



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/18/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> 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,<sup>3</sup> 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	Corvallis Waldorf School
Key Contact Person for this Plan	Peter Zarembo, School Director
Phone Number of this Person	Corvallis Waldorf School: 541-758-4674 School Director Direct Line: 541-257-7593
Email Address of this Person	director@corvalliswaldorfschool.org
Sectors and position titles of those who informed the plan	
Local public health office(s) or officers(s)	Benton County Health Department
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Peter Zarembo
Intended Effective Dates for this Plan	September 2020-June 2021
ESD Region	Linn-Benton ESD

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

- 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.

We have shared all public health information provided to the school. We have held to community listening sessions to give and receive information and feedback. We have provided all community members with information on how to contact Peter Zaremba, School Director, throughout the year.

- Indicate which instructional model will be used.

Select One:

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

- 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).
- 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/a4dedb5185d94966b1dfc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a>) 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.

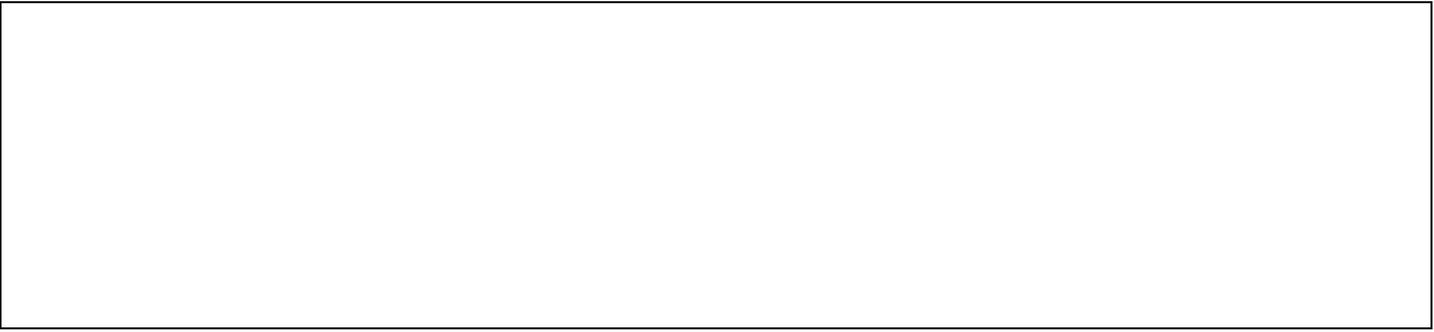
### REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

*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.

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.

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



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

## 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 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
<input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.	To limit the spread of COVID-19, Corvallis Waldorf School will implement appropriate disinfectant/sanitizing procedures. CWS will screen staff, students, volunteers, and visitors prior to building entry on a daily basis. CWS will monitor staff, students, volunteers and visitors for signs and symptoms of COVID-19 illness. CWS will isolate, then exclude symptomatic staff and students. CWS will require the use of face coverings for all staff, volunteers, visitors, and students ages 5 and above. CWS will limit interactions between different groups of students (e.g., teachers moving between classrooms rather than students).

