




# **Sisters High School Communicable Disease Management Plan For the School Year 2023-2024**

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Table 1.

	<p><b>Policies, protocols, procedures and plans already in place</b></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><b>School District Communicable Disease Management Plan</b>  <a href="#">OAR 581-022-2220</a></p>	<p><a href="#">Sisters School District Pandemic Plan</a>  <a href="#">Enter Communicable Disease Management Plan</a></p>
<p><b>Exclusion Measures</b>  Exclusion of students and staff who are diagnosed with certain communicable diseases.  <a href="#">OAR 333-019-0010</a></p>	<p>Exclusionary measures are utilized to separate student(s)/staff who have a contagious disease from people who are not sick in the school environment. After student(s) or staff are identified as experiencing signs/symptom of an <a href="#">excludable illness (pages 9-10, 13)</a>, the student or staff will be isolated from others. The Sisters School District nurses will continue to collaborate with county officials when appropriate. Students who are ill should stay home. Students/staff who become ill at school will remain at school supervised by staff until parents can pick them up in the designated area (i.e., health room). Staff will maintain student confidentiality as appropriate.</p> <p><a href="#">Communicable Disease Guidance for Schools</a></p>
<p><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></p>	<p>Isolation separates people who have a contagious disease from people who are not sick in the school environment. Isolation spaces are required by <a href="#">OAR 581-022-2220</a>. The sick room in the office will be utilized for isolation and appropriately cleaned before placing other students placed in the sick room. The Sisters School District nurses will continue to collaborate with LPHA. Students who are ill should stay home. Students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area. Parents/guardians of students who are able to drive themselves must provide verbal/email consent for ill student to leave school. Staff will maintain student confidentiality as appropriate.</p>
<p><b>Emergency Plan or Emergency Operations Plan</b>  <a href="#">OAR 581-022-2225</a></p>	<p><a href="#">Sisters School District Emergency Management</a></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)

**Prioritizing All Students Belong (Growing Relationships):** One of Sisters School District's primary goals is to ensure every student is known and connected to adults, peers and resources to develop emotional self-regulation and a foundation of resilience. In order for the staff to develop strong relationships with our students the Sisters School District will target a student-to-teacher ratio at or under 25 to 1 at the high school, 23 to 1 at the middle school and 21 to 1 at the elementary school. A large portion of the staff are trained in Collaborative Proactive Solutions, Sources of Strength, Leader in Me, Growth Mindset and other trauma informed practices. We have hired coaches coordinator to assist teachers in our District goal of ensuring our classrooms are supporting every student to be the best version of themselves. Additionally, we've partnered with High Desert ESD to help us audit and brainstorm methods of looking through a lens of equity.

**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. The Sisters School District employs a counseling team at each building, a high school student success coordinator, student health and nursing services at each building, district wide student-based health clinic, mental health workers who partner with Deschutes County Mental Health and High Desert Education Service District for emotional and academic needs of students. Care Solace information/referral for all students/staff/families/community members when appropriate.

**Foster student led initiatives wellbeing and mental health:** The Sister's School District strives to ensure all students are known, and taught, as individuals in order to become the best versions of themselves. This is accomplished by our instructional team focusing on those skills that build confidence in our students' intellectual, social, and emotional competencies to work collaboratively, think critically, communicate effectively and pursue their individual passions in a placed-based and project-based learning environment.



## SECTION 1. Clarifying Roles and Responsibilities

The Sisters School District understands the importance of identifying roles 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 LPHA, 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 spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li></ul>	Steve Stancliff, Principal	Rand Runco, High School Success Coordinator
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>	Trish Roy, SSD Nurse	Jenny Morris, SSD Nurse

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"> <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>	Trish Roy, SSD Nurse	Jenny Morris, SSD Nurse
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>	Ryan Stock, Director of Operations	
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>	Steven Stancliff, Principal	Rand Runco High School Success Coordinator
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>	Curtiss Scholl, Superintendent	

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>		
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

**Sisters School District is committed** to promoting educational systems that support every child's identity, health and well-being, strengths, traditions and needs. Sisters School District makes every effort to apply an equity informed, anti-racist and anti-oppressive lens across all sections of this operational plan.

