

READY SCHOOLS, SAFE LEARNERS

GUIDANCE FOR SCHOOL YEAR 2020–21



Series 4: CDL

Transition to Comprehensive Distance Learning & Using Metrics to Guide the Implementation of the Instructional Model

Immediate Impacts of the Metrics

- Due to the current numbers of cases in our state and our regions the metrics indicate that most of the districts in the state will be starting in the Comprehensive Distance Learning model.
- While there are exceptions, it is based on each county's metrics and as a result districts must monitor the data carefully on a weekly basis and take the necessary steps to adjust the instructional model based on the metrics.
- The data will be available on an on-going basis. Data is available here at ODE's website:

<https://www.oregon.gov/oha/PH/DISEASESCONDITIONS/DISEASESAZ/Emerging%20Respiratory%20Infections/Weekly-County-Metrics.pdf>

Cases have increased since RSSL guidance was developed

Oregon's Epi Curve

View total persons tested

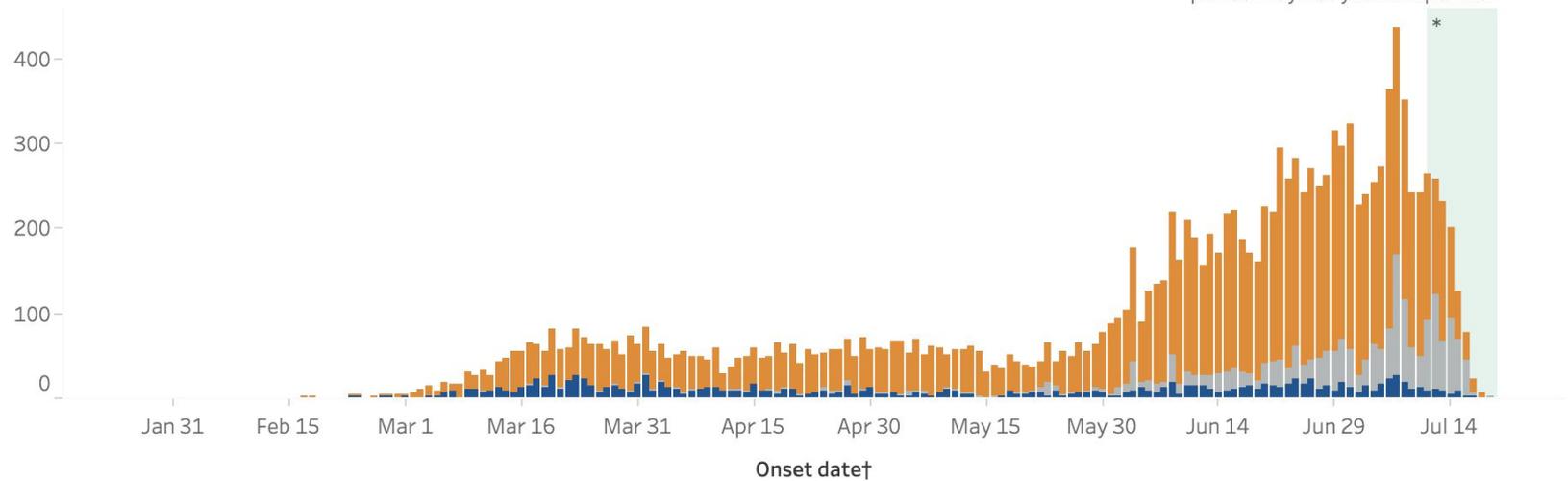
Data current as of 12:01am 7/20/2020

Oregon's Epi Curve: COVID-19 cases

This chart shows the number of Oregonians who have been identified as COVID-19 cases and whether they were ever hospitalized for their illness.‡

Total Cases	Hospitalized	Not Hospitalized	Hospitalization Status Unknown
14,847	1,387	11,675	1,785

*Illnesses that began during this time period may not yet be reported.



Enter or drag the cursors to change the onset date range.