<p><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</p>	<p>CWS will update our existing <b>Crisis Management Plan</b> to include a section on communicable disease management, specifically addressing the spread of COVID-19 in accordance with OHA and BCHD guidelines.</p>
<p><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.</p>	<p>Peter Zaremba, Corvallis Waldorf School Director, will serve as the designee responsible for implementing and enforcing physical distancing requirements.</p>
<p><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.</p>	<p>Paula Felipe, Public Health Program Assistant, Benton County Health Department, is our local contact. We will review county, state and national government agency updates daily.</p>
<p><input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</p>	<p>CWS administration will walk through all processes and protocols identified in sections 1-3 of this guidance. Training procedures will be developed for, and practiced with, all CWS employees prior to student activity on campus.</p>
<p><input type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</p>	<p>Peter Zaremba, School Director, will be responsible for notifying BCHD of any confirmed COVID-19 cases among students or staff.</p>
<p><input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</p>	<p>CWS will disinfect classrooms, offices, bathrooms and activity areas according to the schedule titled "<b>CWS Disinfection Schedule</b>"</p>
<p><input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</p>	<p>Peter Zaremba, School Director, will be the person responsible for contacting BCHD with timely information regarding illness among staff or students. Diane Martin, Director of Business Operations, will serve in this role if Peter Zaremba is unavailable.</p>
<p><input type="checkbox"/> Protocol to cooperate with the LPHA recommendations.</p>	<p>Daily logs and information will be kept in binders by cohort.</p>
<p><input type="checkbox"/> Provide all logs and information to the LPHA in a timely manner.</p>	<p>Regular communication with the Benton County Public Health Department will ensure that BCHD recommendations are received and CWS logs and information are provided in a timely manner</p>
<p><input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</p>	<p>See section 1f.</p>
<p><input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</p>	<p>Ill or exposed persons will be isolated in one of two designated spaces until they can be transported home. The space will not be used to isolate another person until it has been properly sanitized.</p>
<p><input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</p>	<p>See section 1e.</p>
<p><input 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 <a href="#">Oregon School Nurses Association COVID-19 Toolkit</a>.</p> <ul style="list-style-type: none"> <li>● 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 <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>● If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul>	<p>All students at Corvallis Waldorf School will be part of a stable cohort. In consultation with BCHD officials, CWS will design and use daily logs for each cohort for the purposes of contact tracing.</p>
<p><input type="checkbox"/> Required components of individual daily student/cohort logs include:</p> <ul style="list-style-type: none"> <li>● Child's name</li> <li>● Drop off/pick up time</li> </ul>	<p>CWS will design and use daily student/cohort logs that include the required information</p>

<ul style="list-style-type: none"> <li>• Parent/guardian name and emergency contact information</li> <li>• All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> <p>2 Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</p> <p>2 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.</p> <p>2 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</p> <p>2 Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).</p>	<p>CWS will keep daily logs to be used for contact tracing for a minimum of four weeks in the back office room.</p> <p>As an independent school, we do not have staff moving between different sites. We do have support staff, such as speech pathologists, from the district who visit our site. We will keep a log with a running four-week history including their time on site and who they were in contact with.</p> <p>CWS will work in coordination with the LPHA and follow all guidance regarding cleaning and/or program closure</p> <p>See section 3</p>
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### 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>2 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><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p>2 All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p>N/A 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"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• 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.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional</li> </ul>	<p>CWS remains committed to working with high risk students. Although as a private school, we do not have nursing resources we are committed to working with students wishing to enroll and support them as we are able</p> <p>As a private school, we do not provide nursing services for our students. Students whose families have significant health concerns will be accessing our curriculum through the distance learning platform we have developed.</p>

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:
  - 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.

### 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>2 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.</p>	<p>Corvallis Waldorf School has created a plan which meets or exceeds the minimum square footage requirement per person.</p>
<p>2 Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</p>	<p>Physical distancing will be supported in all daily activities and instruction</p>
<p>2 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.</p>	<p>Schedule designed to minimize number of students potentially in hallways, one way traffic patterns designed for confined spaces, markings on floor as reminders of six foot spacing</p>
<p>2 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).</p>	<p>Corvallis Waldorf School benefits from external doors on all classroom spaces. Student drop-off and pick-up will be staggered by age group, and will take place through the external classroom doors. See section 2e.</p>
<p>2 Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</p>	<p>CWS faculty will provide additional support in learning how to maintain physical distancing requirements through a playful approach, using spatial awareness games being developed across the Waldorf school movement for this purpose.</p>
<p>2 Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</p>	<p>Staff will maintain physical distance during all staff meetings</p>

### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>2 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.</p> <ul style="list-style-type: none"> <li>● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul>	<p>Each student at Corvallis Waldorf School will be assigned to a stable cohort of grade level peers. As a private school, we are able to provide all instruction within the stable cohort model.</p>

