



OUTDOOR SCHOOL

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Under ODE’s **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Outdoor School Program, Multnomah Education Service District
Key Contact Person for this Plan	Jennifer Basham
Phone Number of this Person	503-257-1618
Email Address of this Person	jbasham@mesd.k12.or.us
Sectors and position titles of those who informed the plan	Jennifer Basham, MESD Coordinator Outdoor School and Companion Programs Andrea Hussey, Supervisor, Outdoor School Program Lena Coleman, Operations Specialist Peggy Sedlak, Outdoor School Program Nurse Joey Mata, Site Supervisor, Arrah Wanna Outdoor School Amanda Duncan, Site Supervisor, Kuratli Outdoor School Paul Susi, Site Supervisor, Angelos Outdoor School

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.

	Shauna Stevenson, Site Supervisor, 4th grade program Dan Prince, Associate Director, Friends of Outdoor School School
Local public health office(s) or officers(s)	Multnomah County Health Department Multnomah ESD School Health Services
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Jennifer Basham, MESD Outdoor School Office Each Site Supervisor for any on-site programming
Intended Effective Dates for this Plan	August 15, 2020 - June 30, 2021
ESD Region	Multnomah Education Service District

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.

Throughout the development of the Outdoor School program Ready Schools, Safe Learners development, multiple strategies have been implemented to engage stakeholders.

Stakeholder Surveys (July 2020)

Draft v1 Plan Published with Feedback Form (July 9, 2020)

Draft v2 Plan Published with Feedback Form (August 3, 2020)

Since the Ready Schools, Safe Learners guidance we have:

- Met with Outdoor School Advisory Committee members;
- Met with Friends of Outdoor School staff;
- Met with Oregon State University Extension Service employees;
- Met with funding entities regarding planning updates and gather feedback;
- Met with program site providers;
- Met with school district partners regarding options for Outdoor School on-school grounds programming;
- Surveyed high school students including students that identify as male, female, non-binary/LGBTQIA2S+, Hispanic, and/or Black attending the programs;
- Consulted with a MESD School Nurse and School Health Services Coordinator;
- Consulted with other Outdoor School providers across the state and locally regarding reopening plans;
- Surveyed parents of high school leaders about COVID-19 related questions;
- Attended reopening feedback sessions regarding summer camp guidance;
- Attended reopening sessions and engaged in dialogue with our ODE partners; and
- Will meet with Outdoor School education program staff, seasonal educational assistants, site supervisors and administrative assistants.

Development Process:

The working group tasked with the initial development of our Blueprint discussed equity issues throughout the development of our reopening plans. In addition, each small working group utilized the MESD Board Equity lens to critique each section of our plan.

Our student and staff surveys gathered information to ensure we gathered stakeholder feedback from LGBTQIA2S+, individuals who identify across the gender spectrum, and multiple races and ethnicities were represented.

During our process of including staff in the development of our plans, we provided multiple opportunities for feedback and integrated the feedback into each draft. Additionally, team members participated in listening sessions with various community-based organizations who support and represent various communities who have traditionally been underserved.

We have begun scheduling listening sessions with key individuals at the district level to ensure we tailor our programming and plans to meet their specific school district needs and demographics represented.

3. Indicate which instructional model will be used.

Select One: *The MESD Outdoor School is a Program, not a school. We serve schools and districts in our region to facilitate programming around outdoor science instruction. We will work closely with our schools and districts to meet their reopening plans and learning models.*

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 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning. Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.

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

On July 28, 2020, Oregon Department of Education released updated guidance in coordination with the Oregon Health Authority and the Oregon Governor's office. This guidance provides specific state and county-wide metric requirements for in-person and/or hybrid instruction to occur. Until those metrics are met on a regional and state level, by necessity, the Outdoor School Program will follow the Comprehensive Distance Learning guidance to provide direct services to schools and students.

