

# School-Level COVID-19 Management Plan

## Template For School Year 2022-23



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### School/District/Program Information

District or Education Service District Name and ID: **4670**







School or Program Name: **Summit Learning Charter**

Contact Name and Title: **Sean Gallagher, Principal**

Contact Phone: **503-630-5001**

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Table 1.

	<p><b>Policies, protocols, procedures and plans already in place</b> Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p><b>School District Communicable Disease Management Plan</b> <a href="#">OAR 581-022-2220</a></p>	<p> <a href="#">Communicable Disease Management Plan (1).pdf</a></p>
<p><b>Exclusion Measures</b> Exclusion of students and staff who are diagnosed with certain communicable diseases <a href="#">OAR 333-019-0010</a></p>	<p> <a href="#">Communicable Disease Management Plan (1).pdf</a></p>
<p><b>Isolation Space</b> Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for students with special health care needs. <a href="#">OAR 581-022-2220</a></p>	<p> <a href="#">Communicable Disease Management Plan (1).pdf</a></p>
<p><b>Educator Vaccination</b> <a href="#">OAR 333-019-1030</a></p>	<p> <a href="#">Communicable Disease Management Plan (1).pdf</a></p>
<p><b>Emergency Plan or Emergency Operations Plan</b> <a href="#">OAR 581-022-2225</a></p>	<p>Regular drill practice which includes fire, earthquake, and safety threats.  <a href="#">SLC Drill Procedures .pdf</a> School Grounds maintenance crew will check each classroom for safety hazards. Accidents that happen on campus will be documented. Raptor Screening for every visitor to campus <a href="https://raptortech.com/">https://raptortech.com/</a></p>



## Policies, protocols, procedures and plans already in place

Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.

Additional documents reference here:



## SECTION 1. Clarifying Roles and Responsibilities

Identifying roles central to communicable disease management. Clarifying responsibilities related to communicable disease response is a first step in keeping communities healthy and safe. In general, decisions of school health and safety reside with school and district officials. Together with local public health officials, school/district administrators should consult a variety of individuals when making decisions about health and safety in school.

**Table 2. Roles and Responsibilities**

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> <li>Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.</li> <li>In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.</li> <li>Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>	Natalie Allen-Wriggle (Vice Principal)  Cyndi Rathbun (Dean)  Cindy Cole (Office Manager)  Sean Gallagher (Principal)	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
School Safety Team Representative <i>(or staff member knowledgeable about risks within a school, emergency response, or operations planning)</i>	<ul style="list-style-type: none"> <li>• Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures.</li> <li>• Leads debrief of communicable disease events, informing continuous improvement of the planning, prevention, response, and recovery system.</li> </ul>	Natalie Allen-Wriggle (Vice Principal)  Cyndi Rathbun (Dean)  Cindy Cole (Office Manager)  Sean Gallagher (Principal)	
Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i>	<ul style="list-style-type: none"> <li>• Supports building lead/administrator in determining the level and type of response that is necessary.</li> <li>• Reports to the LPHA any cluster of illness among staff or students.</li> <li>• Provides requested logs and information to the LPHA in a timely manner.</li> </ul>	Cindy Cole (Office Manager)	
School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i>	<ul style="list-style-type: none"> <li>• Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	Cindy Cole (Office Manager)	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<p>Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i></p>	<ul style="list-style-type: none"> <li>Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health.</li> <li>Share communications in all languages relevant to the school community.</li> </ul>	<p>Natalie Allen-Wriggle (Vice Principal) for K-5 students Cyndi Rathbun (Dean) for 6-8 students Sean Gallagher (Principal) for 9-12 students</p>	
<p>District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i></p>	<ul style="list-style-type: none"> <li>Has responsibility over COVID-19 response during periods of high transmission. May act as school level support to Building lead/Administrator activating a scaled response.</li> <li>Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>	<p>Cindy Cole (Office Manager) Sean Gallagher (Principal)</p>	
<p>Main Contact within Local Public Health Authority (LPHA)</p>	<ul style="list-style-type: none"> <li>Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response.</li> <li>Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners.</li> </ul>	<p>Cindy Cole (Office Manager)</p>	
<p>Others as identified by team</p>			



## Section 2. Equity and Mental Health

### Preparing a plan that centers equity and supports mental health

Preparing a school to manage COVID-19 requires an inclusive and holistic approach to protect access to in-person learning for all students. In this section suggested resources are offered to help prepare for COVID-19 management while centering an equitable and caring response.

