

School-Level COVID-19 Management Plan

Template For School Year 2022-23

Le Monde French Immersion Public Charter School



School/District/Program Information

District or Education Service District Name and ID: Portland Public Schools, District IJ/ODE Institution ID: 5060


School or Program Name: Le Monde French Immersion Public Charter School

Contact Name and Title: Shouka Rezvani, Executive Director

Contact Phone: 503-467-7529

Contact Email: Shouka@lemondeimmersion.org

Table 1.

	<p>Policies, protocols, procedures and plans already in place</p> <p>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>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>The Communicable Disease Management Plan (CDMP) is used to help inform health decision-making at the school. https://lemondeimmersion.org/wp-content/uploads/2022/08/Le-Monde-Communicable-Disease-Management-Plan-updated-8-22.pdf</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>The exclusion measures used by the school are highlighted in CDMP: Page 7</p>
<p>Isolation Space 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. OAR 581-022-2220</p>	<p>The isolation measures used by the school are highlighted in CDMP: Page 10</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>The school will follow the educator vaccination guidelines of OAR 333-019-1030.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>The school follows the emergency operations plans and protocols required by OAR 581-022-2225, including maintaining logs of regular safety drills and annual trainings.</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"> • Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained. • In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary. • Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 	Shouka Rezvani, Principal	Jarod Hobbs, Board President

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"> • Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures. • Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system. 	Shouka Rezvani, Principal	Elizabeth Sun, Office Manager
Health Representative (<i>health aid, administrator, school/district nurse, ESD support</i>)	<ul style="list-style-type: none"> • Supports building lead/administrator in determining the level and type of response that is necessary. • Reports to the LPHA any cluster of illness among staff or students. • Provides requested logs and information to the LPHA in a timely manner. 	Shouka Rezvani, Principal	Elizabeth Sun, Office Manager
School Support Staff as needed (<i>transportation, food service, maintenance/custodial</i>)	<ul style="list-style-type: none"> • Advises on prevention/response procedures that are required to maintain student services. 	N/a	n/a

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<ul style="list-style-type: none"> 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. Shares communications in all languages relevant to school community. 	Shouka Rezvani, Principal	Jarod Hobbs, Board President
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> 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. Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers. 	Shouka Rezvani, Principal	Jarod Hobbs, Board President
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response. Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners. 	Shouka Rezvani, Principal Starr Ahrens, Multnomah County Health Department Facility Outreach and Outbreaks Communicable Disease Services	Jarod Hobbs, Board President
Others as identified by team		David Maxey, Director of Student Support	



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 Consultation¹, etc.)

- Staff Input
- Community Survey
- Data Dashboards



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](#)

¹ 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:
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.	The school’s synergy system tracks students who come from historically underserved communities, such as nonwhite families and families with students experiencing disability. Families also advise the school of specific circumstances.
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.	The school will try to ensure that it goes beyond minimum health requirements to ensure that it creates an environment at which the risks are reduced as practicable, recognizing that historically underserved populations are at a higher risk of negative impacts or complications related to COVID-19.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Staff will be trained on health and safety protocols at the start and at regular intervals throughout the year, and a human resource portal will be maintained with applicable policies and procedures. Signage will be posted ensuring handwashing and hand-sanitization as practicable. Newsletter mailers will advise families of health protocols, as will the posted Communicable Disease Management Plan.

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.)

- School Suicide Prevention, Intervention, and Postvention Plan
- OHA’s Youth Suicide Prevention
- ODE Mental Health Toolkit


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

OHA/ODE Recommendation(s)	Response:
Describe how you will devote time for students and staff to connect and build relationships.	Staff will be encouraged to prioritize staff and student mental health. Staff will be afforded additional paid time off as compared to pre-pandemic times, and meetings will be limited so as to afford time for social interaction. Staff will be encouraged to start each year building relationships and to create built in time in the schedule to ensure students have time to connect. Middle school students will have opportunity to have after school electives to focus primarily on skills-building in a social environment.
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.	The school is in the process of International Baccalaureate implementation, which in combination with specials provision will ensure opportunities for creative and project-based explorations. Time for such exploration is incorporated in the schedule. Middle school students will be provided the opportunity for participating in electives that afford time to socially interact. All classes will have times for homeroom/classroom social interactions.
Describe how you will link staff, students and families with culturally relevant health and	District community health and mental health resources will be linked to the Le Monde website, and staff and families will be reminded of these resources periodically throughout the academic year.

OHA/ODE Recommendation(s)	Response:
mental health services and supports.	
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	The school's health curriculum and MindUp curriculum have many project-based opportunities for student lead health initiatives.