All of the districts the MESD Outdoor School program serves reside within the three metropolitan counties (Multnomah, Clackamas, and Washington). The phased reopening and current data suggest that the Outdoor School Program will begin service for the 2020-2021 school year in distance learning mode in September 2020. When OHA and ODE requirements are met in Multnomah County and Oregon, the Outdoor School Program will reach out to stakeholders to determine the exact timeline for initiating the hybrid model after the indicators are met. The Outdoor School Program will work to coordinate district-specific models based on stakeholder feedback as well as the preferred model used by each of the above-mentioned districts.

Sections 1-3 are developed in the event that in-person programming is able to resume during the 20-21 school year.

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

Our goal is to transition to a hybrid/fully in person instructional model as soon as it is safe to do so. Until then we will be following the guidelines set forth by ODE for Comprehensive Distance Learning.

Our CDL model will be loosely based on our model developed in the Spring but with an increased alignment to standards, additional depth of instructional strategies and lessons, a greater focus on equity and additional support for families, teachers, and students. Information about the MESD Spring Distance Learning Model is available [here](#).

Over the next couple of weeks, we will be collaborating with our staff, district partners, student and families to fully address the needs of our partner district and their families.

Should our program be implemented for districts in a Comprehensive Distance Learning model, we would like to highlight a few key areas of support.

Instruction: Synchronous instruction will be made available where appointments will be scheduled with class/student groups for virtual instruction and provide access to standards-based educational materials. Students will be able to interact with one or more program staff who will guide the student's Outdoor School educational experience.

In the virtual instruction setting, instruction will be provided using a variety of modalities, including but not limited to: online video or audio conferencing while using shared points of reference (i.e., the student and teacher are each working with the same learning materials as they engage in discussion around them via the online platform), or collaborating on assignments in a cloud-based office suite while also engaged in simultaneous two-way conversation.

Asynchronous opportunities to support and supplement synchronous service provision will also be available.

Asynchronous learning opportunities may include: posting activities and lesson discussions through the attending classroom's Learning Management System. Additionally, working with classroom teachers to engage students in lessons and activities via a cloud-based office suite at the same time absent simultaneous two-way communication.

Please see requirements:

<https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Learning%20Day%20Overview.pdf>

Office Hours: 8:30am-5:00pm

Communication: Communication will be emailed or mailed, and coordinated via the participating school and district. All communication will be accessible to all stakeholders in their preferred language.

Training for Students/Staff:

We will schedule training options for students and families during the week leading up to the program attendance for any student or family member and we will work with districts, teachers, and families to provide access for training sessions that works with family schedules.

Equity Focus:

Addressing equity in our Comprehensive Distance Learning Model will be a key priority. To do this we are using the agency [Equity Lens](#) to support conversations and decision making as we develop and implement our plans. This lens supports our work in asking questions about people, place, power, process and plan, so we can act in a manner that maximizes diversity, inclusion, and equity.

We have also initiated and engaged in dialogue with students, parents, and community partners — culturally specific organizations, tribal liaisons, and community service organizations — to develop plans that are inclusive and responsive to the needs of our diverse students. Our hope and goal is to maintain, and further strengthen, our partnership with culturally diverse and inclusive partners as we endeavor to provide high-quality and responsive services.

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.

Plans by Program Site (Angelos, Arrah Wanna, Canby Grove, Howard, Kuratli, Namanu, and the 4th grade program):

Site specific reopening plans will be determined in coordination with program sites, attending School Districts, and based on current guidance from:

- Local Public Health Authority
- Disease management metrics within Multnomah and Clackamas health region.
- Current disease metrics outlined in [Ready Schools, Safe Learners: Community COVID-19 Metrics](#) which include meeting reopening metrics for three weeks in a row.
 - County Case Rate: <10 cases per 100,000 population in the preceding 7 days
 - County Test positivity: <5% in the preceding 7 days
 - Statewide Test Positivity of < 5% in the preceding 7 days
- Anticipated Statewide guidance specific to Outdoor School programming

A Comprehensive Distance Learning model will be utilized until County and Statewide metrics are met for a minimum of 3 weeks.