#### Centering Equity

Identify existing district or school plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of COVID-19 (e.g., district or school equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or school systems for including student voice, existing agreements or community engagement or consultation models, Tribal Consultation<sup>1</sup>, etc.)

- We work with Equity Analyst through the Urban League of Portland



#### Suggested Resources:

1. [Equity Decision Tools](#) for School Leaders
2. [Oregon Data for Decisions Guide](#)
3. [Oregon's COVID-19 Data Dashboards](#) by Oregon Health Authority COVID-19
4. [Data for Decisions Dashboard](#)
5. [Community Engagement Toolkit](#)
6. [Tribal Consultation Toolkit](#)

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<sup>1</sup> Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

**Table 3.**

**Centering Equity**


OHA/ODE Recommendation(s)	Response:
<p>Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.</p>	<p>Students/Families are all partnered with either a Home Room Teacher, a Case Manager, and/or Advisor with whom they frequently communicate with via phone, text, email, zoom, to determine if additional support or differentiated support is needed.</p> <p>Home Language surveys and an Income Eligibility for Financial Assistance are given during student enrollment to identify families who may need differentiation in language communication, and to determine what additional services are needed for families of low-income.</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>Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19.</p>	<p>All documents will be provided in multiple languages to reach all community members, as well as work with a translator or work with our currently employed 2nd language liaisons (Spanish, Russian, Somali).</p> <p>Continuous outreach to all students/families.</p> <p>Every student is assigned an SLC education advisor / liaison to be the conduit between the home/student/family and the school.</p>
<p>What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</p>	<p>We work with an Equity Analyst through the Urban League of Portland who guides us with support, training and logistics to ensure that all students are being met/served equitably.</p> <p>We continue to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and investing in creative approaches to address all students needs in order to be successful in our school setting.</p>

**Mental Health Supports**

Schools are encouraged to continue to prioritize cultivating care, connection, and community to support the mental, emotional, and social health and well-being of students, families, staff, and administrators.

Identify existing district or school plans and tools that can be utilized in supporting student and staff wellbeing and mental health during prevention, response, and recovery from incidents of COVID-19 (e.g., counseling services; partnerships with community mental and behavioral health providers; school district suicide prevention, intervention, and postvention plan; School Based Health Center resources; tribal resources, etc.)

- [Oregon YouthLine](#)
- [National Suicide Prevention Lifeline](#)
- <https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Documents/Families%2C%20Parents%2C%20%26%20Caregivers%20Pathway.pdf>

	<p><b>Suggested Resources:</b></p> <ol style="list-style-type: none"> <li>1. ODE <a href="#">Mental Health Toolkit</a></li> <li>2. <a href="#">Care and Connection</a> Program</li> <li>3. Statewide <a href="#">interactive map of Care and Connection examples</a></li> <li>4. <a href="#">Care and Connection District Examples</a></li> <li>5. Oregon Health Authority <a href="#">Youth Suicide Prevention</a></li> </ol>
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**Table 4. Mental Health Supports**

OHA/ODE Recommendation(s)	Response:
<p>Describe how you will devote time for students and staff to connect and build relationships.</p>	<p>SLC is entering the 2<sup>nd</sup> year of CASEL training for a school-wide implementation of SEL through the CASEL framework. Year 1 included developing staff-wide understanding and building connections. Year 2 will focus more on the students and families connected to our school.</p> <p>We will be utilizing the Second Step program for students K-8, and Thrively for 9<sup>th</sup>-12<sup>th</sup> grade to work with students to learn how to build relationships, strengths, sense of belonging and sense of worth.</p> <p>The DEI leadership team and the Equity Inclusion Analyst will help staff to guide and facilitate connections always through an equitable lens.</p>
<p>Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.</p>	<p>Virtual Home Room Classes for all middle school students, as well as live enrichment classes will provide peer-to-peer learning opportunities, as well as provide time for creative opportunities that allow students and staff to explore and process their experiences.</p> <p>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.</p> <p>Every student is assigned an SLC education advisor / liaison to be the conduit between the home/student/family and the school.</p>



