other date that the district used to calculate whether or not three percent or more of students who reside in the district are enrolled in a virtual charter school. Current board policy LBE – Public Charter Schools – designates December 1 as that date.

After hearing board comment at the first read of the policy on August 19, proposed changes to Board Policy LBE would provide that the district determine on a monthly basis (the first of each month) whether the three percent threshold has been met. The policy change will allow staff to act on very current data when considering virtual charter enrollment requests.

The second substantive change relates to public charter school students' eligibility to participate in OSAA and similar activities, and mirrors changes to state law. Specifically, the law requires the district to permit in-district public charter school students to participate in activities when legal requirements are met.

Recommendation

The Superintendent recommends approval of proposed revisions to board policy LBE – Public Charter Schools.

Eugene School District 4J

Code: **LBE**
Adopted: 10/20/99
Revised/Readopted: 4/12/00; 12/20/00; 4/30/03;
12/21/05; 10/21/09; 12/17/14;
12/19/18; [XX/XX/20](#)
Orig. Code: LBE; 7226

Public Charter Schools

Under Oregon law, public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to one or more of the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

Public charter schools may be established as a new public school, from an existing public school or a portion of the school, or from an existing alternative education program.

A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonpublic sectarian school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.

The Board will not approve any public charter school proposal when it is deemed that its value is outweighed by any direct identifiable, significant and adverse impact on the quality of the public education of students residing in the district.

To meet the eligibility criteria for Board approval, a public charter school proposal must meet the requirements of Oregon [law](#), [Revised Statutes](#), [Oregon Administrative Rules](#), Board policy, and regulation. Upon request of the Board the public charter school applicant must furnish in a timely manner any other information the Board deems relevant and necessary to conduct a complete and good faith evaluation of the public charter school proposal.

Public Charter Schools – LBE
1-2

Within 30 days of a written request, the district will determine if it has any unused or underutilized buildings. Buildings may be made available for public charter school use, subject to Board approval. Approved use may be limited to instructional purposes only. Appropriate-use fees will be determined by the district.

Public charter school students in grades K-8 may participate in their resident district's activities such as music and athletics that are operated by the district, not part of the charter school student's comprehensive instructional program, and offered before or after regular school hours. Public charter school students in grades 9-12 may participate in their resident district's activities that are sanctioned by the Oregon School Activities Association (OSAA) when the requirements in Oregon law are met.

Virtual Public Charter School Enrollment

The district will ~~annually~~ by ~~the first of each month~~~~December 1~~, calculate the number of students residing in the district who are enrolled in a virtual public charter school. When the percentage is three percent or above, the district may choose to not approve additional students for enrollment to any virtual public charter school, subject to the requirements in Oregon Administrative Rule 581-026-0305(2).

The district is only required to use data that is reasonably available to the district including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a school district to not approve a student for enrollment to a virtual public charter school to the State Board of Education.

Board Immunity

The district, members of the Board and employees of the district are immune from civil liability with respect to the public charter school's activities. This immunity does not apply to in-district charter schools.

Administrative Rules

The superintendent will develop administrative rules for public charter schools to include the proposal process, review, and appeal procedures and charter agreement provisions.

END OF POLICY

Legal Reference(s):

Public Charter Schools – LBE
2-2

[ORS 327.077](#)
[ORS 327.109](#)
[ORS 332.107](#)

[ORS Chapter 338](#)
[ORS 339.141](#)
[ORS 339.147](#)
[ORS 339.460](#)

[OAR 581-026-0005 to -0515](#)
[OAR 581-026-0070](#)
[OAR581-026-0710](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2012).

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Proposed

Public Charter Schools – LBE
3-2



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

September 2, 2020

Title

Consider Approval of Board Resolution 2020-04 Supporting the City of Eugene's Low-Income Rental Housing Property Tax Exemption (LIRHPTE) Program

Presenter

Andrea Belz, Director of Finance and Ellen Meyi-Galloway, City of Eugene Planning and Development

Background

The City of Eugene is requesting that the Eugene School District 4J Board adopt Resolution 2020-04 supporting the State of Oregon's and the City of Eugene's policy that allows the City to grant 20-year property tax exemptions to low income rental housing providers in Eugene (the LIRHPTE program). Pursuant to ORS 307.519(2), the 4J Board's written concurrence with the LIRHPTE program is necessary in order for the County Assessor to exempt eligible low-income rental housing providers from all property taxes.

