



23264 SW Main Street, Sherwood, OR 97140

Special Meeting of the Board of Directors: Wednesday, January 27, 2021 – 6:30 pm

Online via the Zoom service

FINAL MEETING MINUTES *

I. Opening Items

The Sherwood Charter School Board of Directors met for a special meeting on Wednesday, January 27, 2021. The meeting was held online via the Zoom application due to a State of Oregon mandate that closed school buildings and prohibited gatherings of 10 or more people.

A. Call the Meeting to Order

The meeting was called to order at 6:30pm by Chair, Joe Whitehead.

Members Present: Joe Whitehead (Chair), Lindsay Churella (Vice-Chair), KC Reaney (Treasurer), Frank Scholz (Secretary), Alison Craker (HR & Policy), Karen Schrader (Facilities), Joy Raboli (Administrator, ex-officio)

Members Absent: None

SCS Staff Present: Cheryl McLeod (Administrative Specialist)

Public Present:¹ admin, anna, Byers Family, Christy Reaney, daniel standke, Doug Scott, EG, Emma, Justin Seamans, kelley, Kryste Sturm, Lindsay, Perry Francis, sarah, sarashearer, Tara Garcia, Tracy Adams, Weston

B. Public Comment

Joe Whitehead (Chair) noted that it was not standard procedure to have public comment in a special meeting but the Board thought it was important to involve parents in the process as much as possible. Before that happened he wanted the Board to discuss where we were, then have public comment, then the Board could have a final discussion before voting.

¹ The names recorded as 'Public Present' are the Zoom login details provided by the attendees.

II. Governance

A. Return to In Person Instruction Discussion

See Surveys and Ready Schools, Safe Learners Background, attached as Addendum A.

Joe Whitehead (Chair) started off the discussion by noting that the Sherwood School District (SSD) was going to return students to physical classroom on February 22nd but those plans have since changed.

Frank Scholz (Secretary) presented slides the Board prepared that show the factor the Board must consider before making a decision (see Addendum A).

Mr. Whitehead noted the important part at this point is getting the teacher vaccinated and how that fits with any schedule. Joy Raboli (Administrator) told the Board that the SSD login is now open, the school's teachers are signing up, and some are going as soon as tomorrow. Mr. Whitehead calculated that the February 22nd return date is 3.5 weeks out.

Mr. Whitehead reminded the Board and the public that the discussion will NOT include the format of a school day. Ms. Raboli mentioned that the school will be sending out a survey to parents if they wanted their students in Comprehensive Distance Learning (CDL) or hybrid format.

Ms. Raboli told those in attendance that the transition committee had already met. The committee consists of staff, Board, and parents. So far, topics discussed include:

- Going over guidance
- Orienting subs
- 35ft² per person
- A/B cohorts
- Carline
- Entrance procedures, screening
- Contact tracing
- Hire nurse for on-call
- Indoor traffic patterns
- Recess, zones, equipment
- Snacks
- Learning day
- Core vs specialists
- Supplies since we can't share
- Cleaning protocols
- Middle school and specialists
- Outbreak, sick room?
- Equitable CDL vs in-class
- Outside classrooms

Mr. Whitehead mentioned that SSD has waffled on their start date. Since the date has been pushed back, he was proposing that we start school at the same time as the district. Frank Scholz (Secretary) pointed out that over 80% of the teachers said they didn't want their start

date tied to the district start date. Ms. Raboli replied that was when the district's start date was relatively early, that opinion has probably changed now that the district has pushed their start date back quite a bit.

On the topic of vaccinations, Ms. Raboli noted that the teachers want to be fully vaccinated before returning. Mr. Scholz remarked that that means a February 22 return date wasn't obtainable. Mr. Whitehead agreed. Mr. Scholz asked if it made sense to pick a date when the only date proposed was not feasible. Mr. Whitehead thought the timing of starting February 22 worked out well since the next scheduled meeting is February 17.