As part of MESD, Outdoor School's transitioning to hybrid will align with MESD policy and planning. At present that plan is:

- Comprehensive Distance Learning will be in place at least through the month of September.
- MESD will continue to evaluate operating models on a month by month basis using the appropriate metrics and guidance.
- Each month the agency will review regional health data and make recommendations to the MESD board about reopening school buildings and campuses to in-person instruction for the following month. This means that at the September 15 Board Meeting, we will present current metrics and recommendations for October. A decision regarding the instructional model for October will be communicated by September 16.
- Any return to in-person instruction will be communicated a minimum of two weeks in advance.

In making these announcements we want to reassure students, families, and employees that we are not opening in-person instruction during a time when Covid-19 metrics are increasing. It also provides a predictable timeline for decision-making, while retaining flexibility to begin offering in-person support should conditions improve. In all cases, we will continue to work with staff and families to plan reopening steps.

Timeline:

The below is a brief overview of timeline activities and due dates (some items were completed before date listed):

- June 18, 2020: Review Blueprint Template
- June 23, 2020: Identify Core Planning Team that includes relevant stakeholders (Teacher, EA, CBO, Nurse).
- June 24, 2020: Convene Core Planning Team to review asks
- June 30, 2020: Initial DRAFT with Director of Student Services/Assistant Superintendent
- July 7, 2020: Check in with Coordinator to review school plan progress
- July 7, 2020: Community Based Organization Zoom Feedback Session
- July 8, 2020: Share DRAFT One with MESD Communications for publishing on website
- July 9, 2020: DRAFT One published on MESD website
- July 9, 2020: Send Supply list to School Health for Ordering
- July 9, 2020: Engage Core Planning Team to review asks
- July 10 - 23, 2020: Share DRAFT One link plus feedback form with stakeholders.

- July 10, 2020: Schedule time with leased facilities to verify space measurements
- July 10, 2020: Survey Staff (Permanent and Seasonal)
- July 10, 2020: Survey Teachers
- July 23, 2020: Review stakeholder feedback form information
- July 23, 2020: Check in with Coordinators to review school plan progress
- August 2, 2020: Share DRAFT Two with Communications for publishing on website
- August 3, 2020: DRAFT Two published on MESD website
- August 7, 2020: Engage Core Planning Team for final review
- Draft communications to staff re-reopening
- August 12, 2020: Submit Final Plan to Director of Student Services/Assistant Superintendent
- August 13, 2020: Director of Student Services share plans with Cabinet
- August 14, 2020: Coordinators submit plans to ODE and Multnomah County Health
- August 15, 2020: FINAL Plan published on MESD website

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

*This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.*



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting. <input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input 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 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 type="checkbox"/> Process and procedures 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. <input 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 type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. <input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). 	<p>Policies/Plans: The Outdoor School program follows the MESD Communicable Disease Management Plan as well as the Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority.</p> <p>The Outdoor School program also follows MESD Board Policies GBEB/JHCC and GBEB/JHCC-AR.</p> <p>Key People:</p> <ul style="list-style-type: none"> ● COVID-19 Enforcement Lead: Jennifer Basham ● School Nurse Lead: Peggy Sedlak ● SHS Nurse Consultant: Heather Godsey ● Multnomah County Health: https://www.oregon.gov/oha/PH/PROVIDERPARTNERRESOURCES/LOCALHEALTHDEPARTMENTRESOURCES/Documents/Multnomah.pdf <p>Training procedures: All staff, students, and student leaders will receive training regarding protocols for maintaining physical distance, adequate PPE, and our screening and isolation measures.</p> <p>Screening/Isolation: Visual screening of all students and staff are outlined in 1f and 1i.</p>

- Protocol to isolate any ill or exposed persons from physical contact with others.
- Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
- 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.
 - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the **Ready Schools, Safe Learners** guidance), the daily log may be maintained for the cohort.
 - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- Required components of individual daily student/cohort logs include:
 - Child's name
 - Drop off/pick up time
 - Parent/guardian name and emergency contact information
 - All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
- 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.
- Protocol to respond to potential outbreaks (see section 3 of the **Ready Schools, Safe Learners** guidance).

Potentially symptomatic students will be isolated following guidance outlined in 1h.

Contact Tracing:

Contract tracing logs will be kept for each student/cohort that includes the recommended information for any in-person programming.

