

School-Level Communicable Disease Management Plan

School Year 2023-2024

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 Le Monde 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 6</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>Students who exhibit symptoms are sent to the office or hall monitor and isolated or reasonably distanced until their parent/guardian can arrive to remove them in keeping with CDMP page 5.</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.

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

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 a communicable disease outbreak.

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:
	<ul style="list-style-type: none"> Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained. 	Shouka Rezvani, Principal	Jarod Hobbs, Board President

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> • 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. 		
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	N/A
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	N/A

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"> • Advises on prevention/response procedures that are required to maintain student services. 	Shouka Rezvani, Principal	Jarod Hobbs, President
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, 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 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. • Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers. 	Shouka Rezvani, Principal	Jarod Hobbs, 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, President

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Others as identified by team		David Maxey, Director of Student Support	



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 Consultation¹, etc.)

- Staff Input
- Community Survey
- Data Dashboards

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.



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.	The schools tracks absences and in the event that students will miss more than 10 consecutive days of instruction they may seek a medical leave and develop a plan with input from teachers, parents, administrator.
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.	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 communicable disease.	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.

OHA/ODE Recommendation(s)	Response:
Describe 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.



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 5.

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	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. Shots are required by law 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 requires shots or a medical or nonmedical exemption to stay enrolled. The school will share information requested by ODE or the LPHA about vaccination opportunities and will post immunization statistics.
Face Coverings	The school will have face coverings available and will suggest that individuals who exhibit symptoms wear them, and as otherwise required by law.
Isolation	The school will separate those who exhibit symptoms from the general population and as required by law.
Symptom Screening	Excludable symptoms will be posted in the school’s Communicable Disease Management Plan posted on its website. Staff will be trained to observe students for recognizable symptoms and refer students to the office or hall staff for assessment and exclusion where applicable.
COVID-19 Diagnostic Testing	The school will offer diagnostic testing in its discretion (such as in times of high community transmission), in compliance with OHA requirements.
Airflow and Circulation	The school will maintain MERV-13 filters in its HVAC system and promote air circulation such as through the use of air purifiers as it determines to be appropriate.
Cohorting	The school will comply with any cohorting requirements mandated by ODE, OHA or the LPHA.
Physical Distancing	The school will comply with any physical distancing requirements mandated by ODE, OHA or the LPHA.
Hand Washing	The school will encourage frequent hand washing and/or use of hand sanitizer.
Cleaning and Disinfection	The school will routinely clean, focusing on bathrooms and high touch surfaces.

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?
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.
PRACTICING PLAN TO BE READY	

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.

INSERT THE LINK ([here](#)) where this plan is available for public viewing.

Date Last Updated: May 18, 2023

Date Last Practiced: **May 18, 2023**