

School-Level Communicable Disease Management Plan

FMES School Year 2023-2024



School/District/Program Information

District or Education Service District Name and ID: _____ Private School _____

School or Program Name: _____ Franciscan Montessori Earth School _____

Contact Name and Title: _____ Sister Therese Gutting, FSE Head of School _____

Contact Phone: _____ 503-760-8220 _____ Contact Email: _____ sistertheresegutting@fmes.org _____

Table 1.

	<h2>Policies, protocols, procedures and plans already in place</h2> <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>We follow Multnomah County Communicable Disease Management Plan. https://www.multnomahesd.org/uploads/1/2/0/2/120251715/cdmp.pdf</p> <p>Partner Documents: https://fmes.org/wp-content/uploads/2022/08/Outbreak-Response-Plan.pdf</p> <p>OHA Communicable Disease Guidance for Schools: Communicable Disease Guidance for Schools</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010</p>	<p>We follow Multnomah County exclusion measures for all Communicable Diseases.</p> <p>Investigation and control of disease. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases and works closely with LPHA.</p> <p><u>Applicable documents:</u></p> <p>OHA Communicable Disease Guidance for Schools: Communicable Disease Guidance for Schools</p> <ul style="list-style-type: none">○ Symptom-Based Exclusion Guidelines○ Transmission Routes○ Prevention or Mitigation Measures○ School Attendance Restrictions and Reporting



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.

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](#)

We follow Multnomah County requirement for school isolation space.

We have an isolation space that can be secured within our Main Building as well as provide privacy for students with special health care needs.

Emergency Plan or Emergency Operations Plan

[OAR 581-022-2225](#)

School Emergency Plan in place.

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

FMES has a full time on campus counselor and registered nurse that utilize measures to support student and staff wellbeing and mental health during prevention, response, and recovery from incidents of a communicable disease outbreak.

Additional documents reference here:

Safety emergency procedures are on campus in every classroom, office and shared room. Policies are reviewed and updated as needed.



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. 	Sister Therese Gutting, FSE / Head of School Carrie Crimin, RN / School Nurse	Ellie Vy / Administrative Assistant to Head of School
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. 	Carrie Crimin, RN / School Nurse	Sister Therese Gutting, FSE / Head of School Ellie Vy / Administrative Assistant to Head of School

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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. 	Carrie Crimin, RN / School Nurse	Sister Therese Gutting, FSE / Head of School Ellie Vy / Administrative Assistant to Head of School
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. 	Sister Therese Gutting, FSE / Head of School Carrie Crimin, RN / School Nurse	Ellie Vy / Administrative Assistant to Head of School
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. 	Sister Therese Gutting, FSE / Head of School Carrie Crimin, RN / School Nurse	Ellie Vy / Administrative Assistant to Head of School

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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. 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. 	Carrie Crimin, RN / School Nurse Sister Therese Gutting, FSE / Head of School	ODE & OHA
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. 	Carrie Crimin, RN / School Nurse Sister Therese Gutting, FSE / Head of School	Ellie Vy / Administrative Assistant to Head of School
Others as identified by team		N/A	



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.)

- All vaccinated & unvaccinated Staff and Students will be treated with the same respect, care and resources available.



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.	Guides and Staff will ensure continuity of instruction for students who may miss school due to illness by providing detailed instructions for missed class lessons via email and shared classroom documents. The classroom Guide will be available for one on one instructions or review of questions as needed by the student.

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.

