

## SSD 23-24 Division 22 Standards Assurances OAR 581-022-2220 (Health Services) Implementation Plan

District/School/Program Name: Sisters School District

Date Last Updated: 11/14/24

**Table I: Staff Member Roles**

School and District Planning Team Members	Primary Contact (Name/Title)	Alternative Contact (Name/Title)
<b>District leadership</b>	Curt Scholl, Superintendent 541 549-8521	Joe Hosang, Director of Human Resources & Curriculum 541 549-8521
<b>Building lead/administrator</b>	Joan Warburg SES Principal 541 549-8981 Tim Roth SMS Principal 541 549-2099 Steve Stancliff SHS Principal 541 549-4045	Jana Giles SES Vice Principal 541 549-8981 Molly Pearing SMS Dean of Students 541 549-2099 Matt Hilgers SHS Vice Principal 541 549-4045
<b>Health representative</b>	Lorna Van Geem, Director of Student Services 541 549-8521	Joe Hosang, Director of Human Resources & Curriculum 541 549-8521
<b>Registered nurse</b>	Trish Roy (SMS/SHS) 541 527-9917	Jenny Morris (SES) 541 780-3960
<b>Licensed health services staff</b>	Trish Roy (SMS/SHS) 541 527-9917	Jenny Morris (SES) 541 780-3960
<b>District Office Support:</b> Amy Bionda <a href="mailto:amy.bionda@ssd6.org">amy.bionda@ssd6.org</a> 541 549-8521  <b>Business Office:</b> Sherry Joseph <a href="mailto:sherry.joseph@ssd6.org">sherry.joseph@ssd6.org</a> 541 549-8521  <b>Facilities and Maintenance:</b> Ryan Stock <a href="mailto:ryan.stock@ssd6.org">ryan.stock@ssd6.org</a> 541 549-9681		

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<p><b>Technology:</b> Todd Pilch <a href="mailto:todd.pilch@ssd6.org">todd.pilch@ssd6.org</a> 541 549-8521</p> <p><b>Transportation:</b> Ryan Stock <a href="mailto:ryan.stock@ssd6.org">ryan.stock@ssd6.org</a> 541 549-9681</p> <p><b>Food Service:</b> Terri Rood <a href="mailto:terri.rood@ssd6.org">terri.rood@ssd6.org</a> 541 549-4045</p>		
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**Table II: Communicable Disease Prevention & Response**

OAR Requirements	Plan Considerations	Examples of Evidence/Resources	Plan Evidence	Meet?
<p>(1) School districts, education service districts, and public charter schools shall develop, implement, and annually update a written prevention-oriented health services plan for all students. The plan must describe a health services program for all students at each facility that is owned or leased where students are present for regular programming. The health services plan will be created and maintained by the administration of each district and charter school serving students. Health services plans must include:</p>				

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OAR Requirements	Plan Considerations	Examples of Evidence/Resources	Plan Evidence	Meet?
<p>(1)(b) Communicable disease prevention and management plan that includes school-level protocols for:</p>	<p>Where is the protocol located and how is it trained with school staff?</p> <p>Is the plan updated regularly and by whom?</p>	<ul style="list-style-type: none"> <li>● School-level Communicable Disease Management Plan reviewed 11/2024 by Sisters Administrative Team and nurses.</li> <li>● <a href="#">School Health Services</a></li> </ul>	<p>Communicable Disease Prevention &amp; Response</p> <ul style="list-style-type: none"> <li>● <a href="#">Stay Home When Sick</a></li> <li>● <a href="#">School-Level Communicable Disease Management Plans</a></li> <li>● <a href="#">Hand Washing and Hand Sanitizer Use Poster (CDC)</a></li> <li>● <a href="#">Wash Your Hands Poster (CDC)</a></li> </ul> <p>This plan incorporates the following sections in accordance with <a href="#">OAR 581-022-2220</a></p> <p>Sisters School District utilizes Safe Schools Training for all staff, including Blood Borne Pathogen.</p>	