<p>2 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.</p>	<p>Our students will not be part of a cohort, or part of multiple cohorts, that exceed a total of 100 people within the educational week. Our largest single cohort is around 25 students. If we are able to operate childcare in accordance with Early Learning Division rules, students may be in an additional cohort of up to 15 students, bringing any one student's total exposure to 40 students.</p>
<p>2 Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance).</p>	<p>CWS will have daily cohort logs for contact tracing purposes.</p>
<p>2 Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</p>	<p>CWS benefits from classrooms that all have external doors, which will be the primary entry/exit point for students in the Fall. We do not have indoor common areas, except for the gym, which will be used as a classroom for a single cohort. A bathroom schedule will be created to minimize cohort interaction in the restrooms. We have a single occupancy, gender-neutral restroom for any student who requires or prefers it over the communal restroom facilities</p>
<p>2 Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</p>	<p>CWS Employees will be trained on proper cleaning protocols, and additional cleaning and janitorial services will be scheduled to ensure regular cleaning and sanitizing of high-touch surfaces.</p>
<p>2 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.</p>	<p>Each student at Corvallis Waldorf School will be assigned to a stable cohort of grade level peers. As a private school, we are able to provide all instruction within the stable cohort model.</p>
<p>2 Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</p>	<p>CWS will train all employees in hand hygiene between stable cohorts</p>

### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>2 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.</p>	<p>Peter Zarembo, School Director, will write and share a letter at the start of on-site instruction that explains the disease control measures in place and outlines school health and safety protocols related to COVID-19.</p>
<p>2 Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.</p> <ul style="list-style-type: none"> <li>• The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).</li> </ul>	<p>CWS Administration will draft a communication to students, families, and staff who have come into close contact with a confirmed case prior to the beginning of on-site instruction, and will share it with the affected individuals when we are notified of a confirmed case.</p>
<p>2 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.</p>	<p>CWS Administration will draft a communication to families and staff that announces each instance of a new case among the students or employees, including a description of how the school is responding</p>
<p>2 Provide all information in languages and formats accessible to the school community.</p>	<p>CWS will provide all information in languages and formats that are accessible to the school community.</p>

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>2 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:</p> <ul style="list-style-type: none"> <li>• Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</li> <li>• 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 <a href="#">from CDC</a>.</li> </ul>	<p>Students and staff will be directed to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms.</p>

<ul style="list-style-type: none"> <li>• 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 <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>• Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> <li>○</li> </ul> </li> </ul> <p>2 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"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> <p>2 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. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></p> <p>2 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>2 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>CWS will screen all students and staff for symptoms upon entry to school every day. We are exploring apps that would allow parents to remotely attest to their child(ren)'s health on a daily basis. We will have paper records for staff screening, and a paper plan for student screening in the event that the apps are not practical, affordable, or completed properly by parents.</p> <p>CWS screening forms will ask students and staff known to have been exposed to COVID-19 within the preceding 14 calendar days to identify themselves and avoid entry to the building. Families and employees will be notified of this requirement again once CWS administration is aware of their contact with a known case.</p> <p>Staff or students with a chronic or baseline cough that has worsened or is not well controlled with medication will be excluded from school until symptoms have been absent for 72 hours.</p> <p>The first step in our student and employee entry protocols is hand washing for 20 seconds. CWS has secured two portable handwashing stations to increase the number of accessible handwashing sinks on campus</p>
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### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>2 Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> <li>• Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>• Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul>	<p>All non-essential visitors will be restricted from entering the building</p>
<p>2 Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></p>	<p>All visitors and volunteers are required to have an appointment with the School Director, or an employee designee of the School Director, and they will be screened for symptoms and asked to attest to their health. Individuals exposed to COVID-19 within the preceding 14 calendar days will be restricted from campus.</p>
<p>2 Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p>	<p>All visitors, including contractors, are required to wash or sanitize their hands upon entry and exit.</p>
<p>2 Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.</p>	<p>All visitors and volunteers are required to wear face coverings in accordance with Benton County Health Department and CDC guidelines.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
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<p><input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a>. Individuals may remove their face coverings while working alone in private offices.</p>	<p>All employees will be required to wear face masks or face shields indoors, and they will be required to wear them outdoors whenever 6 feet physical distance cannot be assured.</p>
<p><input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a>.</p>	<p>All students in grades 1-8 will be required to wear face coverings or face shields. Our Kindergarten students are in cohorts of mixed-aged licensed childcare programming. We will follow guidance and requirements from the Early Learning Division to best serve our Early Childhood classes, and adhere to all of the mask requirements outlined below. "Mask breaks" will be provided for the children when we are outside and can assure 6 feet of physical distancing between all people.</p>
<p><input type="checkbox"/> 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"> <li>● 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"> <li>○ Students should not be left alone or unsupervised;</li> <li>○ 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;</li> </ul> </li> <li>● Provide additional instructional supports to effectively wear a face covering;</li> <li>● Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul>	<p>If a student removes a face covering, we will respond in accordance with the guidance presented in this section.</p>
<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> <ul style="list-style-type: none"> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul>	<p>We have personal protective equipment available for school personnel who will be providing direct contact care to students or staff displaying symptoms.</p>
<p><b>Protections under the ADA or IDEA</b></p>	
<p><input type="checkbox"/> 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:</p> <ul style="list-style-type: none"> <li>● Offering different types of face coverings and face shields that may meet the needs of the student.</li> <li>● Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.</li> <li>● 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;</li> <li>● Additional instructional supports to effectively wear a face covering;</li> </ul>	
<p><input checked="" type="checkbox"/> For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts <b>must not</b> deny any in-person instruction.</p>	<p>Corvallis Waldorf School will require a doctor's note for any family requesting a mask exemption for their child.</p>
<p><input checked="" type="checkbox"/> Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.</p> <ul style="list-style-type: none"> <li>● If a student eligible for, or receiving services under a 504/IEP, <b>cannot</b> wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> <li>1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in</li> </ol> </li> </ul>	<p>As a private school, we do not have children on IEPs. If we have a student with a doctor's note requesting a mask exemption, we will accommodate the child's needs according to the recommendations provided.</p>

