

GENERAL METRICS FOR RETURNING TO IN-PERSON INSTRUCTION THROUGH THE ON-SITE OR HYBRID MODEL Version 12/4/2020

For a school to fully return to in-person instruction through ODE's On-Site or Hybrid instructional models, the criteria below must be met, including the metrics table that follows:

If a school draws >10% of students or >10% of staff from a given county where case rates or test positivity put them in the "Transition" column (see metrics table below) they should consider delaying a return to in-person instructional models until these counties also meet the required metrics, unless after discussion with the local public health authority a collaborative decision is made that the neighboring county community spread does not pose significantly higher-risk.

Counties are identified as large, medium, and small. Large counties have a population greater than 30,000. Medium size counties are between 15,000 and 30,000. Small counties have a population less than 15,000. These size distinctions match Oregon's Risk and Protection Framework. This framework of safety measures for each county closely aligns with the Ready Schools, Safe Learners metrics framework.

Small = Less than 15,000 Medium = 15,000 to 29,999 Large = 30,000 or more

METRICS & MODELS	ON-SITE	ON-SITE AND DISTANCE LEARNING	TRANSITION	DISTANCE LEARNING
County Case Rate per 100,000 People Over 14 days	<50.0	50.0 to <100.0	100.0 to ≤200.0	>200.0
County Case Count Over 14 days (applies to small & medium counties)	<30	30 to <45	45 to ≤60	>60
County Test Positivity ¹ (applies to medium & large counties ⁴)	<5.0%	5.0% to <8.0%	8.0% to ≤10.0%	>10.0%
Instructional Model	Prioritize On-Site or Hybrid (as needed to maintain small cohorts) instructional models.	Prioritize careful phasing in of On-Site or Hybrid for elementary schools (starting with K-3 and adding additional grades up to grade 6). Middle school and high school primarily Comprehensive Distance Learning with allowable Limited In-Person Instruction. Over time, if elementary schools can demonstrate the ability to limit transmission in the school environment ² , transition to <i>On-Site</i> or <i>Hybrid</i> .	Consider transition to Comprehensive Distance Learning with allowable Limited In-Person Instruction. For counties with an upward case/positivity trend (entering from a lower risk category), school officials should discuss with their local public health authority (LPHA) and consider the spread of COVID-19 within schools and the local community in deciding whether to return to Comprehensive Distance Learning (CDL). ³ Schools in counties with downward case/positivity trend must remain in CDL until they drop into the Moderate Risk category or lower.	Implement Comprehensive Distance Learning with allowable Limited In-Person Instruction only.

1. If statewide testing volume decreases by more than 10% in the week prior compared to the previous week due to external factors (such as due to a natural disaster or acute decrease in testing supplies), then OHA and ODE will consider temporarily suspending the use of percent positivity in the reopening considerations.
2. As a measure to monitor limited introduction or spread, local public health should look for an average outbreak size of 3 or less, excluding outbreaks with only one case, over the prior 4 weeks.
3. In considering community spread, public health should take into consideration the cases in the community, COVID-19 test availability in the community, recent percent positivity of tests, capacity in the community to respond to cases and outbreaks and the regional hospital capacity available for those with severe disease.
4. Small counties with a population of less than 15,000 only need to meet case counts in the metrics framework and don't need to meet test positivity rates.

STATEWIDE ALLOWANCE FOR LIMITED IN-PERSON INSTRUCTION (LIPI) FOR SPECIFIC GROUPS OF STUDENTS

ODE's [Comprehensive Distance Learning guidance](#) provides [Limited In-Person Instruction](#) (LIPI) to meet the needs of specific groups of students based on needed educational, relational, social-emotional, curricular, instructional, and/or assessment supports. This includes, but is not limited to, provisions for supporting students experiencing disability, English language learners, as well as programs such as career technical education (CTE) that may require hands-on demonstration of skills and the provision of secure assessment environments. This allowance does not count for instructional time requirements. An exception to meeting county metrics to implement LIPI as an enhancement to [Comprehensive Distance Learning](#) should be prioritized under the following conditions:

Ensure strong screening measures are in-place from day one and refer to the [Planning for COVID-19 Scenarios in Schools Toolkit](#) for positive cases, symptomatic individuals, and exposure.

Fully comply with sections 1-3 of the Ready Schools, Safe Learners guidance.

Fully comply with Comprehensive Distance Learning Guidance for [Limited In-Person Instruction](#) (LIPI), which includes further limitations on cohort sizes, time, and more.

STATEWIDE EXCEPTION: SMALL REMOTE SCHOOLS

Small and remote public or private schools with enrollments of ≤ 75 in total who are located in a county that does not meet the General Metrics (Section 0b) can consider opening to in-person instruction (On-Site or Hybrid) only when and if their LPHA establishes the following criteria has been met:

The school has a total enrollment of ≤ 75 and is located in a county that does not meet the General Metrics (Section 0b).