OHA/ODE Recommendation(s)	Response:
<p>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.</p>	<p>Through student and family interaction, observation and feedback from Guides and Assistants we are able to identify those in our school setting who are disproportionately impacted by communicable diseases and which students and families may need differentiated or additional support. Proper steps are then taken to care for these families and students by the Head of School, the school Counselor, and the school Nurse. Guides and Assistants are also able to support this process.</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 communicable disease.</p>	<p>Appropriate staff member (ie: Head of School, school Counselor, school Nurse, Guides and Assistants) will reach out to students and families to begin the process of developing a plan. Conferences or team meeting may be a time to connect with families and further refine this plan.</p> <p>In partnership with the Head of School, school Counselor, school Nurse and Guides (as needed) will develop a plan in consultation with the student and family based on the unique needs of each student. The plan can be updated and reviewed throughout the year or as needed.</p>
<p>Describe support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</p>	<p>All school staff have the opportunity for professional development to assist in this work, and to implement needed support for students disproportionately impacted, historically underserved or at higher risk of negative impacts of complications related to communicable diseases and other extenuating circumstances as they arise.</p> <p>Opportunities through In Service Day speakers and professionals dedicated to professional development that focuses on specific educational barriers and the best practice strategies for all within our FMES community.</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 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 communicable diseases (e.g., counseling services; partnerships with community mental and behavioral health providers; school district suicide prevention, intervention, and prevention plan; School Based Health Center resources; tribal resources, etc.)

- Sister Therese Gutting, FSE Head of School
- Judy Foss, School Counselor
- Carrie Crimin, School Nurse



Suggested Resources:

1. ODE [Mental Health Toolkit](#)
2. [Care and Connection](#) Program
3. [Care and Connection District Examples](#)
4. Oregon Health Authority [Youth Suicide Prevention](#)

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.	<p>Time is devoted for students and staff to connect and build relationships with the following protocols:</p> <ul style="list-style-type: none"> ● Classrooms focus on care and connection during Back-to-School events, during the first weeks of the school year and Fall and Spring Earth Experiences. ● Children’s House implements staggered start dates for new incoming students to ensure focused time on each individual child’s care and needs. ● Embedded time for Social-Emotional Learning (Grace and Courtesy) throughout each day at all levels.
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>Creative opportunities that allow students and staff to explore and process their experiences are identified in the following protocols:</p> <ul style="list-style-type: none"> ● Social-Emotional Learning (Grace and Courtesy) curriculum that supports students' developing these skills. ● Through the school year we are dedicated to care and connection, with appropriate social-emotional learning tools to create relationships, recognizing that each person has different needs, and honoring, valuing, and respecting each individual’s ways of knowing and being. ● Morning meetings/gatherings at Middle School and elementary level with time allocated for Social-Emotional Learning (Grace and Courtesy) and wellness.
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	<p>Culturally relevant health and mental health services and supports are identified in the following protocols:</p> <ul style="list-style-type: none"> ● Mental health support through community partners at every level. ● Counselor available for all levels/students ● Sensory carts available at Children’s House and elementary level ● Calming space is available outside, in the hallway or in a separate room if needed for self-regulation under proper supervision. ● Organic Restorative Practices methodology as needed.
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	<p>Fostering peer/student led initiatives on wellbeing and mental health are identified in the following protocols:</p> <ul style="list-style-type: none"> ● School-based student advisory teams to provide student voice and lead initiatives on wellbeing and mental health. ● Allow student voice to inform planning of class meetings at elementary level with specific focus on wellbeing and mental health. ● Organic Restorative Practices methodology as needed.



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	<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. 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.</i></p>

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?
Face Coverings	<p>Universal masking is no longer required of adults or students, but welcomed and encouraged in baseline measures. At low community levels wear a mask based on your personal preference or when required by district.</p> <ul style="list-style-type: none"> • If masking becomes required or necessary (based on federal, state, or local laws and policies) during the school year there will be school communication to families. Face coverings will remain optional unless otherwise stated. • The communication will reiterate that students with immunocompromising conditions or other conditions or disabilities that increase risk for getting very sick with communicable diseases will not be placed into separate classrooms or otherwise segregated from other students. • When a local county experiences an increase in a communicable disease, school communications will inform families of federal, state, or local recommendations on the use of face coverings to reduce the risk of spreading disease.
Isolation	<ul style="list-style-type: none"> • FMES has identified designated isolation spaces (required) for every school day and additional spaces in the event of a communicable disease outbreak. • Trained (possibly by school health nurse) school staff in isolation protocols for sick students and staff identified at the time of arrival or during the school day according to the exclusion measures. • School to have trained staff that can support all student health and safety needs. Staff to support students on Individualized Health Management Plans. • Offer access to COVID-19 testing. <p>Investigation and control of disease. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases. Our school works closely with LPHA as needed.</p>