- Staff who rotate or come in contact with multiple cohorts will be included on each log and physical distancing will be encouraged. These staff will also be required to implement proper handwashing and sanitize between each cohort group.

Outbreak plan:

The MESD Outbreak Protocol is outlined in section 3a

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input 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> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input 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:</p> <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><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, 	<p>Self Identification: All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <p>Across all of our programs, we are providing families/connected adults and students with the choice between onsite or hybrid and fully distance learning. If families/students select the distance only model, we have committed to supporting them in this regardless of whether that selection happens on day one or later. This means that parents/connected adults/students who have concerns about their student participating in in-person instruction will not be penalized. In fact, we will work closely with them to provide equally relevant, rigorous and student-specific instruction in a distance format as they can obtain through in-person/hybrid students.</p> <p>Students: If providing in-person instruction, Outdoor School staff will coordinate with school district personnel regarding which students they have identified as higher-risk to ensure that students have equitable access to the program. From an educational perspective, it doesn't matter if the reason a family/student requests distance only is due to underlying health conditions or for other reasons; our response will be the same. We will work with them, their teachers and their IEP teams.</p> <p>Outdoor School staff will work closely with districts and schools to implement a program model that meets the needs of students who may be at high-risk to provide options for students. Some potential interventions could be:</p> <ul style="list-style-type: none"> ● Remote Learning options

physical therapy, as well as behavioral and mental health services.

- Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
- The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
- Service provision should consider health and safety as well as legal standards.
- Work with an interdisciplinary team to meet requirements of ADA and FAPE.
- High-risk individuals may meet criteria for exclusion during a local health crisis.
- Refer to updated state and national guidance and resources such as:
 - US 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.

- Day programming at schools
- Specialized supports from the school district such as additional educational staff

Most in-person programming will occur on the school grounds of the participating school. If during the course of in-person or hybrid instruction, a student/connected adult is exposed to COVID or displays symptoms, we will follow our MESD Communicable Disease plan but continue to offer instruction in a safe manner in compliance with health safety standards. For any programming done at an Outdoor School facility, a certified nurse will be present anytime students are present.

Staff:

All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.

Visitors/Volunteers:

Non-essential visitors will be unable to participate in activities that require in person interaction at this time. Adults in our program are limited to essential personnel only.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input 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. <input type="checkbox"/> Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals. <input 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 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 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. 	<p>General Program:</p> <ul style="list-style-type: none"> ● Program capacity, staffing, and schedule will be determined to ensure that physical distancing can be safely maintained throughout the entire program and every building, if used. <p>Setting:</p> <ul style="list-style-type: none"> ● Most programming will be conducted in outdoor settings on school grounds where physical distancing can be safely maintained. In instances where students are indoors, table spacing and furniture will be positioned to maintain 36sq. ft. for each student. ● Students will follow their school specific guidance on building entrances and/or be assigned specific entrances and/or scheduled times to enter their school buildings or outdoor learning spaces. ● Both students and staff will be trained in the flow of movement through building spaces and trails. <p>Signage & Markers:</p> <ul style="list-style-type: none"> ● Each learning space will have a designated occupancy with posted signage. ● If indoor school facilities are utilized, program staff and students will adhere to the building/room occupancy. Program staff will confirm occupancies for each room utilized prior to programming and train staff on the recommended per person square footage. ● When students transition or congregate, physical markers will be put in place to maintain physical distancing.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
----------------------	--------------------

<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. <input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>Our program model typically favors small groups for instruction and student supervision. Cohort groups will be arranged by the participating class/school based on school cohort models.</p> <p>Cohort Group Options (more options to be developed):</p> <ol style="list-style-type: none"> 1. Option 1: A stable cohort group would consist of a classroom teacher, program staff, and high school and sixth grade students. This class size stable cohort would be maintained throughout the learning experience. They would only divide into smaller cohort groups for instruction. <p>Sanitation of high touch surfaces and equipment would occur regularly between activities, building use, and between each cohort. Sanitation procedures will be clearly developed based on CDC guidance. Staff will receive training on protocols and sanitation logs will be kept for a minimum of 4 weeks.</p>
---	--