January 26, 2020

July 19, 2020

Not Hospitalized

Hospitalized

Hospitalization Status Unknown

Guiding Principles

- Returning to in-person instruction is one of Oregon’s highest priorities, Safety is also one of our highest priorities for our students and school staff, as well as the families they return to each day
- In order to address these disparities we must get our students back to school in-person however:
 - Unless community spread is reduced, reopening schools to in-person instruction, even with protective measures like physical distancing and face coverings, will cause significant increases in cases.
- It is imperative that we recognize that COVID-19 has:
 - Highlighted long-standing inequities in Oregon.
 - People of color have been disproportionately impacted by the illness.
 - Closing schools and moving to distance learning in the spring impacted some families more than others.

Equity and Access

Centering Equity as a Guiding Principle:

“Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; and students and families navigating poverty. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.”

Framing the Metrics

- From the beginning districts were informed that they would develop their blueprints keeping in mind that they may have to transition in and out between in-person/hybrid and CDL based on the impacts of covid in our district's.
- The parameters to move within these instructional models was not initially determined and people began to ask questions about what data would drive the decisions to move away from in-person/hybrid to Short Term DLA or CDL.
- As a result, metrics have been identified to help districts make those decisions.

“The metrics will give our public schools, private schools, and communities the opportunity to make sound decisions based on the latest science and health data. They make a clear connection between the spread of the disease in a community, and statewide, and when a school may resume, or must halt, in-person instruction.”
-Governor Brown.

Metrics: In-Person Instruction or Hybrid

All Grade levels and School Districts

In order to resume in-person instruction in any form, including hybrid instruction models when students are only sometimes in the classroom, the following conditions must be met:

County Metrics (Must be Met Three Weeks in a Row)

- 10 or fewer cases per 100,000 people over 7 days
- Test positivity of 5% or less over 7 days

Statewide Metrics (Must be Met Three Weeks in a Row)

- Test positivity of 5% or less over 7 days

*****Exceptions to this rule follow*****

Metrics: Exceptions

In-Person Instruction or Hybrid Model: K-3 Students and Remote and Rural School Districts

The following conditions, must be met in order for in-person instruction to resume for

- K-3 students
- Remote and rural school districts with fewer than 100 students

All four conditions must be met

- COVID-19 is not actively spreading among the school community;
- The case rate in the county is <30 cases per 100,000 population in the preceding 7 days for the past three weeks;
- The test positivity in the county is $\leq 5\%$ in the preceding 7 days for the past three weeks; and
- Schools fully comply with sections 1-3 of the Ready Schools, Safe Learners guidance.

Rationale

- Younger students get the virus at lower rates, get less sick, and spread the virus less than older students and adults.
- Younger students also need more in-person instruction to build the literacy and math skills critical for lifelong learning.
- Schools in remote and rural communities are less likely to contribute to the community spread of COVID-19 cases that cannot be traced and contained.

Oregon COVID-19 County Case Rates and Test Positivity by MMWR Week: July 5th - August 1st

This table is based on data pulled at 12:01 AM on August 3rd, 2020. For county case rates, cases are assigned to a MMWR week based on their true case date, which is the date when public health first identified them as a confirmed or presumptive COVID-19 case. For percent positivity in testing, persons tested are assigned to a MMWR week based on their specimen collection date. All data are provisional and subject to change.

County	Week Start Date	Case rate per 100,000	Test Positivity (%)
Multnomah	7/5/2020	48.8	5.6%
	7/12/2020	72.2	6.2%
	7/19/2020	55.2	5.7%
	7/26/2020	63.0	5.3%

Comprehensive Distance Learning With Limited In-Person

As per ODE's Comprehensive Distance Learning guidance, providing **limited** on-site instruction to meet the needs of specific groups of students based on needed educational, relational, curricular, instructional, and/or assessment supports.

This includes, but is not limited to,

- Provisions for supporting students experiencing disability,
- Career technical education (CTE) that may require hands-on demonstration of skills and the provision of secure assessment environments.