

# Guidance for Limited In-Person Instruction During Comprehensive Distance Learning



Schools operating in the [Comprehensive Distance Learning](#) instructional model are able to bring a limited number of students for limited hours and with specific conditions on-site. This supplemental guidance describes those conditions. If a school will be bringing students on-site for any reason, they will be required to complete Section 1-3 of the [Operational Blueprint](#) and submit to their local board, LPHA, and ODE.

Within the limitations noted below, schools can bring students on-site for limited in-person instruction. Keep these considerations in mind in making any determinations about who or how they might prioritize providing this option:

Schools can offer the opportunity for limited in-person instruction based on need, including to:

- Address connectivity issues, including a focus on students with limited or no internet access
- Provide academic support
- Access assessment
- Provide social, emotional, or mental health support
- Build educator-to-student relationships
- Support live peer-to-peer interaction
- Support ongoing engagement and attendance
- Build school community and culture
- Ensure culturally relevant and sustaining pedagogy
- Prepare for a return to in-person instruction
- Provide voluntary supplemental supports

Schools can offer the opportunity for limited in-person instruction based on educational, relational, curricular, instructional, and/or assessment need.

Schools should not offer or suggest limited in-person instruction based solely on disability, race, gender, religion, or sexual orientation. Student participation in limited in-person instruction must be voluntary and cannot be a required element for any course or grade.

## Limitations

### Limited by Group Size with Stable Cohorts

Cohort groups are limited to no more than **20** students at a given time in a cohort. Students cannot be part of more than two cohorts (including transportation) in any given week. Any one staff member (*even in multiple roles*) cannot interact with more than three cohorts in a given day and five in a week.

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[Ready Schools, Safe Learners](#) defines a stable cohort as “a group of students that are consistently in contact with each other or in multiple cohort groups.” One student working with a teacher, by definition, does not constitute a cohort. If teachers are involved in individual 1 to 1 interactions and not cohorts of multiple students, they should limit interactions to no more than 60 total students a day.

If an educator is administering special education assessments or evaluations (e.g., school psychologist, speech language pathologists, etc.) and is working only with individual students, not cohorts, each assessment can be thought of more as total contacts. The upper limit for any staff would be 30 individual students or three cohorts (of 10 or fewer students) in a week. They should account for that while keeping distance and facial coverings. Family never needs to be closer than 6 feet for any evaluation except ages 0-3.

## **Limited by time in the building per student**

The time a single student or student cohort of any size can spend in a school building on a given day is limited to two consecutive hours and cannot be intermittent.

## **Limited by guidance and legal protections**

- Limited in-person instruction cannot replace the requirements of CDL for any learner. Districts under CDL must adhere to the requirements of CDL while bringing students on-site under exceptions.
- For students who experience disability, offers of FAPE cannot require students to come on-site during limited in-person instruction to satisfy requirements of SDI or related services. Students must continue to have full provisions of FAPE under CDL.
- For students who require language instruction, schools cannot require students to come on-site during limited in-person instruction as the sole means of providing instructional services under Title III.

**Note:** This guidance does not constitute legal advice and may not be relied on as legal advice. If schools require legal advice regarding the issues discussed in this guidance, they should consult an attorney.

## **Addressing distinctions between Limited In-Person Instruction and Child Care**

There are important and distinct differences between the scale of offering school fully in-person and the moderated options now allowed in new guidance from ODE and ELD. ODE’s guidance on Limited In-Person Instruction is focused on ensuring basic continuity of service for the core purpose of teaching and learning. ELD’s guidance will use a different framework but creates the conditions for safe care and quality child development options that are at a reduced scale and scope and support working families who need this vital resource.

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Priority is being placed on how to safely respond to COVID-19 across education and child care sectors. Schools are encouraged to put their focus on communicating with and engaging students and families, offering K-3 instruction where allowable, and meeting the new opportunity to offer Limited In-Person Instruction.

For schools and childcare providers, the following is jointly set by OHA, ODE and ELD and shows up in their respective guidance:

- 1) If schools want to offer child care in any form, they must also offer Limited In-Person Instruction that is now allowed within the updated COVID-19 metrics in section 0 of Ready Schools, Safe Learners guidance.
- 2) Overall facility occupation limits are set based on the size of cohorts allowed within the ELD guidance and ensuring 35 square feet of space for each individual in a classroom space (excluding common areas like hallways, cafeterias, etc.).

## Hybrid Models Compared to Comprehensive Distance Learning With Limited On-site Interaction

Although many schools may choose an On-Site or Hybrid model, circumstances may dictate that a school needs to choose Comprehensive Distance Learning. In this case, there may be opportunities to have limited on-site interaction. There are a few key differences between Hybrid instruction and Comprehensive Distance Learning with limited on-site interaction:

Hybrid	Comprehensive Distance Learning With Limited On-Site Interaction
Regular schedule of on-site teacher-facilitated learning that is universally designed for students by grade-level or for the whole school.	Limited or periodic on-site learning with the sole purpose of facilitating learning and assessment experiences that are not easily replicated on-line (such as use of equipment in CTE programs, or special education evaluation) or for the optional opportunity to meet the needs of students with limited internet, or who are struggling academically, or who may benefit from targeted engagement.
Stable cohorts are no larger than can be accommodated by the space available to provide 35 square feet per person, including	Cohorts are limited to 20 students; students are limited to two cohorts including transportation.

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<p>staff. Students are limited to 100 people of interaction in a given week.</p>	
<p>Time on-site can occur for a full school day.</p>	<p>Time on-site is limited to 2 consecutive hours.</p>
<p>Complete <a href="#">Operational Blueprint</a> (all sections) must be completed, submitted, and posted.</p>	<p>Sections 1-3, in addition to CDL <a href="#">Operational Blueprint</a> must be completed, submitted, and posted, some components may be indicated as “Not Applicable (N/A).”</p>