- **WE BELIEVE** The next generation of Outlaws face an increasingly changing world where the work they do and the problems they solve will require the ability to see the big picture, relate well to others and think creatively. We are committed to educating students to have the confidence and capacity to change the world for the better. We know our students and help them find their strengths and passions. Individual relationships are foundational to everything we do, as is our belief in each student's ability to become a caring, contributing adult. This requires a focus on the whole individual, including their mental and emotional well-being, beginning with self-awareness and compassion. We believe diversity will make us stronger and honor each student's background, race, ethnicity, sexual orientation, **traditions**, and religious affiliation. We believe every student has a unique future and can be successful. We believe kids learn best when education is hands-on, real and relevant to their lives or interests. We are fortunate to live in a unique and special community that makes us stronger and vice versa. We believe TOGETHER we can do anything. After all, WE ARE THE OUTLAWS.
- **WE BELIEVE** Ensuring basic needs such as food, shelter, clothing, emotional and physical wellness is our number one concern. The counseling department and the Family Access Network work collaboratively in prioritizing that basic needs are met for all students and their families.
- **WE BELIEVE** Recognizing the disproportionate impact of communicable disease on our black, indigenous, and other people of color (BIPOC) communities; students experiencing disabilities; students living in rural communities, and students and families navigating poverty and houselessness, the district will apply an equity informed, anti-racist, and ant-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.



### 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	SSD will: <ul style="list-style-type: none"><li>• Provide information via ParentSquare about all vaccine requirements for students and vaccination clinics to families encouraging evidence-based information. Parents/guardians are supplied with <a href="#">instructions for non-medical exemption of vaccine(s)</a>. Contact the school nurse for additional assistance.</li></ul>



<b>OHA/ODE Recommendation (s)</b> 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?
	<p><a href="#">Immunizations Required for School Eng</a>  <a href="#">Immunizations Required for School Sp</a></p> <ul style="list-style-type: none"> <li>• Work in partnerships with healthcare providers and entities to promote vaccines, access to vaccinations, and access to location of vaccine clinics throughout the district</li> <li>• Ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations.</li> <li>• School/district to coordinate with LPHA to host vaccination clinics on-site and/or promote community access.</li> <li>• Ensure information is accessible in preferred languages in preparation for vaccination clinics.</li> </ul>
Face Coverings	<p>The Sisters School District supports individual choice for each employee, volunteer, student and visitor based on their own individual risk assessment to take the appropriate actions and steps necessary to help us maintain a healthy school environment.</p> <ul style="list-style-type: none"> <li>• Face coverings will be recommended or required based on LPHA/CDC guidance specific to communicable/excludable disease. Disposable, paper face coverings will be available in the office <b>as supplies allow.</b></li> <li>• Students/staff who exhibit excludable symptoms may be asked to wear a mask when in isolation to help prevent transmission to others.</li> <li>• When a local county experiences an increase in communicable disease school communication will inform families of federal, state, or local recommendations on the use of face coverings to reduce the risk of spreading disease.</li> </ul>
Isolation	<p>Isolation separates people who have a contagious disease from people who are not sick in the school environment. Isolation spaces are required by OAR 581-022-2220.</p> <ul style="list-style-type: none"> <li>• The sick room in the office will be utilized for isolation and supervised. It will be appropriately cleaned before placing other students placed in the sick room.</li> <li>• Students who don't have symptoms that require isolation and/or injured students will be cared for outside of the sick room when a student is in isolation or during periods of high transmission.</li> </ul>
Symptom Screening	<p>Symptom screening:</p> <ul style="list-style-type: none"> <li>• Will be done during a nursing assessment, or as reported to the nurse by office staff.</li> </ul>