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<p>(1)(b)(A) Notifying the local public health authority (LPHA) if absence due to illness threshold, as established by the Oregon Health Authority (OHA) or LPHA, of students and staff is attained.</p>	<p>What is the school-level process for monitoring symptoms and absences and contacting LPHA?</p> <p>Who is responsible for monitoring illness thresholds and what is the communication plan in responding?</p> <p>What metrics or data are monitored to determine when the LPHA needs to be contacted?</p> <p>How is the process reviewed and updated regularly in the district's communicable disease plan?</p>	<ul style="list-style-type: none"> <li>● School-level Communicable Disease Management Plan (Section 1, Table 2)</li> <li>● Protocol for LPHA communication</li> <li>● Protocol for monitoring absences and illness</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Communicable Disease Guidance for Schools</a></li> </ul> <p><b>Term</b></p> <p>What is LPHA in Oregon?</p> <p><b>Local Public Health Authority.</b> “Local public health administrator (LPHA)” means the public health administrator of the county or district health department for the jurisdiction in which the reported substantial exposure occurred.</p>	<p><a href="#">Communicable Disease Guidance for Schools</a></p> <p>(1) Daily attendance report checked by district nurse</p> <p>(2) Trish Roy, <a href="mailto:trish.roy@ssd6.org">trish.roy@ssd6.org</a></p> <p>Administration notified by district nurse if elevated absence due to illness.</p> <p>(3) LPHA notification when: 2 or more students from different households diagnosed with same excludable illness within 7 days. 30% cohort absence and/or 20% schoolwide absence due to illness.</p> <p>(4) Yearly review completed by administrative team and nurses.</p> <p>The district nurse is the liaison between our district and the LPHA.</p> <p>The process is reviewed and updated annually, when new guidance is provided, and/or when Division 22 assurance review occurs.</p>
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OAR Requirements	Plan Considerations	Examples of Evidence/Resources	Plan Evidence	Meet?
(1)(b)(B) Exclusion of individuals consistent with <a href="#">OAR 333-019-0010</a> , with a description of an isolation space that is appropriately supervised and adequately equipped and that can be used exclusively for the supervision and care of a sick child when a sick child is present in the school.	<p>Where is the isolation space?</p> <p>Can it be used exclusively as an isolation space? What is the plan to shift use when needed and how will staff be made aware that the space is in use for isolation?</p> <p>What protocols are in place to ensure supervision, supplies, and cleaning after use?</p>	<ul style="list-style-type: none"> <li>School-level Communicable Disease Management Plan (Table 1; Section 3, Table 4)</li> <li>Consistent with board policies JHCC/JHCC-AR and GBEB/GBEB-AR</li> <li>Isolation space protocol. Isolation spaces are provided in each building. Staff are aware of where this space is located.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">Communicable Disease Guidance for Schools ODE/OHA</a></li> <li><a href="#">Stay Home When Sick ODE/OHA</a></li> </ul>	<p>(1) Health room in each office may be utilized as isolation space.</p> <p>(2) Isolation space is not exclusive. Building nurse will communicate with office staff that no other student to enter health room if being used as isolation space.</p> <p>(3) Custodial personnel or nurse to ensure room is cleaned before further use.</p>	

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OAR Requirements	Plan Considerations	Examples of Evidence/Resources	Plan Evidence	Meet?
<p>(1)(b)(C) Implementing mitigation measures if cases warrant or if recommended by the Oregon Health Authority or LPHA.</p>	<p>How are school staff trained on the school's communicable disease mitigation measures?</p> <p>Are supplies available and located in or near where they may need to be utilized?</p> <p>What is the process implementing mitigation measures?</p>	<ul style="list-style-type: none"> <li>● School-level Communicable Disease Management Plan (Section 3, Table 4)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Communicable Disease Guidance for Schools</a></li> </ul>	<p>Building principals will develop and provide plans that indicate:</p> <p>(1)How school staff are trained on the school's communicable disease mitigation measures:</p> <p>(2)Where supplies are located and available that is convenient; and</p> <p>(3)Implementation process for mitigation.</p> <p>The nurse may speak to building staff during staff meetings if there are questions about Communicable Disease Management at the invitation of the principal.</p>	

