



Le Monde French Immersion Public Charter School

**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

Institution ID: 8066 Institution Name: Le Monde French Immersion Public Charter School

Charter School Continuity of Services Plan/RSSL Contact Name and Title:

Shouka Rezvani, Administrator

Contact Phone: 503-467-7529 Contact Email: shouka@lemondeimmersion.org

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.

Continued on next page.

Planning Mental Health Supports

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>Devote time for students and staff to connect and build relationships</p>	<p>--Schedule has been built to allow co-grade teachers time to collaborate and support each other.</p> <p>--SEL and community building activities continue to be encouraged.</p> <p>--Staff are being encouraged to evaluate the emotion of the classroom and to take time to address classroom needs accordingly.</p>	<p>The most chronically underserved can be the ones most impacted by a failure to provide emotional and other supports. By centering individual student and staff needs, all should have the highest likelihood of success in the classroom.</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>--Staff are being encouraged to evaluate the emotion of the classroom and take time to address needs accordingly.</p> <p>--PTO policy adjusted to allow for staff to readily take more personal time as needed.</p> <p>--SEL skills-building curriculum is being continued and encouraged.</p> <p>--Communication tools allow staff to be able to reflectively share personal successes and challenges readily.</p>	<p>Allocating time and resources to communication most benefits those who need support or encouragement to share their voice.</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>--Link to the district-created website that has culturally relevant public health services.</p> <p>--Communicate with families when aware of new/updated services.</p>	<p>Historically underserved communities traditionally have less access to health services, as well as, in some cases, more apprehension that they will receive adequate care. By advising families and staff of specific opportunities, it is more likely that those who are underserved will feel empowered to access these services.</p>
<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p>--SEL skills-building curriculum will be continued and encouraged.</p> <p>--Project-based learning will often center around student goals.</p> <p>--Middle schools encouraged to share and start after school electives that reflect their interests.</p>	<p>Ensuring that students have access to not only community or staff driven resources but also peer support diversifies sources of support and creates more likelihood that all students will have their needs met.</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:
https://lemondeimmersion.org/wp-content/uploads/2022/02/Le-Monde-Communicable-Disease-Management-Plan-updated-2_22.pdf

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?
Coordination with local public health authority(ies) including Tribal health departments	See the CDMP pages 7-9	Covid-19 and other illnesses often disproportionately affect underserved communities, thus we will work closely with the LPHA to ensure that all safety measures are in place to protect our most vulnerable populations.

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: See CDMP page 9.

Continued on next page.

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	All staff have been vaccinated against Covid-19 (and most boosted) as required by Oregon law. All have been provided about information regarding the vaccine, as well as informed that it is free. We have shared news regarding vaccination options to the community multiple times via newsletter, and share district public health resources as they are shared with us.	By communicating public health information and the free availability of the vaccine we are helping to ensure that underserved populations, who have historically had reduced access to medical support, receive support.

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>--CDMP page 11.</p> <p>--frequent newsletter communications to families and staff.</p> <p>--posted signage regarding masking benefits</p> <p>--provide free face coverings to students and staff.</p> <p>--staff teach students how to properly wear face coverings and monitor for improper use.</p>	<p>Covid-19 has disproportionately impacted minority populations. to protect their health and safety as well as that of all community members, we will ensure that all students and staff are provided with face coverings and given current LPHA guidance regarding their use.</p>
<p>Physical distancing and cohorting</p>	<p>--CDMP Page 11.</p>	<p>Covid-19 has disproportionately impacted minority populations. To protect their health and safety as well as that of all community members, we will ensure that all students and staff are provided with current LPHA guidance regarding distancing.</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?
Ventilation and air flow	<p>The school has upgraded to high grade filters and has one or more air purifiers in every classroom.</p>	<p>Covid-19 has disproportionately impacted underserved populations. To protect their health and safety, as well as that of all community members, we will strive to have good air quality.</p>
Handwashing and respiratory etiquette	<p>--CDMP pages 2-3 and 10-11</p> <p>--Hand sanitizing stations at all entrances and in each classroom</p> <p>--Hand hygiene signage in halls, classrooms and bathrooms.</p>	<p>Covid-19 has disproportionately impacted underserved populations. To protect their health and safety as well as that of all community members, we will educate students and staff about the importance of hand hygiene and provide opportunities for hand washing and/or sanitization.</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>--The school has registered to do diagnostic testing through the OHA.</p> <p>--The school has implemented the diagnostic testing program with fidelity.</p>	<p>Covid-10 has disproportionately impacted underserved populations. Testing has been proven to reduce the likelihood of transmission in communities.</p>
COVID-19 screening testing	<p>--The school has registered to do screening testing of students through OHSU.</p> <p>--The school has encouraged the community multiple times of the screening testing opportunities and consistently adds additional students to the program as requested by families.</p>	<p>Covid-10 has disproportionately impacted underserved populations. Testing has been proven to reduce the likelihood of transmission in communities.</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>Public health communication</p>	<p>As directed by the LPHA, we will transmit to our community any pertinent public health communications.</p>	<p>See above.</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>--CDMP page 10.</p>	<p>Covid-19 has disproportionately impacted underserved populations. Creating an isolation policy protects health and confidentiality, which practice builds trust in terms of healthcare which is particularly important for underserved populations that may have historically had negative experiences with health and education systems.</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>--The school is following the ODE-provided "Planning for Covid-19 Scenarios in Schools" document as well as LPHA guidance.</p>	<p>Covid-19 has disproportionately impacted underserved populations. Following exclusion guidance has been proven to reduce the likelihood of transmission in communities for the protection of all community members.</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>As a charter school, our district provides special education service, and we participate as members of the IEP Team and cooperate in the provision of such services as directed by them. We will comply with the district's plan as it relates to special education services. Please see the district's plan at https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/265/PPS%20Safe%20Return%20to%20In-Person%20Instruction%20and%20Continuity%20of%20Services%20Plan%202.25.2022-v2.pdf</p>	<p>Any policy that prioritizes students in underserved or disproportionately impacted communities, including students who experience disability, centers equity by ensuring that those most adversely impacted by the educational limitations caused by Covid-19 are especially supported.</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 a charter school, our district provides special education service, and we participate as members of the IEP Team and cooperate in the provision of such services as directed by them. We will comply with the district's plan as it relates to special education services. Please see the district's plan at https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/265/PPS%20Safe%20Return%20to%20In-Person%20Instruction%20and%20Continuity%20of%20Services%20Plan%202.25.2022-v2.pdf</p>	<p>Any policy that prioritizes students in underserved or disproportionately impacted communities, including students who experience disability, centers equity by ensuring that those most adversely impacted by the educational limitations caused by Covid-19 are especially</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>As a charter school, our district provides special education service, and we participate as members of the IEP Team and cooperate in the provision of such services as directed by them. We will comply with the district's plan as it relates to special education services. Please see the district's plan at https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/265/PPS%20Safe%20Return%20to%20In-Person%20Instruction%20and%20Continuity%20of%20Services%20Plan%202.25.2022-v2.pdf</p>	<p>Any policy that prioritizes students in underserved or disproportionately impacted communities, including students who experience disability, centers equity by ensuring that those most adversely impacted by the educational limitations caused by Covid-19 are especially</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: 8/19/22