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?
Symptom Screening	<p><i>Continue all recommendations from Table 1 (Communicable Disease Maintenance) in addition to:</i></p> <p>Communication with families and staff regularly about information of communicable disease symptoms. If symptoms are present families are asked to keep their student home.</p> <ul style="list-style-type: none"> ● Each staff member receives on school policy sick leave policies and practices, designed to encourage sick workers to stay home without fear of retaliation, loss of pay, loss of employment, or other negative impacts. ● School will create communications which include symptoms for communicable disease and instructions to families and staff if/when symptoms are present. ● School will create a letter template for notifying families of illness within a classroom or communicable disease. As stated in Parent/Student Handbook, all students and staff should stay home if they are sick.
COVID-19 Diagnostic Testing	<p><i>FMES will be offering both diagnostic and screening testing programs to all K-8 families.</i></p> <p>Testing for students and staff is available. FMES offers on-site diagnostic testing (with consent) and screening testing if desired and helps to facilitate voluntary weekly screening.</p> <ul style="list-style-type: none"> ● Diagnostic testing with consent ● Screening for students (though assigned laboratory) ● Screening for staff through OHA is available if desired ● Testing consent forms will be incorporated into online or paper registration
Airflow and Circulation	<p>Ventilation is one component of mitigation strategies to prevent communicable disease in the school setting. Standard operating procedures have been established directing the inspection, maintenance, and filtration requirements of the portable HEPA filtration systems as well as directions to maximize the ventilation of buildings by increasing fresh air intake, purging the building before and after occupancy, etc. FMES conducted mitigation measures to assess classrooms and individual spaces determining the need for portable HEPA filtration systems which have been provided.</p>
Cohorting	<p>Cohorting is no longer required at this time. FMES has a clear system to implement appropriate cohorts in the event it becomes necessary.</p>

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?
Physical Distancing	As of this time there are no requirements for physical distancing.
Hand Washing	<p>Practicing and accessibility to hand hygiene is a simple yet effective way to prevent infections. Hand hygiene, which means cleaning your hands by washing with soap and water or using an alcohol-based hand sanitizer containing at least 60% alcohol, is one of the best ways to avoid getting sick and prevent spreading germs to others. Implementation of routine hand washing, before/during/after preparing food, before/after eating, before/after caring for someone who is sick, before/after using the restroom/after blowing your nose/coughing/sneezing, PE, music, ect.</p> <ul style="list-style-type: none"> ● Staff will teach proper handwashing and covering coughs etiquette. ● Adequate handwashing supplies and access will be available. ● Access to hand sanitizer with at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger. ● Signs are posted as well as modeled and taught to students. Visual directions and posters are up across school about hand washing as well as cough etiquette. <p><u>Applicable documents:</u> Handwashing in Communities: Clean Hands Save Lives CDC Health Promotion Materials Handwashing CDC Respiratory Hygiene/Cough Etiquette FAQs Infection Control Division of Oral Health CDC</p>
Cleaning and Disinfection	<p>Cleaning with products containing soap or detergent reduces germs on surfaces by removing contaminants and decreases risk of infection from surfaces. Disinfecting kills any remaining germs on surfaces, which further reduces any risk of spreading infection.</p> <ul style="list-style-type: none"> ● Daily cleaning of all touch points in classrooms, transportation, common areas with a general cleaner. ● All restrooms disinfected daily. ● During an outbreak or illness, illness cleaning (cleaned and disinfected) will be initiated by school and increased in that area.

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	The school has a communication protocol that includes informing families and staff of communicable disease cases within the school community. These communications are meant to provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts.

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.

This document is available on our website at www.fmes.org.

Date Last Updated: **8/23/2023**

Date Last Practiced: **6/9/2023**