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OAR Requirements	Plan Considerations	Examples of Evidence/Resources	Plan Evidence	Meet?
<p>(1)(b)(D) Identifying, understanding, and responding to the needs of students who are more likely to have severe disease outcomes or loss of access to education due to a communicable disease, and responding to those needs.</p>	<p>How did you identify those in your school that are disproportionately impacted by communicable disease?</p> <p>How do you monitor and determine when to respond to student’s needs? Who is included in these conversations?</p> <p>What supports are available to students and how are they communicated to staff?</p>	<ul style="list-style-type: none"> <li>● School-level Communicable Disease Management Plan (Section 2, Table 3)</li> <li>● ODE Student Acuity Tool. Nursing resources only.</li> <li>● Protocol or process that would be activated (established team to discuss needs in response to CD events)</li> <li>● Individuals with Disabilities Education Act (IDEA) or section 504 process</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● ODE school nurse resources <a href="#">webpage</a></li> </ul>	<p>The school nurse works in collaboration with the LPHA and building principals to develop a</p> <p>(1)Process for identifying those that are disproportionately impacted by communicable disease;</p> <p>(2)Process and people involved for monitoring and determining when to respond to student’s needs;</p> <p>(3)The supports available to students; and</p> <p>(4)Communication plan for staff.</p>	

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OAR Requirements	Plan Considerations	Examples of Evidence/Resources	Plan Evidence	Meet?
(1)(b)(E) Responding to the mental health impacts of a communicable disease outbreak in the school.	<p>How are the wellbeing and mental health needs of students and staff determined?</p> <p>What district or school resources will be utilized in supporting student and staff wellbeing and mental health during prevention, response, and recovery from incidents of a communicable disease outbreak?</p> <p>How are staff, students and families linked to culturally relevant health and mental health services and supports?</p>	<ul style="list-style-type: none"> <li>● Integrated Guidance/Student Investment Account Plan</li> <li>● School-level Communicable Disease Management Plan (Table 1)</li> <li>● Multi-tiered system of supports for mental health</li> <li>● Mental health community resource map</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● ODE mental health <a href="#">webpage</a></li> </ul>	<p>(1)Counselor/s available in each student building for student self-report or referral.</p> <p>(2)Counselors provide systems wide and individual strategies.</p> <p>(3)Referrals made by counseling to DCBH, SBHC/Mosaic, Care Solace, private sector counselors/therapists, Tri County Crisis Team.</p> <p>Building level student intervention teams review multi tiered needs of support for all students and refer to school counselors or health services staff.</p>	
(1)(b)(F) Ensuring continuity of education for students who may miss school due to illness.	<p>How are health and other related services for students who have an Individual Education Program (IEP) or 504 plan considered?</p> <p>What is the communication process to support family involvement during a student’s absence?</p>	<ul style="list-style-type: none"> <li>● School-level Communicable Disease Management Plan (Section 2, Table 3)</li> <li>● “Child find” IDEA or section 504 process</li> </ul> <p><a href="#">Oregon Department of Education: Section 504: Civil Rights</a></p> <p><a href="#">(IDEA) Policy: Rules &amp; Policies: State of Oregon</a></p>	<p>Additionally:</p> <p>ODE IDEA resources:  <a href="#">Individuals with Disabilities Education Act (IDEA) Policy: Rules &amp; Policies: States of Oregon</a></p>	