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <ul style="list-style-type: none"> ● Consider sharing school protocols themselves. <input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> ● Consult with your LPHA on what meets the definition of “close contact.” <input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community. 	<p>Outdoor School will consult with the MESD School Health Services to communicate with schools, staff, and families to share:</p> <ul style="list-style-type: none"> ● cohorting protocols and structure ● cleaning procedures ● any potential exposure to a confirmed case of COVID-19 <p>Letters will be written in advance and available for families in their preferred language.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> ● Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing. ● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available 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 ○ Bluish lips or face 	<p>For in-person programming, students, staff, and essential volunteers will be visibly screened throughout the program experience.</p> <p>Students (Elementary/Middle and High school) Health Forms: Every student will have a health form completed prior to attendance and kept on site that identifies any chronic health conditions that nursing or health staff will need to know following HIPAA/FERPA regulations.</p> <p>For in-person on school ground programming, we will adhere to the participating districts entry and screening protocols for teaching staff and student attendance.</p> <p>Handwashing: Hand sanitizer will be provided throughout the on-school ground program experience. Students will also have access to school building bathrooms for regular handwashing.</p> <p>Adults (Staff, Essential Adult Volunteers**) Pre-attendance Survey:</p>

<ul style="list-style-type: none"> ○ Other severe symptoms <p><input type="checkbox"/> 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.</p> <ul style="list-style-type: none"> ● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. ● They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. <p><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.</p> <p><input type="checkbox"/> 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><input type="checkbox"/> 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>	<p>Essential adults will receive a survey checklist prior to attending each day and be required before coming on-school grounds to provide assurances that they or persons living in their homes/community living spaces have not had COVID-19 symptoms or been exposed to someone who has had COVID-19 over the past 14 days.</p> <p>If assurances cannot be given, adults will be asked to self-isolate until symptoms have resolved in accordance with section 1i isolation measures.</p> <p>**For off-school ground field-based programming, adult volunteers are an essential part of the on-site experience for students to receive the adequate support to access program activities outlined in a student's IEP or 504 plan. If a school cannot provide school district personnel assigned to these students, we support a district in recruiting adult volunteers if available.</p>
---	---

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.</p> <p><input type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit.</p> <p><input type="checkbox"/> Visitors must wear face coverings in accordance with local public health authority and CDC guidelines.</p> <p><input type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.</p>	<p>Only essential volunteers and staff will be allowed during programming.</p> <p>Visitors: Any adult visitor/volunteer not included in an established stable cohort will not be allowed during programming.</p> <p>High School Student Leaders: Outdoor School provides programming for volunteer high school student leaders. These students will fall under the category of student when providing programming.</p> <p>High school leaders will wear PPE when interacting with sixth grade students.</p> <p><i>Screening high school student leaders:</i> Parents/Caregiver/Guardians will receive a survey checklist prior to attending and be required before getting on the bus to provide assurances that their child and/or persons living in their homes/community living spaces have not had COVID-19 symptoms or been exposed to someone who has had COVID-19 over the past 14 days. If assurances cannot be given, a student leader will be offered an alternative week after symptoms have resolved in accordance with section 1i isolation measures.</p> <p><i>Student Leader Health Forms:</i> Every student leader will have a health form completed prior to attendance and kept on site that identifies any chronic health conditions that nursing or health staff will need to know following HIPAA/FERPA regulations.</p>