KC Reaney (Treasurer) added that the virus has proven to throw plans in flux and planning a date that far away would be difficult. Karen Schrader (Facilities) asked Ms. Raboli if the teachers would be okay returning after having only received the first shot (of the 2-shot treatment). Ms. Raboli replied that she was uncertain. Mr. Scholz read some statistics from the New England Journal of Medicine and the Food and Drug Administration that showed the first shot of the series was found to be 52% effective while receiving both shots was found to be 95% effective.

I. B. Public Comment (continued)

Joe Whitehead (Chair) read an email from Ashley Weston. Ms. Weston said her children were "surviving online" but she was ready for the excellence of in-person class. Other schools around the country are open and haven't had transmission problems. She also wanted the Board to consider opening 6th through 8th grades as soon as possible.

Doug Scott (2nd Grade) said that data shows a lack of community spread in schools. He argued the Board should set a date and the plan should be to be ready by the earliest date. Any date would be easier to move out if necessary but difficult to move in if our goal is to match the district.

Tracy Adams (1st Grade) appreciated what the Board was doing. She was less concerned with picking a start date and more concerned with providing consistency. For example, she didn't want school to start immediately followed by spring break.

Sara Shearer (6th Grade) noted that a Centers for Disease Control and Prevention (CDC) study followed 17 schools in rural Wisconsin where schools were able to open safely with CDC assistance. Via chat she also brought up the point that Sherwood High School had started small groups of in-person teaching to help students who needed extra help and was wondering if that was something we could do?

Gina Byers (1st Grade) wanted the Board to know that some nurse co-workers of hers had had the second shot of the vaccine and the reaction to the second shot can be quite strong. She thought it was important that teachers have at least a week after the second shot. She also wanted Joy Raboli (Administrator) to know that many parents would be willing to volunteer in any way to help with re-opening.

Kryste Sturm (5th Grade) has another child in another school in 1st/2nd grade since August. He's happy and healthy with desks six feet apart. Having said that, she supports the teachers getting vaccinated before returning.

Kelley Kitschk (Kindergarten, 1st Grade) mentioned that some schools are doing Monday/Tuesday cohorts, cleaning on Wednesday, and then Thursday/Friday cohorts. Since our school has a scheduled off-day every week, that may be a possibility. Ms. Kitschk also wondered if a teacher who doesn't want to be vaccinated would hold up a return to in-person teaching?

II. A. Return to In Person Instruction Discussion (continued)

Joe Whitehead (Chair) opined that the school should open when the district does. Frank Scholz (Secretary) retorted that we need to wait until the vaccine details are ironed out. Alison Craker (HR & Policy) mentioned that she had also heard the second shot of the vaccine series was difficult so we need to give teachers some time.

Ms. Craker asked how the phased-in approach would work. Joy Raboli (Administrator) said Kindergarten would be first with assistance from 1st Grade since the current Kindergarten teacher is a substitute. That would be followed by 1st Grade, then 2nd Grade. Beyond that, the transition committee has not ironed out if 3rd Grade through 5th Grade would be added one at a time or all at once. KC Reaney (Treasurer) stated he had also heard the second shot was much worse than the first and we need to pad the schedule to account for that. He emphasized it was important that we remain flexible.

Ms. Raboli revealed that Middle School was going to be difficult because they move classrooms. They need in-person teaching just like the rest of the students and their return shouldn't be bound to the SSD middle school. Ms. Craker added that it made sense to move through Elementary School like SSD but our Middle School is much smaller than the district's middle school.

Karen Schrader (Facilities) asked if the plan was to return to in-person teaching when SSD starts, provided the metrics are safe and the teachers are fully vaccinated. Ms. Raboli said she didn't know if we can say "fully vaccinated" because of scheduling issues and trying to plan that out a month in advance. She did note that kindergarten and 1st grade teachers have priority to the second shot and the school will have safety protocols in place.

| | |
|--------------------|--|
| Motion: | Return to school at the same time as the Sherwood School District in hybrid model with the date to be determined. |
| Proposed: | Joe Whitehead (Chair) |
| Seconded: | Karen Schrader (Facilities) |
| Discussion: | None. |
| Board Vote: | Aye - Joe Whitehead (Chair), Lindsay Churella (Vice-Chair), KC Reaney (Treasurer), Alison Craker (HR & Policy), Karen Schrader (Facilities) Nay - Frank Scholz (Secretary) Abstain - None |
| Result: | Motion passed. |