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<p>(1)(c) A district-to-school communication plan that includes a:</p>	<p><b>Where is the protocol located and how is it shared with school staff?</b></p> <p><b>Does the protocol ensure accuracy and efficiency?</b></p>	<ul style="list-style-type: none"> <li>Point of contact and duties found in the school-level Communicable Disease Management Plan (Section 1, Table 2)</li> </ul>	<p>(1)The District will share this plan with staff in the fall of each school year. The plan will be posted on the District website.</p>
<p>(1)(c)(A) Point of contact to facilitate communication, maintain healthy operations, and respond to communicable disease questions from schools, state or local public health authorities, state or local regulatory agencies, students, families, and staff;</p>	<p>Does the point of contact have appropriate authority and knowledge to communicate to all parties accurately and efficiently?</p> <p>How is the point of contact assignment updated as needed with staffing changes?</p> <p>What is the process to make the point of contact aware of pertinent information?</p>	<ul style="list-style-type: none"> <li>Point of contact and duties found in the school-level Communicable Disease Management Plan (Section 1, Table 2)</li> </ul>	<p><a href="#">SSD Communicable Disease Management Plan</a></p> <p>The point of contact oversees all school health services at the district level. At the building level it is the principal. In addition the district nurse acts as a liaison between our district the the Local Public Health Authority (LPHA).</p> <p>The program administrator participates in meetings that include school health services as necessary.</p>

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<p>(1)(c)(B) Protocol to provide all staff and families with contact information for the point of contact; and</p>	<p>How is this information shared each school year?</p> <p>Where is this information accessible to staff and families?</p>	<ul style="list-style-type: none"> <li>● Link on district webpage to point of contact information</li> <li>● Point of contact and duties found in the school-level Communicable Disease Management Plan (Section 1, Table 2)</li> </ul>	<p>Staff are trained at the beginning of the year during inservice week and then as needed.</p> <p>Human Resources maintain current training records. All staff working with students are required to take specific health related trainings (Safe Schools/ODE/OHA) per their assignment at Sisters School District.</p>
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<p>(1)(c)(C) Process to notify as soon as possible all families and other individuals if there has been a case of a restrictable disease as defined by <a href="#">OAR 333-019-0010</a> on the premises if advised by an LPHA or the OHA.</p>	<p>How does the school district ensure accurate and efficient communication is provided to families about cases as needed?</p> <p>Who is responsible?</p>	<ul style="list-style-type: none"> <li>● Point of contact and duties found in the school-level Communicable Disease Management Plan (Section 1, Table 2)</li> <li>● District/building-level communication tree and protocol</li> </ul>	<p>Multiple communication channels are used and include:</p> <ul style="list-style-type: none"> <li>● School email</li> <li>● ParentSquare</li> <li>● School Nurse</li> <li>● Case manager phone calls</li> </ul> <p>District-wide communications are the responsibility of the school nursing team in collaboration with the Superintendent or Human Resources Director. School specific communication is the responsibility of the school building administrator and Superintendent. The district nurse is the liaison between the district and the Local Public Health Authority (LPHA). Families are provided an interpreter or materials in their preferred language. ParentSquare has options to choose a language other than English.</p>
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**Table III: School Health Services**

OAR Requirements	Plan Considerations	Examples of Evidence/Resources	Plan Evidence	Meet?
<p>(1) School districts, education service districts, and public charter schools shall develop, implement, and annually update a written prevention-oriented health services plan for all students. The plan must describe a health services program for all students at each facility that is owned or leased where students are present for regular programming. The health services plan will be created and maintained by the administration of each district and charter school serving students. Health services plans must include:</p>				
<p>(1)(a) Health care space that is appropriately supervised and adequately equipped for providing health care and administering medication or first aid.</p>	<p>What are the district requirements (location/supplies) for a health care space?</p> <p>Where is the health care space at building level?</p> <p>What protocols are in place to ensure supervision and supplies?</p>	<ul style="list-style-type: none"> <li>• Job description or assignment of duties that includes supervision of health care space</li> <li>• Evidence of training required for staff supervising health care space. (e.g., Medication Administration training)</li> <li>• District or building level health care and medication administration protocols</li> <li>• Each building has a designated health care space.</li> </ul>	<p>Health care spaces are generally adjacent or in the main office.  Office staff to manage health care space in absence of school nurse.  School nurse in a school building at all times, or available by phone.  School nurses ensure supplies are available.</p> <p>Per OHA-Safe Schools  JHCD/JHCDA</p>	

