

**American Rescue Plan Elementary and Secondary
School Emergency Relief Fund (ARP ESSER);
OAR 581-022-0106 (State Operational Plan)**

**Safe Return to In-Person Instruction and Continuity of Services Plan
Charter School Information**

4670 / Summit Learning Charter
Continuity of Services Plan

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Safe Return to In-Person Instruction and Continuity of Services Plan

In order to best support students and families with the safest possible return to school for the 2021 school year, the Oregon Department of Education (ODE) has created an operational plan template to align guidance from the federal and state level in support of local decision making and transparency of health and safety measures in the communities that school districts and charter schools serve. The Safe Return to In-Person Instruction and Continuity of Services Plan serves the following purposes:

- 1) Replaces the Ready Schools, Safe Learners Operational Blueprint required under [Executive Order 21-06](#); and
- 2) Meets the requirements for:
 - a. An operational plan required under [OAR 581-022-0106\(4\)](#), while aligning the [CDC Guidance](#) on School Reopening with the [Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year](#) (RSSL Resiliency Framework);
 - b. [Section 2001\(i\)\(1\)](#) of the ARP ESSER and the US Department of Education's [Interim Final Requirements](#) for Safe Return/Continuity of Services Plan; and
 - c. Communicable Disease Plan and Isolation Plan under [OAR 581-022-2220](#) (Division 22 requirements).

As districts and charter schools plan and implement the recommendations in ODE's RSSL Resiliency Framework, they will need to consider a continuum of risk levels when all recommendations cannot be fully implemented. For example, universal correct wearing of face coverings between people is one of the most effective preventive measures. However, there will be times when this is not possible based on a specific interaction or a physical space limitation, such as during meal times. It will be necessary to [consider and balance](#) the mitigation strategies described to best protect health and safety while ensuring full time in person learning.

ODE remains committed to the guiding principles introduced in spring of 2020 to generate collective action and leadership for efforts to respond to COVID-19 across Oregon. These principles are updated to reflect the current context:

- **Ensure safety and wellness.** Prioritizing basic needs such as food, shelter, wellness, supportive relationships and support for mental, social, and emotional health of students and staff.
- **Center health and well-being.** Acknowledging the health and mental health impacts of this past year, commit to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child rather than solely emphasizing academic achievement.
- **Cultivate connection and relationship.** Reconnecting with one another after a year of separation can occur through quality learning experiences and deep interpersonal relationships among families, students and staff.

- **Prioritize equity.** Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; students living in rural areas; and students and families navigating poverty and houselessness. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.
- **Innovate.** Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.

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Planning Mental Health Supports


<p>ARP ESSER & OAR 581-022-0106 Component</p>	<p>Extent to which charter school has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services</p>	<p>How do the charter school's policies, protocols, and procedures center on equity?</p>
<p>Devote time for students and staff to connect and build relationships</p>	<p>CASEL Training We are in YEAR 1 of School wide implementation of SEL through CASEL framework which will be building staff, students, family relationships. Thrively curriculum being implemented for 6th-12th grade for SEL, Career and Success, building relationships, building strengths, sense of belonging, sense of worth. Implementing a LINK program that links 9th graders with Junior and Senior mentors who will connect with them throughout the school year for social and academic activities. Peer-to-peer connection in a virtual setting.</p>	<p>The DEI leadership team has created an equity statement this summer which will guide all of the work we do at Summit including curriculum review.</p> <p>We have an Equity Inclusion Analyst on staff to guide and facilitate connections always through an equitable lens.</p> <p>This follows the RSSL guiding principles around centering on the health and well being of students and committing to making space for students to connect and focus on their well being as well as reconnecting with our families and students after a year of separation from a typical school year.</p>
<p>Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences</p>	<p>Virtual homeroom classes and live enrichment classes will provide peer-to-peer learning opportunities, as well as provide the time for creative opportunities that allow students and staff to explore and process their experiences. Synchronous courses with guided teacher instruction are offered to all students, during which peer relations and student/ teacher relationships are developed and the student's voice is promoted. Every student is assigned an SLC education advisor/ liaison to be the conduit between the home/student/family and the school.</p>	<p>Equity statements will guide our work.</p> <p>We have an Equity Inclusion Analyst on staff to guide and facilitate connections always through an equitable lens.</p> <p>This follows the RSSL guiding principle around centering on the health and well being of our students by building in time to make space for reflection & processing and to support students with additional staffing that is committed to the whole child as opposed to just academic needs.</p>

