

# COVID-19 Specific Communicable Disease Management Plan

## **Sisters School District # 6**

### **Sisters Elementary, Middle and High School**

**Superintendent:** Curt Scholl

**Principals:** Joan Warburg – Elementary School, Alison Haney – Middle School, Joe Hosang – High School

**Consulting RN, School Nurse, or Medical Professional:** Acacia Knutzen Elementary School, Trish Roy Middle and High School

**Safety Officer / Operations Director:** Ryan Stock

For questions, or to report a possible or confirmed exposure, contact the Communicable Disease Reporting Line: Deschutes County – (541) 322-7418

## **Purpose**

The purpose of the Communicable Disease Management Plan for COVID-19 is to provide a coordinated school response to protect students, staff, and our community during the COVID-19 pandemic. The Oregon Department of Education and the Oregon Health Authority have modeled this plan after the recommendations.

## **Responsibilities**

Sisters Schools will utilize the Communicable Disease Management Plan for COVID-19 through coordinated efforts to achieve the following goals:

- Limit the number of illnesses and deaths
- Preserve continuity of essential school functions
- Minimize educational and social disruption
- Minimize economic and academic losses

Implementation of Sisters Communicable Disease Management Plan will be in coordination with the ODE/OHA Ready Schools, Safe Learners Guidance for School Year 2020-21 plan, the Deschutes County Health Department Communicable Disease Plan, and other Community, State, and Federal partners.

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## Public Health Protocols

### KEY PRINCIPLES for Reducing Potential Exposures

The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:

1. **Physical distancing** — minimizing close contact (<six feet) with other people.
2. **Hand hygiene** — frequent washing with soap and water or using hand sanitizer.
3. **Cohorts** — conducting all activities in small groups that remain together over time with minimal mixing of groups.
4. **Protective equipment** — use of face shields, face coverings, and barriers.
5. **Environmental cleaning and disinfection** — especially of high-touch surfaces.
6. **Isolation** of sick people and quarantine of exposed people.
7. With the above considerations, foremost, outdoor activities are safer than indoor activities.

FERPA allows schools to share personally identifiable information with local public health authorities without consent when needed to respond to a health emergency. Sisters School District (SSD) will work with the Deschutes County Public Health (DCPH) department and the Oregon Health Authority (OHA) to ensure we are able to effectively respond to and control outbreaks through sharing of information, even without parental consent, when appropriate. Sisters Schools will partner with DCPH and OHA on an ongoing basis to review our Communicable Disease and Communicable Disease Management Plan for COVID-19 plans to ensure proper mitigation and prevention protocols are in place to minimize the impact of COVID-19 on our schools and community.

### Infection Control

Sisters Schools will implement measures to limit the spread of COVID-19 within our schools and facilities. Control, mitigation, and prevention measures will include; appropriate disinfectant/sanitizing procedures; screening, monitoring, and isolation/exclusion for illness among symptomatic staff and students; use of face

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coverings; and limiting interactions between different groups of students (e.g., teachers moving between classrooms rather than students). District staff will continue to review and update all district policies and plans related to communicable diseases and student health and wellbeing as required or recommended by local, state, and federal regulations, laws, and guidelines.

### Designation of School Staff to Establish, Implement, and Enforce Guidance

Each school within SSD will designate in writing (ODE Operational Blueprint for School Reentry 2020-21) one full-time staff member to establish, implement, and enforce physical distancing requirements that are consistent with ODE and OHA guidance.

### List of Deschutes County Public Health Staff, School Nurses, and other experts who provide support and resources to the plan/policies:

Deschutes County Public Health

- Heather Kaisner – 541-322-7418 heather.kaisner@deschutes.org
- Emily Freeland

SSD Nurses

- Trish Roy – SHS and SMS
- Acacia Knutzen - SES

Plan Component	Required	Recommendations and Considerations
<p>A protocol to notify the local public health authority (LPHA) of</p> <ol style="list-style-type: none"> <li>1. <b>Any confirmed COVID-19 case(s)</b> among students or staff.</li> <li>2. <b>Any cluster of illness</b> among students or staff (2 or more).</li> </ol>	<p style="text-align: center;"><i>See section 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19 in Sisters School District School Operational Blueprint Management Plan for COVID</i></p> <p>This plan includes:</p>	<p>If anyone who has entered school is diagnosed with COVID-19, report to and consult with the LPHA regarding cleaning and possible classroom or program closure (<a href="#">LPHA directory</a>).</p>