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

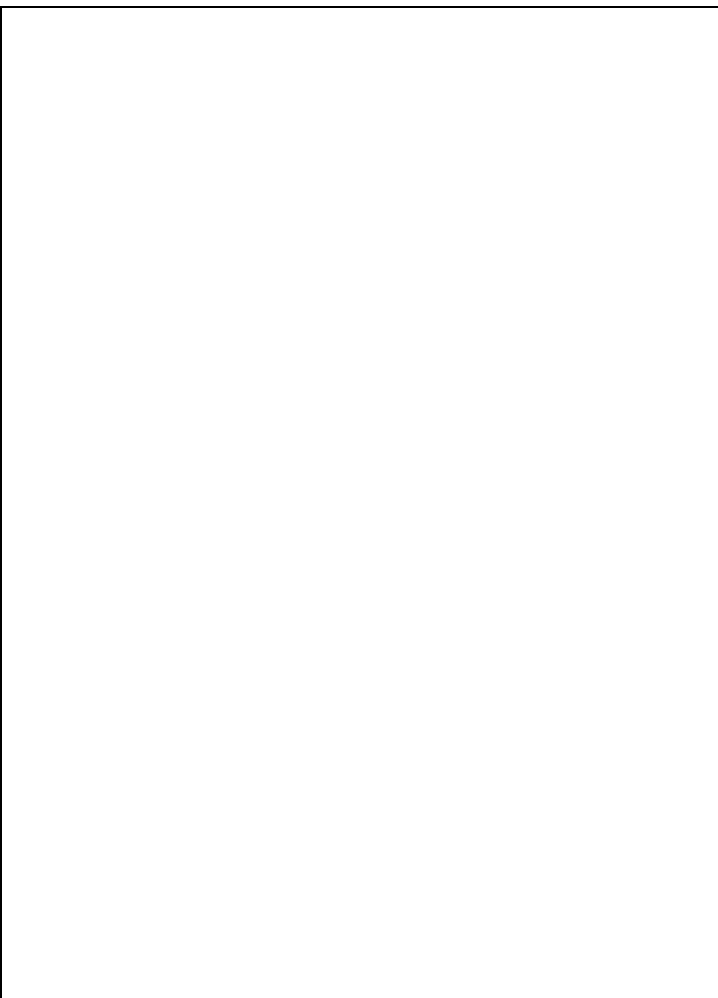
OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Face coverings or face shields for:</p> <ul style="list-style-type: none"> ● Staff who are regularly within six feet of students and/or staff 	<p>Appropriate PPE will be required for adults and students based on OHA and CDC recommendations.</p> <p>Adults:</p>

<ul style="list-style-type: none"> ○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact. ○ Staff who will sustain close contact and interactions with students. ● Bus drivers. ● Staff preparing and/or serving meals. <p><input type="checkbox"/> Face shields or clear plastic barriers for:</p> <ul style="list-style-type: none"> ● Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy. ● Front office staff. <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Students who choose not to wear face coverings must be provided access to instruction.</p> <p><input type="checkbox"/> ADA accommodations: 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>	<p>Face coverings will be worn by all adults including:</p> <ul style="list-style-type: none"> ● Program staff ● Teachers <p>Students (elementary/middle and high school):</p> <ul style="list-style-type: none"> ● Face covering will be worn by students throughout the program experience.
---	---

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols 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 type="checkbox"/> Protocols for assessment of 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. ● 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. <p><input 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, and hands washed after removing PPE. ● If able to do so safely, a symptomatic individual should wear a face covering. ● To reduce fear, anxiety, or shame related to isolation, provide clear explanation of procedures, including use of PPE and handwashing. 	<p>Screening Protocols are outlined in section 1f.</p> <p>Information Sharing: Using a trauma-informed approach, training/announcements that share specifics of protocols used when a person reports illness will be given as well as regular reminders of handwashing and the use of PPE. In addition, group norms that prevent instances of bullying will be established at the beginning of each program.</p> <p>Isolation Protocols: Any in-person programming on school grounds will follow school/district specific isolation protocols.</p> <p>Transportation: For in-person programming at schools, Outdoor School staff will follow school procedures for transporting sick students. School districts will be responsible for coordinating a transportation plan with parents/caregiver/guardian for students to safely return home.</p> <p>Re-entry: Given the short duration of our programming, students who leave due to COVID-19 like symptoms would not return to the school site and students would be offered remote program options.</p> <p>Staff who leave due to COVID-19 like symptoms will follow OHA guidelines for returning to work.</p>

- Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- 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 seek COVID-19 testing from their regular physician or through the local public health authority.
 - If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
 - Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since 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 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
 - If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.