<p>the student's plan including on-site instruction with accommodations or adjustments.</p> <ol style="list-style-type: none"> <li>2. Placement determinations cannot be made due solely to the inability to wear a face covering.</li> <li>3. Plans should include updates to accommodations and modifications to support students.</li> </ol> <ul style="list-style-type: none"> <li>● 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"> <li>1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.</li> <li>2. The team must determine that the disability is not prohibiting the student from meeting the requirement.           <ul style="list-style-type: none"> <li>○ 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,</li> <li>○ 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.</li> </ul> </li> <li>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.</li> <li>4.</li> </ol> </li> </ul> <p><input type="checkbox"/> 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. 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 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>	<p>Corvallis Waldorf School is able to write a 504 plan for students who have a medical inability to wear a face mask.</p> <p>Staff members who seek an accommodation for the face covering or face shield requirements will be limited to duties that allow proper physical distancing to be maintained at all times.</p>
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**1i. ISOLATION AND QUARANTINE**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input 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>Students or staff who appear symptomatic at arrival, or at any time during the school day, will be isolated in an identified quarantine room in the main hallway. Arrangements will be made to transport the individual home.</p>
<p><input 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"> <li>● 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.</li> <li>● Consider required physical arrangements to reduce risk of disease transmission.</li> </ul>	<p>CWS will develop protocols for assessing the health of students and staff. Students with general health needs will be seen in the main office, while students and staff with COVID-19 symptoms will be isolated in the quarantine room in the main hallway. CWS does not have a school nurse, but has several members of the parent community and employee body who are medical professionals or who have had past medical training.</p>

<ul style="list-style-type: none"> <li>• Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul>	
<p>2 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"> <li>• School nurses 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.</li> <li>• 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.</li> <li>• If able to do so safely, a symptomatic individual should wear a face covering.</li> <li>• To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul>	<p>The small office on the main hallway will be used as our designated isolation area in the school. Personnel providing supervision and symptom monitoring will wear appropriate face coverings or face shields</p>
<p>2 Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility.</p>	<p>CWS will contact parents to transport their children home, or call an ambulance to transport sick students or employees to a health care facility.</p>
<p>2 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 <a href="#">"Planning for COVID-19 Scenarios in Schools."</a></p>	<p>CWS will communicate this policy in our "Back to School" communications to families and staff. Students and staff who are found to be symptomatic upon screening, or at any time during the day, will be quarantined on-site until they can be safely sent home. They will not be permitted to return to school until the required quarantine periods have been completed.</p>
<p>2 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>Corvallis Waldorf School will develop our assessment and isolation protocols in conjunction with local public health officials at Benton County Health Department.</p>
<p>2 Record and monitor the students and staff being isolated or sent home for the LPHA review.</p>	<p>Records will be kept for all students and staff showing symptoms, being isolated, or sent home for BCHD review.</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.)