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?
	<ul style="list-style-type: none"> <li>Attendance is checked each school day to determine percentage of cohorts/district absent due to symptoms of excludable diseases.</li> <li>Attendance for each school is also checked each school day to monitor for trends of similar symptoms/illnesses.               <ul style="list-style-type: none"> <li><a href="#">Oregon's Respiratory Virus Data: COVID-19, Influenza, RSV</a> to be reviewed by school nurse weekly.</li> </ul> </li> </ul>
COVID-19 Diagnostic Testing	Sisters School District: <ul style="list-style-type: none"> <li>Will provide iHealth COVID-19 test kits (for at home use) as requested by parent/guardian or student 15 years and older (until supplies last).</li> <li>BinaxNOW COVID-19 antigen self-test will be performed at school by the nurse or designated school personnel for a student or staff member who develops symptoms at school AND with a signed consent from a parent/guardian, or a minor consent form for students 15 years or older. Staff will provide verbal consent for BinaxNOW COVID-19 testing. Parent/guardian consent forms will be available on ParentSquare.</li> <li><a href="#">Deschutes County COVID-19 testing sites</a></li> </ul>
Airflow and Circulation	During a communicable disease outbreak SSD may: <ul style="list-style-type: none"> <li>Encourage outdoor spaces for breaks, meals, and learning when safe.</li> <li>Relocate to an outdoor setting or postpone activities where the school community comes together, or if the community level is high.</li> </ul>
Cohorting	Sisters High School cohorts will be created by grade level/class roster/activity roster <ul style="list-style-type: none"> <li>Schools will notify LPHA about unusual disease activity if the following absence thresholds are met:               <ul style="list-style-type: none"> <li>At the school level <math>\geq 30\%</math> absenteeism ill above normal absent student population absent due to illness</li> <li>At the cohort level <math>\geq 20\%</math> absenteeism ill above the normal absent rate absent due to illness</li> </ul> </li> <li>Parent/guardian/student/staff will be notified by ParentSquare when cases of communicable illness are identified.</li> <li>Attendance logs and seating charts are available on Synergy to help determine exposure to a communicable illness.</li> </ul>
Physical Distancing	During levels of an outbreak or high transmission level: <ul style="list-style-type: none"> <li>Staff will be notified to arrange learning and other spaces so at least 3 feet of distance (or distance directed by ODE/OHA/LPHA) exists between students to the greatest extent possible.</li> </ul>

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?
Hand Washing	<ul style="list-style-type: none"> <li>All will be advised on the importance of hand hygiene and encouraged to wash hands frequently or use hand sanitizer containing at least 60% alcohol.</li> <li>Staff to consider <a href="#">teaching proper handwashing</a></li> </ul>
Cleaning and Disinfection	<ul style="list-style-type: none"> <li>Routine cleaning throughout the day, focusing on high frequency touch points.</li> <li>Daily cleaning of all touch points in classrooms, common areas, cafeterias with disinfecting cleaner when there are high levels of transmission of a communicable disease.</li> <li>Utilize a full room disinfection process for areas identified to have high transmission rates or spread of illness. <ul style="list-style-type: none"> <li>o Appropriate staff will be assigned to disinfect those areas at a higher level.</li> </ul> </li> </ul>
Training and Public Health Education	<p><b>During periods of high transmission:</b></p> <ul style="list-style-type: none"> <li>School to establish plans in collaboration with LPHA for communicating health and safety protocols to students, families and our diverse communities within the district</li> <li>Provide succinct, accurate and streamlined communication on safety protocols and COVID-19 guidance.</li> <li>Review health and safety protocols and reteaching staff and students.</li> </ul> <p><b>Return to Base Line:</b></p> <ul style="list-style-type: none"> <li>Communicate to families the process of return to baseline activities. Communication will include specific health and safety protocols in place at the school.</li> <li>Continued communication of community level and school health protocols.</li> </ul>
<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.

Plan can be located on

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Student Safety and Wellness are continually discussed on a regular basis at each building as well as at the District level.