In order to facilitate the development of affordable housing for low income Eugene residents, the Eugene City Council added Sections 2.937 – 2.940 to the Eugene Code, adopting the State's Low Income Rental Housing Property Tax Exemption policy (ORS 307.515 to 307.523). The City's LIRHPTE program provides the process and approval criteria for granting 20-year property tax exemptions to eligible owners of low income rental housing properties.

The 4J Board of Directors has previously expressed support for the LIRHPTE program. In 2009 the Chair of the 4J Board of Directors wrote a letter to the Oregon State Legislature in support of extending the enabling legislation for the program, and a resolution was passed by the Board on March 14, 2018, continuing support for this program.

When LIRHPTE tax exemptions are granted, the City and other local taxing districts forgo revenue. Pursuant to ORS 307.519(2), the tax exemption is limited to the City's tax rate, and does not exempt applicants from other property tax rates (e.g. schools, county) unless the 4J School District adopts a resolution supporting Eugene's LIRHPTE program. If the 4J Board adopts resolution 2020-04, eligible low-income housing providers will continue to be exempt from all property taxes. Without the full tax exemption, it is far less likely that developers will undertake development of low-income rental housing in Eugene.

The Oregon Legislature recently extended the deadline for filing low-income rental housing property tax exemption applications until July 1, 2030. On May 26, 2020, the Eugene City Council adopted an ordinance extending Eugene's LIRHPTE program in accordance with state law. Therefore, based on ORS 307.519(2), the City of Eugene is requesting that the 4J Board adopt resolution 2020-04 in support of the extension of Eugene's LIRHPTE program to allow low-income property tax exemption applications to be filed until July 1, 2030. In the past, the

State Legislature has typically extended application deadlines for periods of ten years. The previous deadline was January 1, 2020.

Options and Alternatives

The Board may adopt the Resolution in support of the LIRHPTE program, or choose not to do so at this time. Continued acceptance of the program promotes the development of low-income housing in the district, but does result in lower tax revenue receipts to support district operations. For the fiscal year ended June 30, 2019, acceptance of this tax exemption program reduced tax revenue receipts by \$487,843.

Recommendation

The Superintendent recommends adoption of Resolution 2020-04 in support of the LIRHPTE program in support of affordable rental housing in Eugene.



May 28, 2020

Gustavo Balderas
Eugene School District 4J Superintendent
200 N. Monroe Street
Eugene, OR 97402

Re: Request for Eugene School District 4J Board's Concurrence with Eugene's Low Income Rental Housing Property Tax Exemption Program

Dear Superintendent Balderas:

The City of Eugene is requesting that the Eugene School District 4J Board adopt the enclosed resolution supporting the State of Oregon's and the City of Eugene's policy that allows the City to grant 20-year property tax exemptions to low income rental housing providers in Eugene (the LIRHPTE program). Pursuant to ORS 307.519(2), the 4J Board's written concurrence with the LIRHPTE program is necessary in order for the County Assessor to exempt eligible low-income rental housing providers from all property taxes.

In order to facilitate the development of affordable housing for low-income Eugene residents, the Eugene City Council added Sections 2.937 – 2.940 to the Eugene Code, 1971, adopting the State's Low-Income Rental Housing Property Tax Exemption (LIRHPTE) policy (ORS 307.515 to 307.523). The City's LIRHPTE program provides the process and approval criteria for granting 20-year property tax exemptions to eligible owners of low-income rental housing properties.

The 4J School District has previously expressed support Eugene's LIRHPTE program. A Resolution was passed by the 4J School Board on March 14, 2018 supporting the program, which is attached here for your reference.

When LIRHPTE tax exemptions are granted, the City and other local taxing districts forgo revenue. Pursuant to ORS 307.519(2), the LIRHPTE tax exemption is limited to the City's tax rate, and does not exempt applicants from other property tax rates (e.g., schools, county) unless the 4J School District adopts a resolution supporting Eugene's LIRHPTE program. If the 4J Board adopts the resolution enclosed with this letter, eligible low-income housing providers will be exempt from all property taxes. Without the full tax exemption, it is far less likely that developers will undertake development of low-income rental housing in Eugene.

The Oregon Legislature recently extended the deadline for filing low-income rental housing property tax exemption applications until July 1, 2030. On May 26, 2020, the Eugene City Council adopted an ordinance extending Eugene's LIRHPTE program in accordance with state law. Therefore, based on ORS 307.519(2), the City of Eugene is requesting that the 4J Board adopt the enclosed resolution in support of the extension of Eugene's LIRHPTE program to allow low-income property tax exemption applications to be filed until July 1, 2030. In the past, the State Legislature has typically extended application deadlines for periods of ten years. If the State Legislature amends the Statutes to extend

the application deadline beyond July 1, 2030, the City will again request the 4J Board's concurrence with the amended exemption program.