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

OHA/ODE Recommendation(s) Layered Health and Safety Measures	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?
COVID-19 Vaccination	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.</i></p> <p>The school will encourage vaccination via its newsletter and will provide families with any information regarding vaccination provided by the LPHA.</p>
Face Coverings	<p>The school will encourage face covering usage, may mandate it at times, and will match at a minimum the recommendations of the CDC Covid-19 Community Level guidelines.</p>
Isolation	<p>The school will isolate students who have Covid-19 symptoms in keeping with its Communicable Disease Management Plan.</p>
Symptom Screening	<p>The school will encourage home symptom screening, will post signage, and may mandate symptom screening when school or local Covid levels are high.</p>
COVID-19 Testing	<p><i>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i></p> <p>The school will offer diagnostic and screening testing while test materials are offered by local authorities.</p>
Airflow and Circulation	<p>The school will request that its landlord regularly maintain its HVAC system, which already has been upgraded to include MERV-13 filters. Most classrooms will also have one or more HEPA air purifiers running in them.</p>
Cohorting	<p>The school will try to minimize Covid exposures through maintaining co-grade and middle school cohorting to the extent feasible.</p>
Physical Distancing	<p>The school will encourage physical distancing as reasonably practicable and when required by the Oregon Department of Education and Oregon Health Authority.</p>
Hand Washing	<p>The school will encourage hand washing and hand sanitization, by teaching the same, providing supplies, and posted signage.</p>
Cleaning and Disinfection	<p>The school will continue enhanced cleaning protocols, especially when Covid cases are on the rise.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	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?
Training and Public Health Education	The school will continue to monitor public health guidance to try to ensure compliance.

Table 6. COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: 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 CDC COVID-19 Community Levels . 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	The school will continue to promote vaccination through advising the community about vaccination opportunities during the year by sharing public health advisories as shared with the school by government officials. The school may require vaccination for adult employees and volunteers consistent with applicable laws.
Face Coverings	<i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Please include whether your school will implement this critical recommendation.</i> The school will promote the use of face coverings, and may mandate them in the discretion of administration and as required by the OHA or ODE.
Isolation	The school will continue to isolate students with known or presumptive Covid.
Symptom Screening	Staff and families will be advised of Covid symptoms and asked to screen at home and as reported at school.
COVID-19 Testing	The school will advocate that families covid-19 test, and will participate in OHSU screening testing.
Airflow and Circulation	The school has upgraded its HVAC system and has air purifiers available in each classroom.
	<i>Schools should notify their LPHA 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>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: 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? <i>*Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels. 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).</i>
Cohorting ²	<p>1. <i>At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i></p> <p>2. <i>At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i></p> <p>The school plans to cohort across co-grade classrooms, and across the middle school, to the extent practicable as determined in the school's discretion.</p>
Physical Distancing	The school will comply with any ODE or LPHA distancing requirements.
Hand Washing	The school will require hand washing or sanitizing consistently throughout the day, especially before and after lunch and after recess.
Cleaning and Disinfection	The school will implement enhanced cleaning, especially of bathrooms and high-touch surfaces.
Training and Public Health Education	Administration will participate in ODE-provided health and safety training as feasible, and public health information shared by ODE will be promulgated as reasonable and feasible.

² 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>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does 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>Vaccination will continue to be promoted as feasible.</p>
<p>Face Coverings</p>	<p>The school will promote the use of face coverings, and may mandate them in the discretion of administration and as required by the OHA or ODE.</p>
<p>Isolation</p>	<p>Students will be isolated while symptomatic with Covid primary symptoms.</p>
<p>Symptom Screening</p>	<p>Symptom screening will be done by self-reporting.</p>
<p>COVID-19 Testing</p>	<p>Screening testing will be voluntary and offered as provided by OHSU.</p>
<p>Airflow and Circulation</p>	<p>The school will continue regular maintenance of its HVAC system.</p>
<p>Cohorting</p>	<p>The school may relax its cohorting requirements to allow different grades to mingle more frequently.</p>
<p>Physical Distancing</p>	<p>Physical distancing requirements will be as required by health authorities.</p>
<p>Hand Washing</p>	<p>Hand washing will continue to be promoted for general health.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does 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?
Cleaning and Disinfection	Regular cleaning will be continued for general health.
Training and Public Health Education	The school's standard health curriculum will be followed.

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.

[Here \(click hyperlink\)](#) is where this plan is available for public viewing, under “Health and Safety Information”.

Date Last Updated: **August 2022**

Date Last Practiced: **August 2022**