OHA/ODE Recommendation(s)	Response:
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>We will continue to contract 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. Staff, students and families will be linked to culturally responsive mental health services and supports as needed.</p> <p>Every student is assigned an SLC education advisor / liaison to be the conduit between the home/student/family and the school.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>LINK program for 9-12<sup>th</sup> grade students and Welcome New Student Team for new incoming middle school students 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>



## Section 3. COVID-19 Outbreak Prevention, Response & Recovery:

### Implementing mitigation activities, responding to periods of increased transmission, resuming baseline level mitigation, and debriefing actions to improve the process

Planning for and implementing proactive health and safety mitigation measures assists schools in reducing COVID-19 transmission within the school environment for students, staff, and community members. COVID-19 will continue to circulate in our communities and our schools for the indefinite future. Schools will utilize different mitigation measures based on COVID-19 transmission within their facilities and communities. In the following section, teams will document their school's approach to the CDC, OHA and ODE advised health and safety measures at baseline, during increased COVID-19 transmission, and as they roll back the increased mitigating measures, incorporating lessons learned.



#### Suggested Resources:

1. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
2. [Communicable Disease Guidance for Schools](#) which includes information regarding
  - Symptom-Based Exclusion Guidelines (pages 8-12)
  - Transmission Routes (pages 29-32)
  - Prevention or Mitigation Measures (pages 5-6)
  - School Attendance Restrictions and Reporting (page 33)
3. [COVID-19 Investigative Guidelines](#)
4. [Planning for COVID-19 Scenarios in School](#)
5. [CDC COVID-19 Community Levels](#)
6. [Supports for Continuity of Services](#)

**Table 5.**

**COVID-19 Mitigating Measures**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?</b></p>
<p>COVID-19 Vaccination</p>	<p>All staff and volunteers working directly with students and/or campus will be required to show proof of vaccination unless they have completed a religious or medical exception that has been approved by SLC.</p>
<p>Face Coverings</p>	<p>Currently, face coverings are not required. We will follow all recommended LHA/ODE guidelines as and when they come up throughout the year.</p>
<p>Isolation</p>	<p>SLC has a designated area for isolating and quarantining a student, which will be supervised while waiting for a parent to pick up their student.</p>
<p>Symptom Screening</p>	<p>SLC will continue to visually screen students/staff entering the campus, as well as provide a temperature check. If a staff member suspects that a student is visually showing 2+ symptoms and/or has a higher than normal temperature, we will request that the student stays off campus and continues to monitor for symptoms.</p>
<p>COVID-19 Testing</p>	<p>We will not be offering on-site testing as we are considered a virtual program with optional, on campus enrichment classes. We will provide guidance to anyone who is seeking covid-19 testing as we work with our local LPHA. SLC will provide Covid-19 testing kits to any staff member who requires one to be on campus.</p>
<p>Airflow and Circulation</p>	<p>Each room has been provided with 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. 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. 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>Cohorting</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>Physical Distancing</p>	<p>SLC will ask employees, visitors, and students to be mindful of guidance and follow the recommended 3 feet of physical distancing when possible.</p>
<p>Hand Washing</p>	<p>Ample hand sanitizer stations are positioned all around the school. Bathrooms will all be supplied with ample soap and water. 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>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b>BASELINE MEASURES:</b> describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
Cleaning and Disinfection	SLC has contracted with BusyBees to provide onsite cleaning and disinfection during and after school-wide activities, Monday-Friday.
Training and Public Health Education	Continuous training and public health education will be shared as and when new updates to reduce the spread of Covid-19 and protect in-person instruction.

**Table 6. COVID-19 Mitigating Measures**

OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
COVID-19 Vaccination	All staff and volunteers working directly with students and/or campus will be required to show proof of vaccination unless they have completed a religious or medical exception that has been approved by SLC.
Face Coverings	Currently, face coverings are not required. We will follow all recommended LHA/ODE guidelines as and when they come up throughout the year.
Isolation	SLC has a designated area for isolating and quarantining a student, which will be supervised while waiting for a parent to pick up their student.
Symptom Screening	SLC will continue to visually screen students/staff entering the campus, as well as provide a temperature check. If a staff member suspects that a student is visually showing 2+ symptoms and/or has a higher than normal temperature, we will request that the student stays off campus and continues to monitor for symptoms.
COVID-19 Testing	We will not be offering on-site testing as we are considered a virtual program with optional, on campus enrichment classes. We will provide guidance to anyone who is seeking covid-19 testing as we work with our local LPHA.