The City's LIRHPTE program plays an important role in reducing rents for low-income residents. Low-income is defined as income at or below 60 percent of the area median income as determined by the Oregon Housing Stability Council based on information from the United States Department of Housing and Urban Development.

Attached is a Resolution that the 4J Board can consider adopting if it concurs with the extension of Eugene's LIRHPTE program.

Thank you for your consideration.

Sincerely,



Denny Braud, Director SAJ MJK
City of Eugene Planning and Development Department

Encl.

Eugene School District
4J School Board
Resolution

Resolution agreeing to the policies of providing tax exemptions for low income rental housing properties under ORS 307.515 to 307.523 and Sections 2.937 - 2.940 of the Eugene Code, 1971.

WHEREAS, in 1990, the City added Sections 2.937 - 2.940 to the Eugene Code, 1971, adopting the State's Low Income Rental Housing Property Tax Exemption policy under ORS 307.515 to 307.523.

WHEREAS, the exemption policy enables governing bodies to grant 20-year property tax exemptions to qualified low income rental housing properties that file exemption applications before January 1, 2020. These tax exemptions facilitate the development of affordable housing for low income Eugene residents.

WHEREAS, pursuant to ORS 307.519(2), if a taxing district's rate of taxation, when combined with the rate of taxation of the governing body that adopted the exemption policy, equals 51 percent or more of the total combined rate of taxation on the property granted the exemption, the local taxing district's governing board must agree to the exemption policy in order for the County Assessor to exempt all property taxes.

WHEREAS, ORS 307.519(2) is applicable to the Eugene School District 4J and, therefore, before the County Assessor **will** completely apply the tax exemptions to properties granted exemptions by the City, the 4J Board must concur with the policy of exemption.

NOW, THEREFORE, BE IT RESOLVED THAT the Eugene School District 4J Board agrees to the policy of providing property tax exemptions for low income rental housing properties as provided in ORS 307.515 to 307.523 and Sections 2.937 - 2.940 of the Eugene Code, 1971.

Passed by the Eugene School District 4J Board the day of March, 2018.



Eileen Nittler, Chair

Eugene School District 4J
School Board Resolution

Resolution agreeing to the policies of providing tax exemptions for low-income rental housing properties under ORS 307.515 to 307.523 and Sections 2.937 – 2.940 of the Eugene Code, 1971.

WHEREAS, in 1990, the City added Sections 2.937 – 2.940 to the Eugene Code, 1971, adopting the State’s Low-Income Rental Housing Property Tax Exemption policy under ORS 307.515 to 307.523 (LIRHPTE); and

WHEREAS, the LIRHPTE enables governing bodies to grant 20-year property tax exemptions to qualified low-income rental housing properties that file exemption applications before July 1, 2030; and

WHEREAS, these tax exemptions facilitate the development of affordable housing for low income Eugene residents; and

WHEREAS, pursuant to ORS 307.519(2), if a taxing district’s rate of taxation, when combined with the rate of taxation of the governing body that adopted the exemption policy, equals 51 percent or more of the total combined rate of taxation on the property granted the exemption, the local taxing district’s governing board must agree to the exemption policy in order for the County Assessor to exempt the property from all property taxes; and

WHEREAS, ORS 307.519(2) is applicable to the Eugene School District 4J and, therefore, before the County Assessor will completely apply the tax exemptions to properties granted exemptions by the City, the 4J Board must concur with the policy of exemption;

NOW, THEREFORE, BE IT RESOLVED THAT the Eugene School District 4J Board agrees to the policy of providing property tax exemptions for low income rental housing properties as provided in ORS 307.515 to 307.523 and Sections 2.937 – 2.940 of the Eugene Code, 1971. This Resolution takes effect upon adoption.

Passed by the Eugene School District 4 J Board the _____ day of _____, 20 .

Anne Marie Levis, Chair

Eugene School District 4J
School Board Resolution 2020-04

Resolution agreeing to the policies of providing tax exemptions for low-income rental housing properties under ORS 307.515 to 307.523 and Sections 2.937 – 2.940 of the Eugene Code, 1971.