<p>N/A Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</p>	<p>Does not apply to Private Schools</p>
<p>N/A The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:</p> <ul style="list-style-type: none"> <li>● The ADM enrollment date for a student is the first day of the student’s actual attendance.</li> <li>● 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.</li> <li>● 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.</li> <li>● Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul>	
<p>N/A 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.</p>	
<p>N/A 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.</p>	
<p>N/A Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</p>	
<p>N/A 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.</p>	
<p>N/A 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>	

**2b. ATTENDANCE**

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>N/A 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>	<p>Does not apply to Private Schools</p>
<p>N/A 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).</p>	
<p>N/A 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.</p>	
<p>N/A 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.</p>	
<p>N/A Provide families with clear and concise descriptions of student attendance and participation expectations as well as family</p>	

involvement expectations that take into consideration the home environment, caregiver’s work schedule, and mental/physical health.

**2c. TECHNOLOGY**

OHA/ODE Requirements	Hybrid/Onsite Plan
N/A Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance).	Does not apply to Corvallis Waldorf School
N/A Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	

**2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES**

OHA/ODE Requirements	Hybrid/Onsite Plan
2 <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.	<b>Handwashing:</b> Corvallis Waldorf School will post CDC handwashing flyers at prominent locations on campus and throughout the building.
2 <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.	<b>Equipment:</b> CWS will develop and post sanitizing protocols for all shared equipment in the faculty room. Select PE equipment will be assigned to individual cohorts for use.
2 <b>Events:</b> 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.	<b>Events:</b> All CWS gatherings will either be cancelled, modified, or postponed to meet requirements for physical distancing.
2 <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.	<b>Transitions/Hallways:</b> Students will remain in their assigned classrooms except to use the bathroom facilities. Hallway procedures will be designed to promote physical distancing. Gatherings in the hallways will not be permitted.
2 <b>Personal Property:</b> 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.	<b>Personal Property:</b> Personal property brought to school will be labeled prior to entering school, and teachers will remind students to use only their personal items.

**2e. ARRIVAL AND DISMISSAL**

OHA/ODE Requirements	Hybrid/Onsite Plan
2 Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	CWS will create a staggered arrival and dismissal schedule. Grades students will be dropped off at the curb, while Early Childhood families will be able to park and escort their children to the external door of their classroom. The school building will be closed to all non-essential visitors, including parents, except by appointment.
2 Create schedule(s) and communicate staggered arrival and/or dismissal times.	CWS will create a staggered arrival and dismissal schedule. In the hybrid model, we will have ample space on campus to allow students to safely transition from the parking lot to their external classroom doors.
2 Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).	All students will enter through their classroom's external door. The school building will be closed to all non-essential visitors, including parents, except by appointment. In that case, the parent would be treated as a visitor according to the Ready Schools, Safe Learners protocols.
2 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"> <li>Eliminate shared pen and paper sign-in/sign-out sheets.</li> </ul>	Students on campus will be signed in and out of their cohorts by their lead teachers. Students in Early Childhood programs will follow sign-in and sign-out procedures as established by the Early Learning Division.

- Ensure hand sanitizer is available if signing children in or out on an electronic device.
- 2 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.

Hand sanitizer will be available at entry doors, in each classroom, and in other high-traffic areas. Grades students will be dropped off at the curb, while Early Childhood families will be able to park and escort their children to the external door of their classroom.

