



September 10, 2020

Considerations to Inform Schools' Planning for Return to In-Person Learning

Factors to consider when conducting planning to return students to hybrid and in-person learning should include, but may not necessarily be limited to, the following:

| Factor | Agency Domain | Criteria to Proceed | Comment |
|---|---|---------------------|---|
| Ensuring that the affected schools are able to fully implement COVID-19 health and safety measures | Schools | Yes | See DOH and OSPI guidelines |
| Ensuring that the affected schools are ready to monitor for and able to respond to suspected cases of COVID-19 | Schools (pre-event) & Health District (during and post-event) | Yes | See DOH and OSPI guidelines |
| The level and trajectory of COVID-19 case and outbreak activity in the school or school district itself and in the community at large | Health District | Stable or improving | Primary metrics: <ul style="list-style-type: none"> • 14-day incidence stable or decreasing • <5% of tests positive countywide in past week and stable or decreasing • COVID-19 hospital census stable or decreasing and <10% of all licensed beds • ≥20% hospital surge capacity |
| The time elapsed since prior events (e.g., holidays) or modifications in staff or student onsite presence that may impact COVID-19 transmission | Schools | ≥3 weeks | Time required to reliably detect a surge in COVID-19 activity following a possible exposure |



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|---|----------------------|--|---|
| Findings from other settings in the county and region about the impact of return to in-person learning upon school and community transmission | Health District | No local or regional empiric data indicating a problem with pursuing the next step | Published data or guidance from other settings will be considered |
| Selecting between hybrid versus full-time in-person learning; | Schools | Must meet space, social distancing and other parameters set forth in DOH and OSPI guidance | Experience of others locally, regionally, or nationally may inform these choices as time progresses |
| The timeline along which a school's or district's administration can reasonably implement a transition to more in-person capacity | Schools | | |
| The willingness of informed parents and guardians to send their students to in-person settings | School | | |
| The ability to provide a stable learning environment and lasting return to in-person learning | School | | |