III. Closing Items

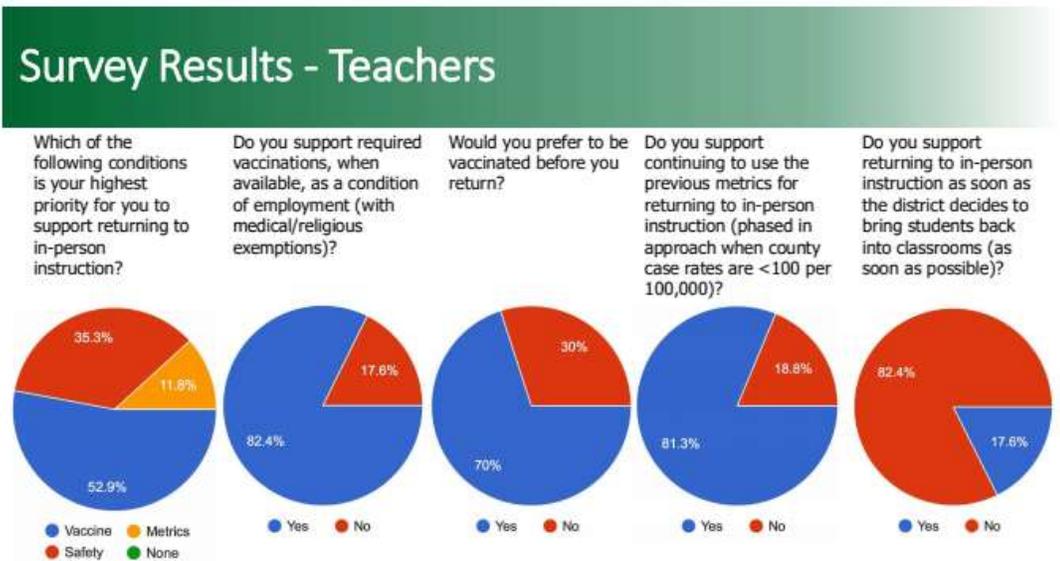
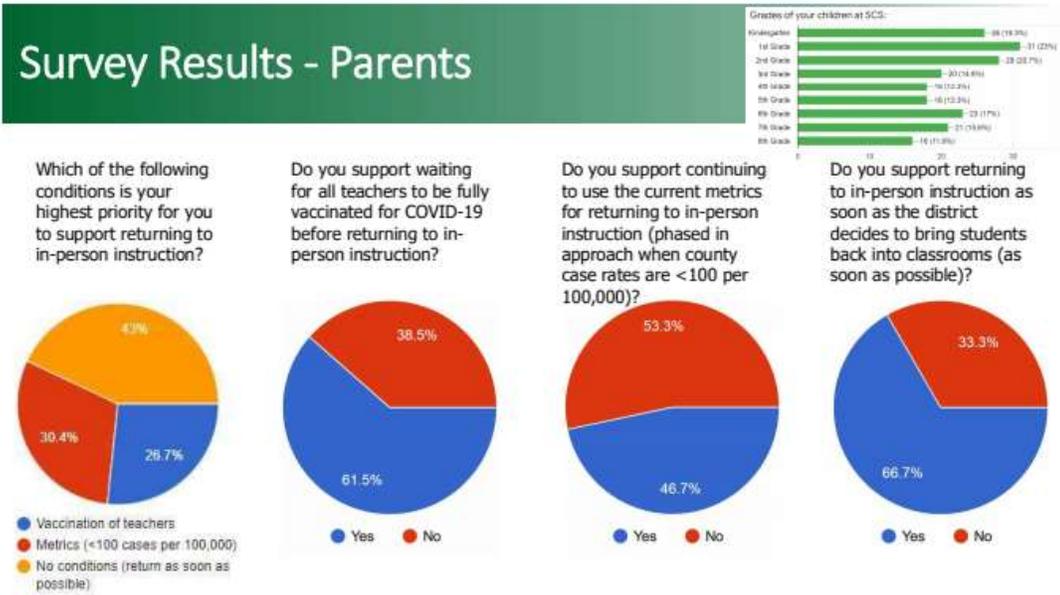
A. Adjourn Meeting