ARP ESSER & OAR 581-022-0106 Component	Extent to which charter school has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the charter school's policies, protocols, and procedures center on equity?
<p>Link staff, students and families with culturally relevant health and mental health services and supports</p>	<p>We have contracted with a part-time mental health professional QMHP through Trillium Family Services who will provide 12 hours a week as consultants with staff and families.</p> <p>Staff, students and families will be linked to culturally responsive mental health services and supports as needed.</p> <p>As stated above, every student is assigned an SLC team member as an advisor/liaison and makes weekly connections in homeroom meetings.</p> <p>Summit has 3 certified school counselors on staff.</p>	<p>It will be offered to all staff and students through telehealth which is available to everyone.</p> <p>We have an Equity Inclusion Analyst on staff to guide and facilitate connections always through an equitable lens.</p> <p>This follows the Ready Schools Safe Learners Resiliency Framework (RSSLRF) guiding principles around centering on the health and well being of students, with particular attention focused on the mental/social/emotional well being of our marginalized and underrepresented students. The RSSLRF states to commit to making space and opportunities for students to connect and focus as well as reconnect with their families and students after a year of separation from a typical school year.</p>
<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p>LINK program for 9-12th grade students and Welcome New Student Team for new incoming middle students which will provide ample opportunities throughout the year for students to connect and build supportive relationships.</p> <p>K-5 students partner with the teachers, families and students to build peer/student learning and supportive partnerships.</p> <p>K-8 students will be provided with opportunities to be part of creative opportunities which include but aren't limited to art, PE, music, creative writing, clubs and interest groups offered both virtually and in-person.</p>	<p>We have an Equity Inclusion Analyst on staff to guide and facilitate connections always through an equitable lens.</p> <p>This follows the RSSLRF guiding principles around centering on the health and well being of students, with particular attention focused on the mental/social/emotional well being of our marginalized and underrepresented students.</p> <p>The RSSLRF states to commit to making space and opportunities for students to connect and focus as well as reconnecting with our families and students after a year of separation from a typical school year.</p>

Communicable Disease Management Plan

Please provide a link to the charter school’s **communicable disease management plan** that describes measures put in place to limit the spread of COVID-19 within school settings. ([OAR 581-022-2220](#)). The advised components of the plan and additional information are found in the Communicable Disease Management Plan section of the [RSSL Resiliency Framework](#) and meet the ESSER process requirements of “coordination with local public health authorities.”

Link: [SLC Covid-19 Communicable Disease Management Plan](#)

ARP ESSER Component	Extent to which charter school has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the charter school's policies, protocols, and procedures center on equity?
<p>Coordination with local public health authority(ies) including Tribal health departments</p>	<p> Clackamas LPHA Directory.pdf</p> <p>We will work with LPHA as and when needed.</p>	<p>We have an Equity Inclusion Analyst on staff to guide and facilitate connections always through an equitable lens.</p> <p>This follows the RSSL guiding principles around centering on the health and safety of students by ensuring all the necessary safety protocols and mitigation measures are being followed.</p>

Isolation Plan

Please provide a link to the charter school's plan to **maintain health care and space** that is appropriately supervised and adequately equipped for providing first aid, and **isolates** the sick or injured child. ([OAR 581-022-2220](#)). If planning for this space is in your communicable disease management plan for COVID-19, please provide the page number. Additional information about the Isolation Plan can be found in the Isolation & Quarantine Protocols section of the [RSSL Resiliency Framework](#).

Link: [SLC Covid-19 Communicable Disease Management Plan](#)

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Health and Safety Strategies

School administrators are required to **exclude staff or students from school** whom they have reason to suspect have been exposed to COVID-19. ([OAR 333-019-0010](#))

Please complete the table below to include the extent to which the charter school has adopted policies and the description of each policy for each health and safety strategy. In developing the response, please review and consider the [CDC guidance](#) and the [RSSL Resiliency Framework](#) for each health and safety strategy. Additional documents to support district and school planning are available on the [ODE Ready Schools, Safe Learners website](#).

Health and Safety Strategy	Extent to which charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
COVID-19 vaccinations to educators, other staff, and students if eligible	Students and visitors are not required to get Covid-19 related vaccinations in order to attend the school or be employed by SLC. In the event of a Covid-19 exposure, students and parents may voluntarily disclose their vaccine status and the quarantine time period will not be required for staff if vaccinated. All SLC faculty and staff have had ample opportunity and knowledge of vaccination opportunities. We are following guidance from the state requiring vaccination of all team members by the October 18th deadline (with exceptions to follow once those are made available).	We have an Equity Inclusion Analyst on staff to guide and facilitate connections always through an equitable lens. This follows the RSSL guiding principles around centering on the health and safety of staff and students by encouraging vaccination; assisting our families accessing vaccination.

