

**School-Level Communicable Disease Management Plan**  
**For School Year 2023-2024**



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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**

Contact Email: [SGallagher@summitlc.org](mailto:SGallagher@summitlc.org)

Table 1.

	<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.
<b>School District Communicable Disease Management Plan</b> <a href="#">OAR 581-022-2220</a>	<a href="#">SLC Communicable Disease Management Plan 23/24</a>
<b>Exclusion Measures</b> Exclusion of students and staff who are diagnosed with certain communicable diseases. <a href="#">OAR 333-019-0010</a>	<a href="#">If you test positive?</a> <a href="https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Updated%20CD%20Guidance.pdf">https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Updated%20CD%20Guidance.pdf</a>
<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>	SLC has a dedicated isolation space in which a student/staff member can be isolated from the rest of the school while waiting to be picked up by the parent. Students will be supervised while in isolation.
<b>Emergency Plan or Emergency Operations Plan</b> <a href="#">OAR 581-022-2225</a>	Regular drill practice which includes fire, earthquake, and safety threats. 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>




## 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.

**Mental Health and Wellbeing Plans** such as those prepared for [Student Investment Account](#) (optional)

The school is using SecondStep for K-8 and Thrively for 9-12 to address mental health for students. DayBreak will be utilized for mental health concerns for students/staff

 Summit Learning and Daybreak.pdf

- [Oregon YouthLine](#)
- [National Suicide Prevention Lifeline](#)

**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 spokes person to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>	Sean Gallagher (Principal) Natalie Allen-Wriggle (VP) Cyndi Rathbun (Dean) Cindy Cole (Office Manager)	
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 event, informing continuous improvement of the planning, prevention, response, and recovery system.</li> </ul>	Sean Gallagher (Principal) Natalie Allen-Wriggle (VP) Cyndi Rathbun (Dean) Cindy Cole (Office Manager)	
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 planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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)	
Communications Lead ( <i>staff member responsible for ensuring internal/external messaging is completed</i> )	<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>Shares communications in all languages relevant to school community.</li> </ul>	Sean Gallagher (Principal) Natalie Allen-Wriggle (VP) Cyndi Rathbun (Dean) Cindy Cole (Office Manager)	
District Level Leadership Support ( <i>staff member in which to consult surrounding a communicable disease event</i> )	<ul style="list-style-type: none"> <li>Has responsibility over communicable disease response during periods of high transmission in community at large. 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>	Cindy Cole (Office Manager) Sean Gallagher (Principal)	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Main Contact within Local Public Health Authority (LPHA)	<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>	Cindy Cole (Office Manager)	
Others as identified by team			



## Section 2. Equity and Continuity of Education

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


Preparing a school to manage a communicable disease case or event 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 communicable disease 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 outbreaks (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.)

<https://summitlearningcharter.org/about-us/commitment-to-diversity-and-equitable-education-practices/>

 Summit Learning and Daybreak.pdf



#### Suggested Resources:

1. [Equity Decision Tools](#) for School Leaders
2. [Community Engagement Toolkit](#)
3. [Tribal Consultation Toolkit](#)

**Table 3. Centering Educational Equity**

OHA/ODE Recommendation(s)	Response:
Describe how you will ensure continuity of instruction for students who may miss school due to illness.	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. 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.
Describe how you identify those in your school setting that are disproportionately impacted by communicable disease and which students and families may need differentiated or additional support.	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). Continuous outreach to all students/families. Every student is assigned an SLC education advisor / liaison to be the conduit between the home/student/family and the school. 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.

<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.

OHA/ODE Recommendation(s)	Response:
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 communicable disease.	<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>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>
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	<p>We previously worked with an Equity Analyst through the Urban League of Portland who provided us with guidance in support, training and logistics to ensure that all students are being met/served equitably, and will continue to implement those practices as we move into the next school year.</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> <p><a href="https://summitlearningcharter.org/about-us/commitment-to-diversity-and-equitable-education-practices/">https://summitlearningcharter.org/about-us/commitment-to-diversity-and-equitable-education-practices/</a></p>



### Section 3. Communicable Disease Outbreak Prevention and Response:

**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 communicable disease transmission within the school environment for students, staff, and community members. Communicable disease, including norovirus, flu and COVID-19, will continue to circulate in our communities and our schools. Schools will utilize different mitigation measures based on local data, and observation of what is happening in their schools (e.g., 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 transmission.





#### Suggested Resources:

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

**Table 4.**

#### Communicable Disease Mitigation Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?
Immunizations	<b>Shots are required by law</b> for children in attendance at public and private schools, preschools, child care facilities, and Head Start programs in Oregon. Nearly every place that provides care for a child outside the home <a href="#">requires shots</a> or a <a href="#">medical</a> or <a href="#">nonmedical exemption</a> to stay enrolled. SLC will encourage families to seek vaccines with their local doctors/medical provider and will not be providing Covid-19 vaccine clinics. We will continue to share the resource: <a href="https://www.oregon.gov/oha/PH/PREVENTIONWELLNESS/VACCINESIMMUNIZATION/GETTINGIMMUNIZED/Pages/Gettingimmz.aspx">https://www.oregon.gov/oha/PH/PREVENTIONWELLNESS/VACCINESIMMUNIZATION/GETTINGIMMUNIZED/Pages/Gettingimmz.aspx</a>
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 and will remind families to keep their students at home if they have had 2+ symptoms including a fever within the past 24 hours. If a staff member suspects that a student is visually showing 2+ symptoms, we will request that the student stays off campus and continues to monitor for symptoms.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?
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. SLC will provide Covid-19 testing kits to any staff member who requires one to be on campus.</p>
Airflow and Circulation	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).
Cohorting	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.
Physical Distancing	SLC will ask employees, visitors, and students to be mindful of guidance.
Hand Washing	<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>
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 all communicable diseases and protect in-person instruction.
<b>PRACTICING PLAN TO BE READY</b>	

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: **July 12, 2023**

Date Last Practiced: **July 12, 2023**