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OAR Requirements	Plan Considerations	Examples of Evidence/Resources	Plan Evidence	Meet?
<p>(1)(e) Services for all students, including those who are medically complex, medically fragile or nursing dependent, and those who have approved 504 plans, individual education program plans, and individualized health care plans or special health care needs as required by <a href="#">ORS 336.201</a>, <a href="#">339.869</a>, <a href="#">OAR 581-021-0037</a>, <a href="#">581-015-2040</a>, <a href="#">581-015-2045</a>, and <a href="#">851-045-0040 to 0060</a>; and <a href="#">851-047-0010 to 0030</a>.</p>	<p>How is student acuity assessed to determine nurse staffing as required by ORS 336.201?</p> <p>How are student needs identified and information shared with appropriate staff so that services may be provided?</p> <p>How are student services documented and information shared to support care coordination?</p> <p>Does the school district have sufficient staffing and resources for Nursing, Occupational Therapy, Physical Therapy, and Speech Language Pathology and Audiology?</p>	<p><b>Examples of Evidence/Resources</b></p> <ul style="list-style-type: none"> <li>● “Child find” IDEA or section 504 process</li> <li>● Process that outlines how students are identified, assessed, and receive services</li> <li>● Annual MC, MF, ND, and school nurse Full time Employees (FTE) data collection</li> <li>● Staffing plan that outlines health services providers and their assignments, including RN, LPN, and delegations, in relation to student population and need</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● ODE school nurse resources <a href="#">webpage</a></li> </ul>	<p>Medical information from IEPs and or 504s are screened by the school registrar as students enroll. School nurse screens health history form parents complete yearly.</p> <p>The building nurse will communicate with building administration and case manager (if appropriate) to facilitate any meetings/medical support services to be provided.</p> <p>The special education teachers will work with the school nurse to liaison with families and/or attend meetings depending upon level of need and/or IEP/504 Plan process.</p>	

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OAR Requirements	Plan Considerations	Examples of Evidence/Resources	Plan Evidence	Meet?
<p>(1)(h) Process to assess and determine a student’s health services needs, including availability of a nurse to assess student nursing needs upon, during, and following enrollment with one or more new medical diagnose(s) impacting a student’s access to education, and implement the student’s individual health plan prior to attending as per <a href="#">336.201</a>.</p>	<p>How are student health concerns identified during enrollment?</p> <p>How is information shared with nursing staff upon registration, including transition from and early intervention/early childhood special education (EI/ECSE)?</p> <p>What tool or process does the district have to assess student nursing and other licensed school health services needs?</p> <p>How is information shared and communication supported between licensed health staff, teachers, and other school staff?</p>	<ul style="list-style-type: none"> <li>● Registration process that captures medical diagnoses and health concerns</li> <li>● “Child find” IDEA or section 504 process</li> <li>● Documentation of nursing assessment and delegation process</li> <li>● Delegation records</li> <li>● Student health records</li> <li>● School nurse assessment tool and process for development and implementation of student health care plans</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● ODE school nurse resources <a href="#">webpage</a></li> <li>● Oregon nurse practice act (<a href="#">Division 45</a> &amp; <a href="#">Division 47</a>)</li> </ul>	<p>Information from IEPs and 504s are screened at registration by school secretary and learning specialist or counselor during registration. Secretary shares information with appropriate personnel (e.g. nurse, sped teacher, 504 team, principal). The building nurse will communicate with applicable staff (e.g. team, learning specialist, counselor, student and family to provide services in accordance with needs).</p>	