WHEREAS, in 1990, the City added Sections 2.937 – 2.940 to the Eugene Code, 1971, adopting the State’s Low-Income Rental Housing Property Tax Exemption policy under ORS 307.515 to 307.523 (LIRHPTE); and

WHEREAS, the LIRHPTE enables governing bodies to grant 20-year property tax exemptions to qualified low-income rental housing properties that file exemption applications before July 1, 2030; and

WHEREAS, these tax exemptions facilitate the development of affordable housing for low income Eugene residents; and

WHEREAS, pursuant to ORS 307.519(2), if a taxing district’s rate of taxation, when combined with the rate of taxation of the governing body that adopted the exemption policy, equals 51 percent or more of the total combined rate of taxation on the property granted the exemption, the local taxing district’s governing board must agree to the exemption policy in order for the County Assessor to exempt the property from all property taxes; and

WHEREAS, ORS 307.519(2) is applicable to the Eugene School District 4J and, therefore, before the County Assessor will completely apply the tax exemptions to properties granted exemptions by the City, the 4J Board must concur with the policy of exemption;

NOW, THEREFORE, BE IT RESOLVED THAT the Eugene School District 4J Board agrees to the policy of providing property tax exemptions for low income rental housing properties as provided in ORS 307.515 to 307.523 and Sections 2.937 – 2.940 of the Eugene Code, 1971. This Resolution takes effect upon adoption.

Passed by the Eugene School District 4 J Board the 16th day of September, 2020.

Mary Walston, Chair



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

September 2, 2020

Title

Consider for Approval Oregon School Boards Association Membership for 2020-21

Presenter

Kerry Delf, Chief of Staff

Background

It is time to consider renewing our membership in the Oregon School Boards Association (OSBA), our participation in the OSBA Legal Assistance Trust for 2020-21, and our subscription to OSBA Web Hosting services.

Enclosed is the annual dues statement. The annual membership fee is based on the number of students in the district and will be \$10,823. OSBA has not increased membership rates for several years.

Also enclosed is a copy of the June 2020 annual subscription statement from the OSBA Legal Assistance Trust in the amount of \$3,200. OSBA's Legal Assistance Trust is a financial resource to school districts, community colleges and ESDs facing costly legal battles that have statewide education impact. The Trust voted to reduce the cost of dues by 10% in 2011 and will keep the rate reduction in place again this year.

OSBA services are utilized by staff as well as the board. OSBA policy update and web hosting services are purchased at an additional cost of \$1,095 per year and relieve the district of significant costs that would otherwise be incurred. The district must be an OSBA member in order to purchase this additional service. OSBA services include:

1. *Policy updates following legislative sessions, sample policies and policy advice*
OSBA identifies board policies that need to be revised to comply with new legislation and provides sample policies. If this service was not available, the district would likely hire a professional who is familiar with school board policies to analyze legislation that was passed and identify policies that need to be revised or created. There is no other vendor that we know of that provides a similar policy service. It is difficult to estimate how many hours this might require or the cost. Assuming this task required .25 FTE professional time, the cost would be about \$20,000 following a regular legislative session, but significantly less for the second year of a biennium, when the legislature meets in a shorter session and there is less legislation to monitor.

2. *Web hosting for 4J Board policy*

OSBA hosts and maintains the board policy area of our website. Once the board approves a policy change, OSBA staff update the website and ensure that links are active and maintained. The district does not have a webmaster position so this work would need to be shifted to a contractor or by adding hours to a current staff members position. An upfront investment would be required for time involved in moving the documents to the district web site. Ongoing support and maintenance would need to be absorbed by district staff or contracted out with a vendor that does other web site support for 4J. Information and advice in response to questions about school district policy.

3. *Information and advice*

Staff estimate that we call OSBA staff for information and advice 1-2 times per month during the school year. We estimate it would require 4 hours per issue of staff time to conduct our own research, if OSBA consultation services are not available. In some cases, we would likely ask the district's legal counsel for guidance.

4. *Publications and training*

OSBA publishes an annual calendar that outlines all the required board actions by month. This document is an important reference for the board secretary to ensure that all necessary resolutions and actions are completed in a timely manner. OSBA also offers twice annual training for board secretaries. Both are an additional cost, but are valuable resources.

Recommendation

The superintendent recommends renewing our annual dues, membership in OSBA's Legal Assistance Trust, and Online Policy Manual Hosting Services for 2020-21.



Make Checks Payable To: Oregon School Boards Association
1201 Court St. NE, Suite 400
Salem, OR 97301

EUGENE 4J
200 N MONROE ST
EUGENE, OR 97402-4278

Invoice No: 0019318
CRM No: 02097
Invoice Date: 08/05/2020
Acct Code: 20.004
PO#:

*Please quote invoice number
when making payment. Thank you.*

2020-2021 ANNUAL DUES INVOICE

<i>Invoice Item</i>	<i>Qty</i>	<i>Rate</i>	<i>Extended</i>
District Membership Dues 10 (10000-25000)	1.00		\$10,823.00
2020 District Member 10 (10000-25000) - Eugene 4J			
		Sub Total:	\$10,823.00
		Shipping:	
Reported ADMr: 16,353.0		Amount Paid:	\$0.00
		Balance Due:	\$10,823.00

*As reported to the Oregon Department of Education. If your district has a charter school within its boundaries, your ADMr has been reduced by the 12/31 ADMr reported for your charter school(s).