| | |
|--------------------|---|
| Motion: | Adjourn the meeting at 7:44pm. |
| Proposed: | Joe Whitehead (Chair) |
| Seconded: | Alison Craker (HR & Policy) |
| Discussion: | None. |
| Board Vote: | Aye - Unanimous Nay - None Abstain - None |
| Result: | Motion passed. |

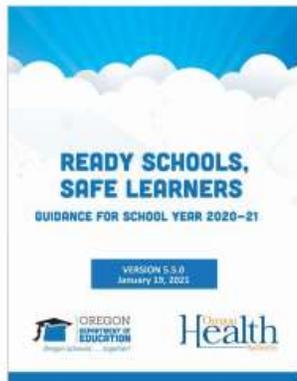
IV. Minutes Submission

- * Recording and submission of minutes completed by Board Secretary, Frank Scholz. These minutes were approved by the Board of Directors on February 17, 2021.

V. Addendum A – Surveys and Ready Schools, Safe Learners Background



Ready Schools, Safe Learners



The **'Ready Schools, Safe Learners'** document is guidance published by the Oregon Department of Education, Oregon Health Authority, and the Oregon Occupational Safety and Health Administration that details how schools can operate safely during the COVID-19 pandemic.

<https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/RSSL-Guidance.aspx>

Ready Schools, Safe Learners – Contents

Ready Schools, Safe Learners Guidance for School Year 2020-2021 – Version 5.5.0 – January 19, 2021

- 0. Advisory Health Metrics for Returning to In-Person Instruction
 - 0a. Returning to In-Person Instruction
 - 0b. Advisory Metrics for Returning to In-Person Instruction Through the On-site or Hybrid Model
 - 0c. Operating within the Advisory Metrics
- 1. Public Health Protocols
 - 1a. Communicable Disease Management Plan for COVID-19
 - 1b. High-Risk Populations
 - 1c. Physical Distancing
 - 1d. Cohorting
 - 1e. Public Health Communication and Training
 - 1f. Entry and Screening
 - 1g. Visitors/Volunteers
 - 1h. Face Coverings, Face Shields, and Clear Plastic Barriers
 - 1i. Isolation and Quarantine
- 2. Facilities and School Operations
 - 2a. Enrollment
 - 2b. Attendance
 - 2c. Technology
 - 2d. School Specific Functions/Facility Features
 - 2e. Arrival and Dismissal
 - 2f. Classrooms/Repurposed Learning Spaces
 - 2g. Playgrounds, Fields, Recess, Breaks, and Restrooms
 - 2h. Meal Service/Nutrition
 - 2i. Transportation
 - 2j. Cleaning, Disinfection, and Ventilation
 - 2k. Health Services
 - 2l. Boarding Schools and Residential Programs Only
 - 2m. School Emergency Procedures and Drills
 - 2n. Supporting Students who are Dysregulated, Escalated, and/or Exhibiting Self-Regulatory Challenges
 - 2o. Protective Physical Intervention

Ready Schools, Safe Learners – Contents (continued)

- 3. Response To Outbreak
 - 3a. Prevention and Planning
 - 3b. Response
 - 3c. Recovery and Reentry
- 4. Equity
 - 4a. Principles in Action
 - 4b. Decision Making that Centers Equity
- 5. Instruction
 - 5a. Instructional Time
 - 5b. Instructional Models
 - 5c. Learning Day, Instruction Schedule, and Academic Calendar
 - 5d. Instructional Considerations
 - 5e. Safeguarding Student Opportunity Clause
- 5f. Instructional and Extra Curricular Activities Requiring Additional Considerations
- 5g. Graduation 2020-21 and Post-Secondary Planning
- 6. Family, Community, Engagement
 - 6a. Partnership in Planning
 - 6b. Communication
 - 6c. Before and After School Programs
- 7. Mental, Social, and Emotional Health
 - 7a. Planning
 - 7b. Resources and Strategies
- 8. Staffing and Personnel
 - 8a. Supports
 - 8b. Public Health Training
 - 8c. Professional Learning

Legal Assessment from OSBA

As you are planning a return to in-person instruction for many of our students, recent events have muddied the waters as far as what liability protections schools actually have. The confusion has arisen because of a recent state decision making COVID-19 metrics “advisory” rather than mandatory.