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OAR Requirements	Plan Considerations	Examples of Evidence/Resources	Plan Evidence	Meet?
<p>(1)(j) Policy and procedures for medications, as per <a href="#">ORS 339.866 to 339.874</a> and <a href="#">OAR 581-021-0037</a>.</p>	<p>How are school building staff familiarized with medication administration policies and procedures?</p> <p>Are staffing resources and time allocated to medication administration training to ensure student needs are met throughout the school day?</p> <p>Are supplies, space, and storage available at each school building?</p>	<ul style="list-style-type: none"> <li>● Consistent with school board policies JHCD/JHCDA and JHCD/JHCDA-AR</li> <li>● Staff training documentation</li> <li>● District or building level medication administration protocol</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● ODE medication administration <a href="#">webpage</a></li> </ul>	<p>In Sisters School District, there are designated back to school health trainings (Safe Schools). Human Resources maintain a current list of who needs health trainings (e.g. medication administration, BBP, SAR, Glucagon, CPR/First Aid).</p> <p>Supplies space and storage are available in each location based on needs. Requests for safety storage/supplies are approved by the Student Services Director.</p>	

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OAR Requirements	Plan Considerations	Examples of Evidence/Resources	Plan Evidence	Meet?
<p>(1)(k) Guidelines for the management of students who are medically complex, medically fragile, or nursing dependent as defined by <a href="#">ORS 336.201</a>, including students with life-threatening food allergies and adrenal insufficiency while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before-school or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities. The guidelines must include:</p>	<p>What tool or process does the district have to assess student nursing needs?</p> <p>How are student health services coordinated while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before-school or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities?</p> <p>How is the provision of health services documented?</p>	<ul style="list-style-type: none"> <li>● Consistent with board policies JHCD/JHCDA, and JHCD/JHCDA-AR</li> <li>● IEP and 504 team processes and protocols</li> <li>● Protocol, tool, or process for documenting provision of health services to students. This could include documentation software, student health records, health room documentation, and training and delegation records.</li> <li>● School nurse assessment tool and process for development and implementation of student health care plans</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● ODE school nurse resources <a href="#">webpage</a></li> <li>● ODE school health services <a href="#">webpage</a></li> </ul>	<p>Protocols, tools, and processes for documenting provision of health services to students are kept securely on the school health website (Synergy for school information).</p>	



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OAR Requirements	Plan Considerations	Examples of Evidence/Resources	Plan Evidence	Meet?
<p>(1)(k)(A) Standards for the education and training of school personnel to manage students with life threatening allergies or adrenal insufficiency;</p>	<p>Does school district have standards for training in place for managing students with life threatening allergies and adrenal insufficiency?</p> <p>Are staffing resources and time allocated to training to ensure student needs are met throughout the school day?</p> <p>Are staff trained in consideration of coverage of student health needs across the school day (e.g., when riding the bus, field trips, extracurricular activities)?</p>	<ul style="list-style-type: none"> <li>● Consistent with board policies JHCD/JHCDA and JHCD/JHCDA-AR</li> <li>● Emergency medication training protocols</li> <li>● Training schedule</li> <li>● Records of staff trained</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● ODE medication administration <a href="#">webpage</a></li> </ul>	<p>The building nurse utilizes OHA/ODE training program (SAR, Glucagon, Adrenal Insufficiency). Appropriate time is given to school nurses to provide, and staff to complete training. Human Resources maintain a current list of who completes health trainings (e.g. BBP, Medication Administration, CPR/First Aid).</p>	

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OAR Requirements	Plan Considerations	Examples of Evidence/Resources	Plan Evidence	Meet?
<p>(1)(k)(B) Procedures for responding to life-threatening medical conditions including allergic reactions or adrenal crisis;</p>	<p>Are staff trained and aware of their roles in responding to situations that may arise for students with life-threatening medical conditions?</p> <p>How are the necessary supplies and medications made available and staff made aware of their location?</p> <p>How do the procedures account for the student across their school day (e.g., when riding the bus, field trips, extracurricular activities)?</p>	<ul style="list-style-type: none"> <li>● Consistent with board policies JHCD/JHCDA and JHCD/JHCDA-AR</li> <li>● Student individual health plans (IHP)</li> <li>● Building Emergency Operations Plan</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● ODE medication administration <a href="#">webpage</a></li> <li>● ODE school safety and emergency management <a href="#">webpage</a></li> </ul>	<p>The building nurse is responsible for ensuring necessary supplies and medications are made available and staff made aware of their location.</p>	