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>2 <b>Seating:</b> 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.</p> <p>2 <b>Materials:</b> 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.</p> <p>2 <b>Handwashing:</b> 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.</p> <ul style="list-style-type: none"> <li>• Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul>	<p><b>Seating:</b> Seating charts and classroom layouts will be created to keep students in their personal desk, physically distanced from their peers.</p> <p><b>Materials:</b> Individual items will be purchased for student and staff use. Any equipment and/or supplies that are used by multiple staff or students will be properly sanitized between use.</p> <p><b>Handwashing:</b> Handwashing and respiratory etiquette signs will be posted in each classroom and in prominent locations on campus.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>2 Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</p> <p>2 After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.</p> <p>2 Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.</p> <p>2 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 <a href="#">CDC guidance</a>.</p> <p>2 Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</p> <p>2 Maintain physical distancing requirements, stable cohorts, and square footage requirements.</p> <p>2 Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</p> <p>2 Design recess activities that allow for physical distancing and maintenance of stable cohorts.</p> <p>2 Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</p>	<p>CWS campus is a private facility with posted "No Trespassing" signs. While it is difficult to enforce, our playground is always closed to the general public.</p> <p>Students will be reminded to wash their hands with soap and water for 20 seconds after using the restroom.</p> <p>Students will be required to wash their hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before and after using playground equipment</p> <p>Playground schedules will designate equipment for the use of one cohort at a time. The equipment will either be "off limits" or disinfected between cohort sessions.</p> <p>We will meet the cleaning requirements established in section 2j.</p> <p>Physical distancing, stable cohorts, and square footage requirements will be maintained.</p> <p>Signage will be posted, and any athletic equipment used will be assigned to a cohort and disinfected at the end of each use session.</p> <p>The recess schedule and activities will be designed to allow for physical distancing and the maintenance of stable cohorts.</p> <p>Outdoor equipment will be cleaned daily, or between use as much as possible, in accordance with CDC guidance.</p>

<p>2 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>	<p>Use of staff rooms and common areas will be limited to one per usage at a time, maintaining 6 feet of distance between adults.</p>
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## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>N/A Include meal services/nutrition staff in planning for school reentry.</p>	<p>Does not apply at Corvallis Waldorf School</p>
<p>N/A Prohibit self-service buffet-style meals.</p>	<p>Does not apply at Corvallis Waldorf School</p>
<p><input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff.</p>	<p>We will not allow the sharing of food or drinks among students and/or staff.</p>
<p><input 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.</p>	<p>We will follow this rule in our grades program, and all rules related to food service and eating as described in Early Learning Division regulations in our licensed programs.</p>
<p>N/A Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance).</p>	<p>Does not apply at Corvallis Waldorf School</p>
<p>2 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.</p>	<p>Students and Staff will wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and will be encouraged to do so after.</p>
<p>2 Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</p>	<p>Shared meal items will be cleaned in accordance with Early Learning Division requirements. Personal meal items will be sent home every day to be cleaned.</p>
<p>2 Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</p>	<p>Meal touch points and meal counting systems are not used at our school.</p>
<p>2 Adequate cleaning and disinfection of tables between meal periods.</p>	<p>Students eat at their own personal desk. Desks will be cleaned adequately between meal periods.</p>
<p>2 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>	<p>Our faculty and staff members eat in their individual classrooms or office spaces. We do not have a communal eating area.</p>

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>N/A Include transportation departments (and associated contracted providers, if used) in planning for return to service.</p>	<p>Does not apply to Corvallis Waldorf School</p>
<p>N/A 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 <b>Ready Schools, Safe Learners</b> guidance).</p>	
<p>N/A 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.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>○ 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.</li> </ul>	

- 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.
    - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
- N/A 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.
- N/A Drivers wear face shields or face coverings when not actively driving and operating the bus.
- N/A 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).
- N/A Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines](#) applying the guidance in section 1h of the **Ready Schools, Safe Learners** guidance to transportation settings.

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## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>2 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 (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms.</p>	<p>CWS employees and janitorial service providers will clean, sanitize, and disinfect frequently touched surfaces multiple times per day. Our cleaning protocols will be developed in accordance with CDC guidance on disinfecting public spaces.</p>
<p>2 Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</p>	<p>Playground equipment will be disinfected daily and in between cohort groups.</p>
<p>2 Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</p>	<p>Disinfectants will be applied safely and correctly, and kept away from students.</p>
<p>2 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.</p>	<p>CWS will only use diluted bleach solution as the recommended disinfectant in our Early Childhood programs and the disinfectant of choice in our grades classrooms and office spaces.</p>
<p>2 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.</p>	<p>CWS has an aged HVAC system that we are not planning to modify or enhance. It is not an "air-tight" system. The system is designed to re-circulate air in different wings of the building, which is why our primary approach to air quality issues is to be outdoors as much as possible, and to open windows and doors to provide fresh air when indoors.</p>
<p>2 Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. 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.</p>	<p>CWS will increase the circulation of outdoor air as much as possible by opening windows and doors.</p>
<p>2 Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</p>	<p>CWS will consider the need for increased ventilation in areas where students receive medication or treatment.</p>