There is not community spread in the school catchment area (the places where attending students live).

The school is more than 25 miles by the nearest traveled road from any town or city with a population over 3,000 people.

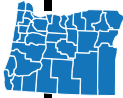
In considering community spread, local public health should take into consideration the cases in the community, COVID-19 test availability in the community, recent percent positivity of tests, capacity in the community to respond to cases and outbreaks and the regional hospital capacity available for those with severe disease.

The school is striving for a COVID-19-free start. Ensure strong screening measures are in-place from day one and refer to the [Planning for COVID-19 Scenarios in Schools Toolkit](#) for positive cases, symptomatic individuals, and exposure.

There is not community spread in the communities that serve as the primary employment and community centers (for shopping and other in-person services) and the school is isolated by a significant distance from communities reporting COVID-19 community spread in the previous two weeks.

Schools should consider pausing Limited In-Person Instruction when county case rates climb over 200 cases per 100,000 in population in counties with populations $>30,000$ (or over >60 cases in counties with $<30,000$ residents). When considering closing to in-person instruction for schools that have opened under any one of the exceptions to the General Metrics (0b) for reopening schools for in-person instruction, including the LIPI exception:

Schools should work with LPHAs to consider the spread of COVID-19 within schools and the broader community in deciding to temporarily return to [Comprehensive Distance Learning](#). If there are cases in two or more cohorts without an identified common exposure, school officials should discuss with LPHAs to determine if this represents unexplained spread within the school or broader community. It is encouraged that the school follow recommendations from their LPHA on whether a temporary transition away from any in-person instruction (for two weeks or longer) is recommended to protect the health and safety of the students, staff, families and broader community.



LOW POPULATION DENSITY, LARGE POPULATION COUNTY EXCEPTION

An allowance for returning to in-person instruction can happen under the following conditions:

Total county COVID-19 case rate in the 14 days is < 100.0 per 100,000 in population

Schools fully comply with sections 1-3 of the Ready Schools, Safe Learners guidance and students cannot be part of any single cohort, or part of multiple cohorts that is >50.0 people.

There is not community spread in the school catchment area. In considering community spread, public health should take into consideration the cases in the community, COVID-19 test availability in the community, recent percent positivity of tests, capacity in the community to respond to cases and outbreaks and the regional hospital capacity available for those with severe disease.

There is not community spread in the communities that serve as the primary employment and community centers (for shopping and other in-person services) and the school is isolated by a significant distance from communities reporting COVID-19 community spread in the previous three weeks. The school does not serve a significant number of transfer students from outside its catchment area that are from communities reporting COVID-19 community spread in the previous three weeks.

As stated in section 0c, at the point a county reaches the "Distance Learning" column their situation is now high-risk and all schools in the county are required to move to Comprehensive Distance Learning immediately, including under this exception.



STATEWIDE EXCEPTION: EMERGENCY WAIVER FOR IN-PERSON INSTRUCTION AT SCHOOLS IMPACTED BY WILDFIRES

This waiver to provide Emergency In-Person Instruction at schools serving communities impacted by wildfires is supplemental to the Oregon Department of Education Ready Schools, Safe Learners guidance for the 2020-21. Please write to ODECOVID19@ode.state.or.us with any questions. This guidance was released on 10-5-20. It is provisional and subject to further change.

Rationale for Emergency In-Person Instruction for Communities Impacted by Wildfires

Many students and families in communities impacted by wildfires are still displaced from active evacuation zones, loss of access to their home, or have seen a total loss of housing and infrastructure that has made accessing Comprehensive Distance Learning impossible. Additionally, some schools that serve communities impacted by the wildfires in Oregon are experiencing significant and widespread loss of internet connectivity, technology devices, and safe and supportive places to participate in online Comprehensive Distance Learning.

Many students and families have also experienced significant trauma due to the impact of the wildfires. This trauma and need for social emotional and mental health support is a driving factor for an emergency waiver to allow in-person instruction. Schools can serve as a hub of support for students and families that may experience lasting effects from the trauma (see EdSource article on lasting trauma impacts of California wildfires). Students may get needed supports from counselors, access to mental health specialists, and even seeing familiar teachers and peers. Many families, understandably, remain focused on meeting basic daily needs for adequate shelter and food.

If eligible public and private schools concur that current social emotional, mental health, and basic shelter and nutrition needs of students impacted by wildfires in Oregon outweigh the potential negative effects of increased COVID-19 risks, which may be mitigated by employing additional safety measures; the schools may provide in-person services with additional provisions (see below). For many of these students it is believed that the safest place in the community is at school.