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OAR Requirements	Plan Considerations	Examples of Evidence/Resources	Plan Evidence	Meet?
(1)(k)(C) A process for the development of an individualized health care plan for every medically complex, medically fragile, nursing dependent student, including students with a known life-threatening allergy and an individualized health care plan for every student for whom the school district has been given proper notice of a diagnosis of adrenal insufficiency per <a href="#">OAR 581-021-0037</a> ;	<p>How does the district ensure that all complex, medically fragile, and nursing dependent students have an individualized health plan developed by a school nurse?</p> <p>How are nurses notified when a child needs to be assessed for nursing services (e.g., registration, new medical diagnosis)?</p> <p>How does nurse staffing level support student assessment during registration process?</p>	<ul style="list-style-type: none"> <li>• Protocol, tool, or process for documenting individual health plans (IHP). This could include documentation software, student health records, and training and delegation records.</li> <li>• School nurse assessment tool and process for development of student health care plans</li> <li>• IEP and 504 team processes and protocols</li> </ul>	<p>The building nurse meets with applicable staff, student, family to provide services in accordance with needs.</p> <p>SSD nurses maintain all health records using Synergy.</p>	
(1)(k)(D) Protocols for preventing exposures to allergens; and	<p>How are protocols included in student individual health plans and communicated to school staff?</p> <p>What protocols does the district have in place to prevent exposure to allergens?</p> <p>How are protocols implemented and monitored?</p>	<ul style="list-style-type: none"> <li>• Consistent with board policies JHCD/JHCDA and JHCD/JHCDA-AR</li> <li>• Student individual health plans (IHP)</li> <li>• Building operations plan</li> </ul>	<p>Appropriate staff notified of student diagnosis using ID number as identifier.</p> <p>Appropriate staff receives paper copy of EAP/IHP.</p> <p>No sharing of food by students.</p> <p><a href="#">SSD Communicable Disease Plan</a> pg. 14</p>	

## SSD 23-24 Division 22 Standards Assurances OAR 581-022-2220 (Health Services) Implementation Plan

OAR Requirements	Plan Considerations	Examples of Evidence/Resources	Plan Evidence	Meet?
<p>(1)(k)(E) A process for determining if or when a student may self-carry prescription medication when the student has not been approved to self-administer medication as allowed by <a href="#">581-021-0037</a>.</p>	<p>Where is the process documented and how is it communicated to staff and families?</p> <p>Who determines when a student may self-carry?</p> <p>How does the district ensure staff are aware of a student who self-carries medication and where it is located?</p>	<ul style="list-style-type: none"> <li>● Consistent with board policies JHCD/JHCDA and JHCD/JHCDA-AR</li> <li>● District medication administration protocol and forms</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● ODE medication administration <a href="#">webpage</a></li> </ul>	<p>There is a self medication agreement between parent, student as appropriate, school principal, and school nurse.</p> <p>SSD Policies:  <a href="#">Medication Policy JHCD-JHCDA-AR</a>  <a href="#">Medication Policy JHCD-JHCDA</a></p>	

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**Table IV: District Processes, Systems & Policies**