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a>. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</p>
	<p>SLC will provide Covid-19 testing kits to any staff member who requires one to be on campus.</p>
<p>Airflow and Circulation</p>	<p>Each room has been provided with 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. 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. 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>Cohorting<sup>2</sup></p>	<p><i>SLC will notify the local PHA about unusual respiratory disease activity if the following absence thresholds are met and at least some students are known to have influenza or COVID-like symptoms:</i></p> <ol style="list-style-type: none"> <li><i>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i></li> <li><i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i></li> </ol> <p>If these baselines are met, we will close the campus to on-site learning opportunities until the spread has dropped and continue with virtual based opportunities and learning only.</p>
<p>Physical Distancing</p>	<p>SLC will ask employees, visitors, and students to be mindful of guidance and follow the recommended 3 feet of physical distance when possible, and increase to 6 feet if the guidance suggests otherwise.</p>
<p>Hand Washing</p>	<p>Ample hand sanitizer stations are positioned all around the school. Bathrooms will all be supplied with ample soap and water. 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>Cleaning and Disinfection</p>	<p>SLC has contracted with BusyBees to provide onsite cleaning and disinfection during and after school-wide activities, Monday-Friday.</p>
<p>Training and Public Health Education</p>	<p>Continuous training and public health education will be shared as and when new updates to reduce the spread of Covid-19 and protect in-person instruction.</p>

<sup>2</sup> Cohorting refers to establishing a consistent group of students that stay together for a significant portion of the school day. Examples include stable mealtime cohorts, classrooms, table groups, lunch bunches, and other group situations. Cohorts should be as small as feasible to minimize exposure.



**Table 7.**

**COVID-19 Mitigating Measures**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> describe how the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?</p>
<p>COVID-19 Vaccination</p>	<p>All staff and volunteers working directly with students and/or campus will be required to show proof of vaccination unless they have completed a religious or medical exception that has been approved by SLC.</p>
<p>Face Coverings</p>	<p>Currently, face coverings are not required. We will follow all recommended LHA/ODE guidelines as and when they come up throughout the year.</p>
<p>Isolation</p>	<p>SLC has a designated area for isolating and quarantining a student, which will be supervised while waiting for a parent to pick up their student.</p>
<p>Symptom Screening</p>	<p>SLC will continue to visually screen students/staff entering the campus, as well as provide a temperature check. If a staff member suspects that a student is visually showing 2+ symptoms and/or has a higher than normal temperature, we will request that the student stays off campus and continues to monitor for symptoms.</p>
<p>COVID-19 Testing</p>	<p>We will provide guidance to anyone who is seeking covid-19 testing as we work with our local LPHA. SLC will provide Covid-19 testing kits to any staff member who requires one to be on campus.</p>
<p>Airflow and Circulation</p>	<p>Each room has been provided with 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. 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. 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>Cohorting</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>Physical Distancing</p>	<p>SLC will ask employees, visitors, and students to be mindful of guidance and follow the recommended 3 feet of physical distancing when possible.</p>

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?</b>
Hand Washing	Ample hand sanitizer stations are positioned all around the school. Bathrooms will all be supplied with ample soap and water. 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.
Cleaning and Disinfection	SLC has contracted with BusyBees to provide onsite cleaning and disinfection during and after school-wide activities, Monday-Friday.
Training and Public Health Education	Continuous training and public health education will be shared as and when new updates to reduce the spread of Covid-19 and protect in-person instruction.

## PRACTICING PLAN TO IMPROVE PROCESS

Training exercises are essential to preparedness ensuring individuals understand their role in a communicable disease event. Exercises can also help identify gaps in the planning, thereby building upon and strengthening the plan over time. Schools, districts, and ESDs should schedule to exercise this plan annually and when any revisions are made to update the plan. The plan, or component(s) of the plan, can be tested through conversations, practice exercises, or other activities.

<https://summitlearningcharter.org/covid-update/> - where this plan is available for public viewing.

Date Last Updated: **8/1/2022**

Date Last Practiced: **8/17/2022**