Health and Safety Strategy	Extent to which charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
<p>Universal and correct wearing of face coverings</p>	<p>As per the most current guidelines, SLC will move forward with honoring the individual choice of universal face masking for both students and staff while on campus, effective from March 12, 2022.</p> <p>Staff will provide instruction and positive reinforcement to remind, motivate and reinforce healthy practices.</p> <p>Anyone who requests a face covering will be provided one.</p> <p>We will continue to work with LHPA and make decisions following any updated guidance.</p>	<p>SLC will prioritize creating and maintaining a culture that is welcoming and respectful to all students, staff and visitors - honoring each individual's choice.</p> <p>This follows the RSSL guiding principles around centering on the health and safety of staff and students by staff training on updated face covering / mask guidance and providing information on appropriate types of masks HSD Mask Type Guidance should a student/parent/staff member elect to masking.</p>
<p>Physical distancing and cohorting</p>	<p>SLC will ask employees, visitors, and students to be mindful of guidance and strive to follow 3 feet of physical distancing when possible.</p> <p>As we are a virtual program, students who plan to attend on campus instruction will be grouped into cohorts and considered one cohort on the days/classes that they physically attend with minimal mixing of groups.</p>	<p>Students will not be placed into any cohort based upon demographic or disability criteria (example: students with complex medical needs, students with IEPs, Students receiving language services). SLC may cohort students around similar skills and instructional needs such as math tutoring which will be diverse by demographic, any disability criteria, speech/language services, or English language development.</p> <p>OHA and ODE strongly advise that schools support and promote physical distancing as described below:</p> <ul style="list-style-type: none"> *Support physical distancing in all daily activities and instruction, striving for at least 3 feet between students to the extent possible. *Consider physical distancing requirements when setting up learning and other spaces, arranging spaces and groups to allow and strive for at least 3 feet of physical distance.

		*Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.” (RSSL-RF, June 25, 2021
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Health and Safety Strategy	Extent to which charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
Ventilation and air flow	<p>Each room has been provided a Blue Air Excel Pro air purifiers that are larger than the square footage of each room that they are set up in to provide optimal air flow.</p> <p>The overall building and each classroom have also gone through extensive updates and improvements to the HVAC system, ensuring that each room has the highest quality and most effective ventilation systems.</p> <p>Use of the outside space will be maximized when class time is able to be supported in that environment (such as in PE and/or Science).</p>	<p>Every staff member will have access to the same ventilation air purifier.</p> <p>ODE and OHA strongly advise schools to ensure effective ventilation and improve the indoor air quality in schools by:</p> <ul style="list-style-type: none"> *Increasing the amount of fresh outside air that is introduced into the system; *Exhausting air from indoors to the outdoors; and * Cleaning the air that is recirculated indoors with effective filtration methods (e.g., HEPA filters) to remove virus-containing particles from the air”(RSSL-RF, June 25, 2021).
Handwashing and respiratory etiquette	<p>Ample hand sanitizer stations are positioned all around the school.</p> <p>Bathrooms will all be supplied with ample soap and water.</p> <p>Frequent hand washing with soap and water will be encouraged as and when a student enters a classroom, before and after PE, and before/after lunch.</p>	<p>All students/staff/families will have access to hand sanitizer and/or hand washing facilities.</p> <p>OHA and ODE strongly advise that schools create protocols and systems to ensure access to soap, water and alcohol-based hand sanitizer with at least 60% alcohol. Schools will prioritize handwashing with soap and water after students or staff use the restroom (RSSL-RF, June 25, 2021).</p>

Health and Safety Strategy	Extent to which charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
Free, on-site COVID-19 diagnostic testing	<p>We will not be offering on-site testing as we are considered a virtual program with optional, on campus enrichment classes.</p> <p>We will provide guidance to anyone who is seeking covid-19 testing as we work with our local LPHA</p> <p>Summit students and staff who exhibit symptoms of COVID-19 while at school will be sent home and given information where they can elect to receive a rapid COVID test or a PCRtest.</p>	<p>We have an Equity Inclusion Analyst on staff to guide and facilitate connections always through an equitable lens.</p> <p>This follows the RSSL guiding principles around centering on the health and safety of staff and students by offering both the Rapid and the PCR COVID test. By providing quick access to COVID testing we are able to get students and staff back to school and work quicker and also the diagnostic testing helps mitigate the spread of the disease.</p>
COVID-19 screening testing	<p>Currently, Summit has no plans to do screening testing but will continue to evaluate whether its an effective mitigation tool.</p>	<p>SLC will prioritize creating and maintaining a culture that is welcoming and respectful to all students, staff and visitors.</p>