I write today to urge you to move cautiously. A recent outside legal opinion prepared at our request has concluded that schools would most likely lose the liability protections we recently won if they opened contrary to the state’s metrics – even though such metrics are just “advisory.”

Jim Green
Oregon School Board Association
January 6, 2021

Ready Schools, Safe Learners – Overview (Definitions)

- **Public charter schools:**

Public charter school boards have the authority to close a charter school facility and transition to distance learning. Boards have generally delegated to the Director of the charter school the ability to make this decision. However, such a decision should also be made consistently with the charter of the school which may require additional steps such as notice to the school's sponsor. Additionally, a sponsor of a public charter school may terminate the charter agreement of a school and close the school if the school is endangering the health and safety of students.

- For ease of readability in this guidance, the term "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, alternative education programs, private schools, and the Oregon School for the Deaf. The term "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, the Oregon School for the Deaf...

0a. Returning to In-Person Instruction

Beginning January 1, 2021, the Health Metrics for Returning to In-Person Instruction shifted from a mandatory requirement to advisory recommendations. This allows local schools to collaborate with staff, local public health authorities, and community to consider a number of factors to make local determinations on when it is appropriate to shift to in-person instruction through an On-Site or Hybrid Instructional Model. These factors include, but are not limited to:

- County COVID-19 conditions as well as more localized health conditions,
- Readiness to meet the public health and safety requirements in sections 1-3 of this guidance,
- Staff capacity across instructional models,
- Impacts on student academic growth and success,
- Impacts on student physical and mental health, and
- Disproportionate impacts of COVID-19 and education under various models.

Oa. Returning to In-Person Instruction

Local Decision Makers Should Consider Two Important Factors in determining when to return to in-person instruction:

1. It remains critical that the community case counts (or case rates) are low enough that the community is not regularly introducing new COVID-19 cases into the school - which destabilizes the learning environment as contact tracing leads to quarantining. The county metrics remain and the chart below remain the best tool for determining when cases are down enough to return to in-person instruction.
2. The ability to implement public health and safety protocols/requirements in the school with fidelity. This includes diligent entry screening, universal use of face coverings, physical distancing, cohorting, frequent handwashing, and all of RSSL sections 1-3.

Oa. Returning to In-Person Instruction

- It is critical that we all adhere to the key practices for reducing spread of COVID-19 in schools, to ensure that our schools can open with safe protocols and stability:
 - Maintain physical distancing
 - Use face coverings
 - Use personal protective equipment when indicated
 - Increase hand hygiene
 - Serve students and staff in as small and as stable cohorts as possible
 - Be prepared to isolate and quarantine at the first sign of illness or exposure
 - Regularly clean and disinfect facilities in the environment
 - Maximize airflow and ventilation
- It is also important that schools take a measured approach to returning to in-person instruction. Schools should consider hybrid approaches at the beginning that return a portion of the school population first (e.g., younger grades, a portion of each grade level, seniors only, etc.) and then add more students onsite over time. This will allow schools to build new safety routines, stabilize cohorts, and avoid sudden, disruptive transitions back to Comprehensive Distance Learning due to quarantine or isolation.
- Take every opportunity to remind your community that every Oregonian can help us return students to in-person instruction. You can reduce spread by wearing a face covering and maintaining physical distance whenever you are around others, by washing hands frequently, and by avoiding group gatherings. Let's do what we can to put the health of our families and children first!

1c. Physical Distancing

Required

- 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. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.
 - Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.
- Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.
- 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.
- Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
- Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
- Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

1d. Cohorting

Required

- Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.
 - The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.
- Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.
- Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a).
- Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.
- Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.
- Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.