2. Facilities and School Operations

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

2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Enroll all students following the standard Oregon Department of Education guidelines. <input type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> ● Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or ● Have COVID-19 symptoms for 10 consecutive school days or longer. <input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	<p>Students will be enrolled in schools and Outdoor School will align to the district/school standards.</p> <p>Outdoor School will align with district/school policy when collecting attendance data.</p>

2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> On-Site school students: Full-time and part-time students follow normal reporting policy and procedures.</p> <p><input type="checkbox"/> Full-Time Online and/or Hybrid school students: Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting.</p> <ul style="list-style-type: none"> ● Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect. ● For the purposes of this section, please use the following definition and clarification: Online and/or Hybrid Check-in: The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day. ● The student must check-in at least twice a week with their teacher(s) of record on at least two separate weekdays in order to be counted as present for all five days of that week. ● If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week). ● The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week. ● Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days). ● Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary). <p><input type="checkbox"/> Part-time students receiving online and/or hybrid instruction (not college courses): Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each</p>	<p>Outdoor School will follow the student's district/school policy when collecting attendance data.</p>

school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.

--

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Update procedures for district-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	Not applicable for students at Outdoor School.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <input type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> 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. <input type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> 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>Handwashing: Bathrooms, handwashing stations, hand sanitizer: All Outdoor School students will have access to handwashing or hand sanitizer prior to program participation and will have frequent opportunities to wash and sanitize their hands throughout the day.</p> <p>Equipment: Individual equipment and materials will be utilized and disposed of in accordance with CDC recommendations. All shared Outdoor School field study equipment will be cleaned and sanitized after each use. Cleaning logs will be kept to track sanitation requirements.</p> <p>Transitions and Pathways: Staff and students will maintain a distance by group, allow more time for moving around school grounds and through any indoor facilities. Outdoor traffic pathways will have "one way" designations where possible, with visual signs indicating direction of travel.</p> <p>Personal Property: All student personal property will be labeled with their name will be carried by the student throughout the day (water bottle, etc.).</p> <p>Bathrooms: School Ground bathrooms will be available for students throughout the program experience. Staff will observe and establish physical distancing guidelines if facilitating a bathroom rotation as well as follow the participating school bathroom protocols.</p>

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> 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). <input type="checkbox"/> Develop sign-in/sign-out protocol to help facilitate contact tracing: <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. <input type="checkbox"/> Install hand sanitizer dispensers near all entry doors and other high-traffic areas.	<p>Arrival: Using the participating school's established cohort information, sent prior to attending Outdoor School, staff will utilize the preassigned group list to move students into their learning group.</p> <ul style="list-style-type: none"> ○ Staff will record student attendance and cohort group along with any departure info if a student leaves early. <p>Handwashing/Sanitizer: Hand sanitizer will be easily accessible and available for students and staff. Staff will continually remind students to wash/sanitize hands throughout the program day.</p> <p>Dismissal: Program dismissal will occur prior to the end of the school day. Participating school staff will facilitate reentry into the school building and follow school specific procedures.</p>

- 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"> <input type="checkbox"/> Seating: Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times. <input type="checkbox"/> 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. <input type="checkbox"/> Handwashing: Remind students through signage and regular 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 and 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: Any seating areas will follow physical distancing guidelines. When lessons necessitate seated students, gridded markers will indicate where students can sit within the distancing guidelines.</p> <p>Materials: Students have their own materials, field study notebooks, pencil, etc.</p> <p>Handwashing/Sanitizer: Hand sanitizer and options to wash hands will be easily accessible and available for students and staff. Staff will continually remind students to wash/sanitize hands throughout the program day.</p>

2g. PLAYGROUNDS, FIELDS, RECESS, AND BREAKS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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). <input type="checkbox"/> Students must wash hands before and after using playground equipment. <input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use. <input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input type="checkbox"/> Clean all outdoor equipment between cohorts. 	<p>Playground Equipment: No playground equipment will be used during the outdoor school program experience. Outdoor School program staff will follow school specific guidance and protocols for any school playground equipment.</p> <p>Recreational activities: During designated recreational activities, students will have access to sports and/or craft materials such as (jumping ropes, embroidery thread, paint brushes and paint). These materials will be cleaned and sanitized between users and after each cohort group.</p> <p>Learning Equipment: Individual equipment and materials will be utilized and disposed of in accordance with CDC recommendations. All shared Outdoor School field study equipment will be cleaned and sanitized after each use. Cleaning logs will be kept to track sanitation requirements.</p>