<p align="center">Health and Safety Strategy</p>	<p align="center">Extent to which charter school has adopted policies, protocols, or procedures and description thereof</p>	<p align="center">How do the charter school's policies, protocols, and procedures center on equity?</p>
<p>Public health communication</p>	<p>Parents will be asked to share if a student has been exposed to covid-19, and/or if a student or staff member is exposed or sick with covid-19. Email communications will be sent to students/staff if and when a potential exposure has happened, with guidance as to what protocol to follow, following the Oregon.Gov guidance. Oregon.gov did you test positive? And sharing with parents the link to the exposure hotline: School-related positive test or exposure questions</p>	<p>SLC will prioritize creating and maintaining a culture that is welcoming and respectful to all students, staff and visitors.</p> <p>This follows the RSSL guiding principles around centering on the health and safety of staff and students by providing parents, students and families information on signs and symptoms of COVID-19 and what to do if they get sick.</p>
<p>Isolation: Health care and a designated space that is appropriately supervised and adequately equipped for providing first aid and isolating the sick or injured child are required by OAR 581-022-2220.</p>	<p>SLC has a designated area for isolating a student, which will be supervised while waiting for a parent to pick up their student.</p>	<p>We have an Equity Inclusion Analyst on staff to guide and facilitate connections always through an equitable lens.</p> <p>SLC will prioritize creating and maintaining a culture that is welcoming and respectful to all students, staff and visitors.</p> <p>This follows the RSSL guiding principles around centering on the health and safety of staff and students by identifying a space in each school where students exhibiting symptoms of COVID-19 or other communicable diseases can be isolated until they can be picked up.</p>

Health and Safety Strategy	Extent to which charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
<p><u>Exclusion</u>: School administrators are required to exclude staff and students from school whom they have reason to suspect have been exposed to COVID-19. (OAR 333-019-0010)</p>	<p>We will follow the covid-19 scenario document/protocols and exclude students and staff from school as the guidelines permit and follow the isolation protocols. We would follow the guidance: Oregon.gov_did you test positive? And sharing with parents the link to the exposure hotline: School-related positive test or exposure questions</p> <p>Summit is a comprehensive virtual charter school and will maintain opportunities for students to access learning through a CDL model with online options for synchronous learning and engagement.</p>	<p>We have an Equity Inclusion Analyst on staff to guide and facilitate connections always through an equitable lens.</p> <p>SLC will prioritize creating and maintaining a culture that is welcoming and respectful to all students, staff and visitors.</p>

Individualized COVID-19 Recovery Services

The [Individualized COVID Recovery Services](#) rule became permanent in December 2021. ESSER III requires at least 20% of funding to be spent on unfinished learning which can include recovery services to students experiencing disability (and prioritizes students in underserved or disproportionately impacted communities, including students who experience disability). Recovery services are special education services designed to meet the needs of eligible students in special education who were adversely impacted by the educational limitations caused by COVID 19. ODE has developed a guide for [Planning for Individualized COVID Recovery Services](#) to support school districts in understanding and developing a process to implement this rule.

OAR 581-015-2228 Requirement	For each of the below areas, describe the district's policies, protocols, or procedures that will be followed to ensure appropriate consideration of Individualized COVID-19 Recovery Services for each eligible student.	For each of the below areas, describe how the district's policies, protocols, and procedures center equity.
<p>The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.</p>	<p>Every eligible student on an IEP during their annual review meeting has/will be asked: Is the lack of adequate progress due to COVID?</p> <p>SPED Case Managers are collecting baseline data to help with this question using - STAR testing, AIMSWEB, BEHCA , SIT Mentor tracking, etc.</p>	<p>We have an Equity Inclusion Analyst on staff to guide and facilitate connections always through an equitable lens.</p> <p>SLC will prioritize creating and maintaining a culture that is welcoming and respectful to all students, staff and visitors</p>
<p>Each school district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID - 19 Recovery Services.</p>	<p>As we are a virtual school, every family is provided with written notice regarding the opportunity for the IEP team to re-evaluate the IEP and adjust accordingly.</p>	<p>We have an Equity Inclusion Analyst on staff to guide and facilitate connections always through an equitable lens.</p> <p>SLC will prioritize creating and maintaining a culture that is welcoming and respectful to all students, staff and visitors</p>
<p>After each determination is made, the school district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services.</p>	<p>SPED Case Managers are collecting baseline data to help with this question using - STAR testing, AIMSWEB, BEHCA , SIT Mentor tracking, etc.</p>	<p>We have an Equity Inclusion Analyst on staff to guide and facilitate connections always through an equitable lens.</p> <p>SLC will prioritize creating and maintaining a culture that is welcoming and respectful to all students, staff and visitors</p>

Updates to this Plan

To remain in compliance with ARP ESSER requirements, school districts must regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review, and as appropriate, revise its Safe Return to In Person Instruction and Continuity of Services Plan.

Date Last Updated: 3/3/2022