For billing questions call ⁹²Chris Davidson at (503) 588-2800.



Make Checks Payable To: Oregon School Boards Association
1201 Court St. NE, Suite 400
Salem, OR 97301

EUGENE 4J
200 N MONROE ST
EUGENE, OR 97402-4278

Invoice No: 02454
Sage No:
Invoice Date: 08/12/2020
Acct Code: 20.004
PO#:

*Please quote invoice number
when making payment. Thank you.*

INVOICE

<i>Invoice Item</i>	<i>Qty</i>	<i>Rate</i>	<i>Extended</i>
LAT District Dues 05 (above 10000) 2020-2021 Subscription Year	1.00		\$3,200.00
		Sub Total:	\$3,200.00
		Shipping:	
		Amount Paid:	\$0.00
		Balance Due:	\$3,200.00



Make Checks Payable To: Oregon School Boards Association
1201 Court St. NE, Suite 400
Salem, OR 97301

EUGENE 4J
200 N MONROE ST
EUGENE, OR 97402-4278

Invoice No: 0018917
CRM No: 01616
Invoice Date: 07/29/2020
Acct Code: 20.004
PO#:

*Please quote invoice number
when making payment. Thank you.*

INVOICE

Invoice Item

Policy Update - OSBA Web Hosting
2020-2021 Subscription Year

<i>Qty</i>	<i>Rate</i>	<i>Extended</i>
1.00		\$1,095.00

Sub Total: \$1,095.00

Shipping:

Amount Paid: \$0.00

Balance Due: \$1,095.00



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

September 2, 2020

Title

Consider Proposed Board Policy JHH – Student Suicide Prevention

Presenter

Christine Nesbit, General Counsel

Background

Senate Bill (SB) 52, also known as Adi’s Act and passed by the 2019 Legislature, directs districts to adopt a policy requiring a comprehensive plan on student suicide prevention for students in kindergarten through grade 12.

The law prescribes subjects that must be included in the suicide prevention plan, and the policy proposed mirrors those requirements. It is recommended that the board adopt Board Policy JHH – Student Suicide Prevention as required by Oregon Revised Statute (ORS) 339.343.

Recommendation

The Superintendent will recommend adoption of proposed board policy JHH – Student Suicide Prevention at a future meeting.

Eugene School District 4J

Code: JHH
Adopted: 09/XX/20

Student Suicide Prevention**

The district shall develop a comprehensive student suicide prevention plan for students in kindergarten through grade 12.

The plan shall include, at a minimum:

1. Procedures relating to suicide prevention, intervention and activities that reduce risk and promote healing after a suicide;
2. Identification of the school officials responsible for responding to reports of suicidal risk;
3. A procedure by which a person may request the district to review the actions of a school in responding to suicidal risk;
4. Methods to address the needs of high-risk groups, including but not limited to:
 - a. Youth bereaved by suicide;
 - b. Youth with disabilities, mental illness or substance abuse disorders;
 - c. Youth experiencing homelessness or out of home settings, such as foster care; and
 - d. Lesbian, gay, bisexual, transgender, queer and other minority gender identity and sexual orientation, Native American, Black, Latinx, and Asian students.
5. A description of, and materials for, any training to be provided to employees as part of the plan, which must include:
 - a. When and how to refer youth and their families to appropriate mental health services; and
 - b. Programs that can be completed through self-review of suitable suicide prevention materials.
6. Supports that are culturally and linguistically responsive;
7. Procedures for reentry into a school environment following a hospitalization or behavioral health crisis¹; and
8. A process for designating staff to be trained in an evidence-based suicide prevention program.²

The plan must be written to ensure that a district employee acts only within the authorization and scope of the employee's credentials or licenses.

¹ "Behavioral health crisis" as defined by Oregon Administrative Rule (OAR) 581-022-2510, means a disruption in an individual's mental or emotional stability or functioning resulting in an urgent need for immediate treatment to prevent a serious deterioration in the individual's mental or physical health.

² ODE will provide a list of available programs.

The plan must be available annually to the community of the district, including district students, their parents and guardians, and employees and volunteers of the district, and readily available at the district office and on the district website.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.343](#)

[OAR 581-022-2510](#)

Proposed