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Students must wash hands before meals and should be encouraged to do so after. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning of tables between meal periods. 	<p>Meal Service: The Outdoor School program will not provide meal service when facilitating on-school ground programming.</p>

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan

<ul style="list-style-type: none"> <input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input 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 type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> ● If a student displays symptoms, provide a face shield or face covering and keep students at least six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. <input 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 type="checkbox"/> Drivers wear face shields or face coverings. <input 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). 	<p>Transportation: Outdoor School will adhere to the host district/school policy of the attending student. In most cases, transportation will not be needed if the program is facilitated on school grounds.</p> <ul style="list-style-type: none"> ● Links to each of our district/school reopening documents can be found here (Link to be added). ● If available, specific transportation plans are linked here (Link to be added).
---	---

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input type="checkbox"/> Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. <input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input 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 type="checkbox"/> Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). 	<p>Ventilation: Programming will be conducted in outdoor spaces. In the event students go indoors for programming, program staff will adhere to school/district policies for building and room use with proper ventilation.</p> <p>Cleaning/Sanitizing: Outdoor School will work with designated staff to follow CDC cleaning protocols to clean and sanitize frequently touched surfaces. All shared Outdoor School field study equipment will be cleaned and sanitized after each use. Cleaning logs will be kept to track sanitation requirements.</p>

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input 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. <input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health 	<p>Outdoor School will work with MESD School Health Services for guidance and protocols regarding preventative measures for students attending Outdoor School programming. Specific attention will be given to address health disparities that affect groups of students disproportionately.</p>

professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. <input type="checkbox"/> Establish a specific emergency response framework with key stakeholders. <input type="checkbox"/> When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts. 	<p>Regularly communicate with the LPHA and District officials to obtain current information on infection rates and local responses to be reviewed and posted for staff to access regularly.</p> <p>Coordinate with Outdoor School staff, school districts, MESD and LPHA to specify a response framework ahead of outbreaks and communicate with school districts current strategies and protocols.</p> <p>Regularly coordinate with MESD School Health Services staff for information on local infections at schools scheduled to attend Outdoor School programming.</p> <p>Ensure adequate program stockpiles of facemasks, PPE and sanitization / sterilization equipment as indicated by LPHA and MESD.</p> <p>Brief program staff and participating school staff and volunteers on prevention and response strategies on a daily/weekly basis.</p>

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. <input type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. <input type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <input type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input type="checkbox"/> Continue to provide meals for students. <input type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families. 	<p>Offer the affected individual all appropriate medical care and support.</p> <p>Coordinate with participating district, LPHA and MESD School Health Services for a unified response.</p> <p>Report the case to and consult with Oregon Health Authority, School District, MESD, program staff and parent(s) as appropriate.</p> <p>Encourage testing of all students, staff and volunteers who were in close-proximity with confirmed cases.</p> <p>If appropriate, inform and advise the program staff, teachers, and parents of a possible communicable disease situation. Advise / reinforce social distancing, PPE, mask-wearing, and sanitization procedures.</p> <p>Initiate a program-wide deep clean of all surfaces, materials and shared equipment.</p> <p>Coordinate program staff to inform students of appropriate precautions.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning. 	<p>Complete a deep clean of all program materials prior to programming with different cohorts.</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.
- Communicate with families about options and efforts to support returning to On-Site instruction.
- Follow the LPHA guidance to begin bringing students back into On-Site instruction.
 - Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.

Evaluate and replenish all stocks of PPE, face masks, and sanitation / cleaning supplies.

Follow-up with known previous infection cases and seek additional testing for staff and those in close-proximity to confirmed case.

Coordinate and communicate with LPHA and MESD as appropriate to adhere to closure recommendations and communication.



ASSURANCES

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

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

This section does not apply to private schools.

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



4. Equity



5. Instruction



6. Family and Community Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

List Requirement(s) Not Met

Provide a Plan and Timeline to Meet Requirements
Include how/why the school is currently unable to meet them

--	--