<p>Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</p>	<p>CWS employees and janitorial service providers will clean, sanitize, and disinfect frequently touched surfaces multiple times per day and in accordance with CDC guidance on disinfecting public spaces.</p>
<p>Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</p>	<p>Modifying or enhancing building ventilation has been considered and is not feasible at our site. We will use open windows to improve ventilation.</p>

**2k. HEALTH SERVICES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>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.</p>	<p>CWS will provide an office in the main hallway as the space where sick students can be isolated. The plan to provide services for students with special health care needs has not yet been established.</p>
<p>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>	<p>CWS does not have licensed, experienced healthcare providers on staff. We can collaborate with members of our school community, the local school district, and the Benton County Health Department as we develop our operational blueprint.</p>

**2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:</p> <ul style="list-style-type: none"> <li>Contact tracing</li> <li>The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.</li> <li>Quarantine of exposed staff or students</li> <li>Isolation of infected staff or students</li> <li>Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul>	<p>Does not apply to Corvallis Waldorf School</p>
<p>Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing:</p> <ul style="list-style-type: none"> <li>Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>Ensure at least 64 square feet of room space per resident</li> <li>Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>Configure common spaces to maximize physical distancing;</li> <li>Provide enhanced cleaning;</li> <li>Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul>	

**2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> 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>	<p>Corvallis Waldorf School practices all required drills in accordance with the law, and will do so as described in section 2m. Changes to our regular practice will be made given the considerations for mitigating COVID-19 spread on campus as described in this section.</p>

<ul style="list-style-type: none"> <li>● 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.</li> <li>● Fire drills must be conducted monthly.</li> <li>● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>● 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.</li> </ul> <p><input 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 type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.</p> <p><input 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 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 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>	
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**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"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</li> <li><input type="checkbox"/> 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.</li> </ul>	<p>All staff have participated in an Introduction to Collaborative Problem Solving workshop, graciously offered by our colleagues in the Corvallis (509j) School District. We will continue to work with the ideas presented to proactively prepare to support our students, in accordance with all requirements of section 2n.</p> <p>We are aware of the additional considerations related to mitigating the spread of COVID-19 in this section, and we are prepared to meet the requirements.</p>

- Plan for the impact of behavior mitigation strategies on public health and safety requirements:
  - Student elopes from area
    - If staff need to intervene for student safety, staff should:
      - 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.
    - If students leave the classroom:
      - 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).
    - If staff need to intervene for student safety, staff should:
      - Maintain student dignity throughout and following the incident.
      - 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.
- Ensure 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.

**Protective Physical Intervention**

- Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the *Ready Schools, Safe Learners* guidance: Cleaning, Disinfection, and Ventilation).



## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit.	Complete. Thank you for this resource.
<input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Corvallis Waldorf School will follow all LPHA guidance. Peter Zaremba, School Director, is designated staff for these communications.

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit.	We will utilize this resource for guidance along with our conversations with BCHD.
<input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning.	If our school had a physical closure (or a particular class) our comprehensive distance learning program would be implemented.
<input checked="" type="checkbox"/> Continue to provide meals for students.	Meals are not provided at our school. In our Early Childhood classrooms, meals will be served in accordance with Oregon Department of Education's Early Learning Division requirements.

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit.	We will use this resource for guidance and planning, along with our conversations with BCHD.
<input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.	CWS will clean, sanitize, and disinfect surfaces in accordance with CDC guidance.
<input checked="" type="checkbox"/> 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.	Peter Zaremba, School Director, is already in communication with BCHD to ensure that we are following all guidance for the return to on-site instruction. In Early Childhood, our cohorts will be developed based on Emergency Childcare Center rules and regulations as described by the Early Learning Division of the Oregon Department of Education. In our Grades classes (1-8) our cohorts will be our classes for outdoor time and instruction, with additional indoor space planned to allow smaller groups of students to meet the physical distancing requirements indoors.



## 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>