OAR Requirements	Plan Considerations	Examples of Evidence/Resources	Plan Evidence	Meet?
<p>(1) School districts, education service districts, and public charter schools shall develop, implement, and annually update a written prevention-oriented health services plan for all students. The plan must describe a health services program for all students at each facility that is owned or leased where students are present for regular programming. The health services plan will be created and maintained by the administration of each district and charter school serving students. Health services plans must include:</p>				
<p>(1)(d) Health screening information, including required immunizations and TB certificates, when required by <a href="#">ORS 433.260</a> and <a href="#">431.110</a> and <a href="#">OAR 333-019-0010</a>.</p>	<p>How are immunizations tracked, students identified, students excluded? (OAR 333-050-0050)</p> <p>How does the school district communicate immunization information to parents/guardians and OHA/LPHA?</p>	<ul style="list-style-type: none"> <li>School-level Communicable Disease Management Plan (Section 3, Table 4)</li> <li>Link to district immunization process that aligns with OHA requirements</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">Communicable Disease Guidance for Schools</a></li> <li><a href="#">OHA School Immunization page</a></li> </ul>	<p><a href="#">School-Level Communicable Disease Plan</a></p> <p><a href="#">SSD Immunization Information</a></p> <p><a href="#">ODE Immunization Requirements</a></p> <p>Immunizations tracked using Synergy. Parents receive notification by letter if student's immunizations not up-to-date or incomplete. District nurse is liaison with LPHA (Local Public Health Authority) regarding exclusion of students.</p>	

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OAR Requirements	Plan Considerations	Examples of Evidence/Resources	Plan Evidence	Meet?
(1)(f) Integration of school health services with school health education programs and coordination with health and social service agencies, public and private.	<p>How are health education programs integrated with school health staff and services?</p> <p>When and how does the school district partner with public and private health organizations?</p>	<ul style="list-style-type: none"> <li>● Integrated Guidance/Student Investment Account Plan</li> <li>● Community resource and partnership mapping</li> <li>● Documentation of guest speaker contracts or MOUs</li> </ul>	<p>Community resource and partnership mapping (Deschutes County Public Health, Mosaic). Follow ODE education standards.</p>	
(1)(g) Hearing screening; and vision and dental screening as required by <a href="#">ORS 336.211</a> and <a href="#">336.213</a> .	<p>How are hearing, vision and dental screenings provided to students?</p> <p>What is the process to ensure all required students have vision and dental screening certificates on file?</p>	<ul style="list-style-type: none"> <li>● May reference dental screening collection</li> <li>● May reference vision screening grant participation including numbers of students screened</li> <li>● Dental, vision, and hearing screening records</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">OAR 581-021-0017</a> (Dental Screening)</li> <li>● <a href="#">OAR 581-021-0031</a> (Vision Screening)</li> <li>● ODE school health screenings <a href="#">webpage</a></li> </ul>	<p>Vision and hearing screenings completed for any incoming students, seven years or younger and/or new to school Vision and dental screening completed yearly PreK-8<sup>th</sup> grade. Building nurse can do a basic Snellen Vision Screening on other grades as referred by school staff or parents/guardians. Results recorded in Synergy and individual health file.</p>	

**SSD 23-24 Division 22 Standards Assurances OAR 581-022-2220**  
**(Health Services) Implementation Plan**

OAR Requirements	Plan Considerations	Examples of Evidence/Resources	Plan Evidence	Meet?
<p>(1)(h)(i) Compliance with OR-OSHA Bloodborne Pathogens Standards for all persons who are assigned to job tasks which may put them at risk for exposure to body fluids per <a href="#">OAR 437-002-0360</a>.</p>	<p>What are the district’s procedures and standards related to exposure to bloodborne pathogens?</p> <p>How is training provided to staff?</p> <p>How is staff training documented and monitored?</p>	<ul style="list-style-type: none"> <li>● Consistent with school board policies EBBA-AR, GBEB-AR, JHCC-AR</li> <li>● Staff training and professional development opportunities and tracking</li> <li>● Documentation of bloodborne pathogens training</li> <li>● Evidence of available supplies, response protocols</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Occupational Safety and Health Administration (OSHA) Bloodborne Pathogens Standards</a></li> </ul>	<p>(1)The SSD nursing team consults with school staff that have experienced a work-related Body Fluid Exposure (BFE) to determine next steps, including potential occupational health referral.</p> <p>(2) Staff trains yearly using Safe Schools Training.</p> <p>(3)Staff training is documented and monitored by Human Resources.</p> <p><b>Resources:</b> <a href="#">Safe School</a></p>	