1h. Face Coverings, Face Shields, and Clear Plastic Barriers

Face coverings are required for all students in grades kindergarten and up, along with all staff.

Required

- Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.
- Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.
- Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing...
- Face coverings should be worn both indoors and outdoors, including during outdoor recess.
- **Note:** Plexiglass barriers have limited utility for schools and are not practical for classroom use.

Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance

- Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering during On-Site instruction must be provided access to instruction.

2f. Classrooms/Repurposed Learning Spaces

Classrooms/Repurposed Learning Spaces Required

- **Seating:**
Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.
- **Materials:**
Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.
- **Handwashing:**
Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately.
 - Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

6b. Communication

Required

- Communicate any information related to reentry for the 2020-21 school year to multilingual families in a language they can understand about any program, service, or activity at the same time that is called to the attention of parents who are proficient in English (Civil Rights Fact Sheet).
- Communicate the *Operational Blueprint for Reentry* and instructional model (On-Site, Hybrid, Comprehensive Distance Learning).
 - Post to school and district website, or ESD website if there is no school or district website.
 - Send notification to all families before the start of school.
 - Share with co-located early learning and out-of-school time partners.

0b. Advisory Metrics for Returning to In-Person Instruction Through the On-Site or Hybrid Model

How to Read and Use the Metrics Table

- New metrics data is released each Monday.
 - <https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/RSSL-Health-Metrics.aspx>
- Using a single, two week “look back” of countywide data.
- Start with the left-hand side column to map your county case rate (for large counties) or county case count (for small or medium counties).
 - 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.
- When a decision is made to return to in-person instruction, considering setting at a date in the near future in order to support district planning and staff training, family communication and a more gradual opening.

Ob. Advisory Metrics for Returning to In-Person Instruction Through the On-Site or Hybrid Model

| Population | Size |
|------------|--------|
| <15,000 | Small |
| <30,000 | Medium |
| >30,000 | Large |

Ob. Schools should consider community spread in counties where they draw >10% of students or >10% of staff.

| County | Population |
|------------|------------|
| Clackamas | 418,187 |
| Washington | 601,592 |
| Yamhill | 107,100 |

| METRICS & MODELS | ON-SITE | ON-SITE AND HYBRID | ELEMENTARY ON-SITE AND HYBRID TRANSITION | DISTANCE LEARNING |
|---|--|---|--|---|
| County Case Rate per 100,000 People Over 14 days | <50.0 | 50.0 to <200.0 | 200.0 to ≤350.0 | >350.0 |
| County Case Count over 14 days for small & medium counties | <30 | 30 to <60 | 60 to ≤90 | >90 |
| County Test Positivity* Advised for to medium and large counties? | <5.0% | 5.0% to <10.0% | ≤10.0% | >10.0% |
| Advisory 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 younger students and adding additional grades over time). Middle school and high school primarily Comprehensive Distance Learning with Limited In-Person Instruction. Over time, if elementary schools can demonstrate the ability to limit transmission in the school environment*, transition to On-Site or Hybrid. | Prioritize careful phasing in of On-Site or Hybrid for elementary schools (starting with younger students and adding additional grades over time). | Prioritize Comprehensive Distance Learning with Limited In-Person Instruction. |
| <ol style="list-style-type: none"> 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 advise on appropriate considerations. Use prudent positivity in local reopening considerations. Small counties with a population of less than 15,000 are advised to meet case counts in the metrics framework and not test positivity rates. 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. | | | | |
| | | | | When trends are increasing, pause expansion of additional in-person learning and maintain access to in-person learning for those who have it. Schools are not advised to reduce in-person learning or revert to Comprehensive Distance Learning based on metrics if the school can demonstrate the ability to limit transmission in the school environment. |

Ob. Advisory Metrics for Returning to In-Person Instruction Through the On-Site or Hybrid Model

| METRICS & MODELS | ON-SITE | ON-SITE AND HYBRID | ELEMENTARY ON-SITE AND HYBRID TRANSITION | DISTANCE LEARNING |
|---|--|---|--|---|
| County Case Rate per 100,000 People Over 14 days | <50.0 | 50.0 to <200.0 | 200.0 to ≤350.0 | >350.0 |
| County Test Positivity* Advised for to medium and large counties? | <5.0% | 5.0% to <10.0% | ≤10.0% | >10.0% |
| Advisory 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 younger students and adding additional grades over time). Middle school and high school primarily Comprehensive Distance Learning with Limited In-Person Instruction. Over time, if elementary schools can demonstrate the ability to limit transmission in the school environment*, transition to On-Site or Hybrid. | Prioritize careful phasing in of On-Site or Hybrid for elementary schools (starting with younger students and adding additional grades over time). | Prioritize Comprehensive Distance Learning with Limited In-Person Instruction. |
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| County | Start | End | Case/100k | Pos % |
|------------|-------|-------|-----------|-------|
| Clackamas | 12/13 | 12/26 | 344.8 | 6.0% |
| | 12/20 | 1/02 | 315.5 | 6.2% |
| | 12/27 | 1/09 | 348.6 | 7.4% |
| | 1/03 | 1/16 | 308.7 | 6.6% |
| | 1/10 | 1/23 | 226.0 | 5.2% |
| Washington | 12/13 | 12/26 | 345.9 | 7.6% |
| | 12/20 | 1/02 | 325.9 | 7.2% |
| | 12/27 | 1/09 | 339.9 | 7.3% |
| | 1/03 | 1/16 | 333.2 | 6.7% |
| | 1/10 | 1/23 | 289.4 | 5.4% |
| Yamhill | 12/13 | 12/26 | 366.5 | 5.6% |
| | 12/20 | 1/02 | 328.5 | 6.1% |
| | 12/27 | 1/09 | 403.5 | 6.6% |
| | 1/03 | 1/16 | 406.3 | 5.5% |
| | 1/10 | 1/23 | 275.8 | 4.4% |

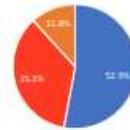
Ob. Advisory Metrics for Returning to In-Person Instruction Through the On-Site or Hybrid Model

| METRICS & MODELS | ELEMENTARY ON-SITE AND HYBRID TRANSITION | DISTANCE LEARNING |
|---|--|--|
| County Case Rate per 100,000 People Over 14 days | 200.0 to ≤350.0 | >350.0 |
| County Test Positivity* Adjusted for medium and large counties† | ≤10.0% | >10.0% |
| Advisory Instructional Model | Prioritize careful phasing in of On-Site or Hybrid for elementary schools (starting with younger students and adding additional grades over time). | Prioritize Comprehensive Distance Learning with Limited In-Person Instruction. |

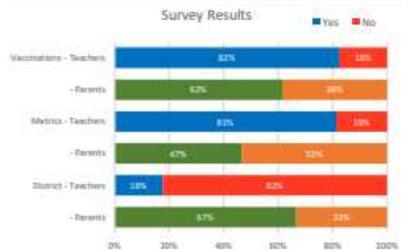
When trends are increasing, pause expansion of additional in-person learning and maintain access to in-person learning for those who have it. Schools are not advised to reduce in-person learning or revert to CDL based on metrics if the school can demonstrate the ability to limit transmission in the school environment.

| County | Start | End | Case/100k | Pos % |
|------------|-------|------|-----------|--------|
| Clackamas | 1/03 | 1/16 | ↓ 308.7 | ↓ 6.6% |
| | 1/10 | 1/23 | ↓ 226.0 | ↓ 5.2% |
| Washington | 1/03 | 1/16 | ↓ 333.2 | ↓ 6.7% |
| | 1/10 | 1/23 | ↓ 289.4 | ↓ 5.4% |
| Yamhill | 1/03 | 1/16 | ↑ 406.3 | ↓ 5.5% |
| | 1/10 | 1/23 | ↓ 275.8 | ↓ 4.4% |

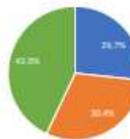
Priorities - Teachers



Legend: Vaccine, Safety, Metrics, None



Priorities - Parents



Legend: Vaccine, Metrics, None