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	<p>Plan for educating parents/guardians about the need for them to notify the school immediately upon identification of COVID-19 in a student.</p> <p>Identify name and position of person responsible for notification of district and Local Public Health Authority (LPHA).</p> <p>Identify name of LPHA and 24/7 phone number for reporting (CD Nurse).</p>	
<p>Protocol for screening students and staff upon entry to school each day.</p>	<p>See section 1f. ENTRY AND SCREENING <i>in Sisters School District School Operational Blueprint Management Plan for COVID for screening protocols.</i></p> <p>This plan includes:</p> <p>Primary Symptoms of Concern for screening:</p> <ul style="list-style-type: none"> <li>● Cough</li> <li>● Fever* or chills</li> <li>● Shortness of breath or difficulty breathing</li> </ul> <p>* For Entry Screening: Schools screening for fever using a thermometer is not recommended.</p> <p>Staff should visually screen students upon entry for primary symptoms of concern.</p>	<p>All schools in the district will develop plans and procedures in coordination with the district’s plans and procedures to ensure proper screening before students enter school. Each school will need to evaluate their physical layout, doorways and options, and available staff to generate a comprehensive plan for effective screening. Any person exhibiting primary symptoms of COVID-19 shall not be admitted to enter schools or facilities.</p> <p>Students and staff will be required to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms or have tested positive for COVID-19. COVID-19 symptoms are as follows:</p>

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	<p>Student or staff with any of the above symptoms should be sent home or isolated until they can go home. Review isolation procedures.</p> <p>COVID-19 symptoms may also include the following, but these are less specific and not recommended as criteria for exclusion from school alone: new loss of taste or smell, headache, muscle or body aches, nausea or vomiting†, diarrhea†, fatigue, congestion or runny nose.</p> <p>† Note that vomiting and diarrhea are listed in OAR 333-019-0010 as conditions for restriction from school, independent of COVID-19.</p>	<ul style="list-style-type: none"> <li>- Primary symptoms of concern: cough, fever (specific temperature 100 degrees) or chills, shortness of breath, or difficulty breathing.</li> <li>- Note: muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry.</li> <li>- Emergency signs that require immediate medical attention:             <ul style="list-style-type: none"> <li>o Trouble breathing</li> <li>o Persistent pain or pressure in the chest</li> <li>o New confusion or inability to awaken</li> <li>o Bluish lips or face</li> <li>o Other severe symptoms</li> </ul> </li> <li>- All students, staff, and authorized visitors/volunteers will be screened for symptoms on entry to buses and schools every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian.             <ul style="list-style-type: none"> <li>o Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible.</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"><li>○ They must remain home until 72 hours after any fever is gone (without use of fever reducing medicine) and other symptoms are improving.</li><li>- Follow DCPH advice on restricting from school any student or staff known to have been exposed (e.g. by a household member) to COVID-19 within the preceding 14 calendar days.</li><li>- Staff or students with chronic or baseline cough that has worsened or is not well controlled with medications should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g. asthma, allergies, etc.) from school.</li><li>- Hand hygiene is required on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li></ul> <p>Schools may consider collecting information about existing conditions that cause coughing on intake forms.</p> <p>Screening protocol must recognize that students and staff who have conditions that cause chronic symptoms (e.g., asthma, allergies, etc.) should not be automatically excluded from school. <b>Cough is an exception:</b> Staff or students with a chronic or baseline cough that has</p>
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		<p>worsened or is not well controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p>For students or staff with other symptoms, see <a href="#">guidance</a> from the Oregon Department of Education and the Oregon Health Authority.</p>
<p>Communication protocol for COVID-19 cases.</p>	<p style="text-align: center;"><i>See section 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19 and 1e PUBLIC HEALTH COMMUNICATION in Sisters School District School Operational Blueprint Management Plan for COVID for communication protocols.</i></p> <p>This plan includes:</p> <p>Name and position of the person responsible for communicating with parents, families, district officials, school nurse, and staff aligned with the communication tree.</p> <p>Script or talking points for communicating needed information.</p>	<p>Parents of all students who were exposed to a person diagnosed with COVID-19, and all exposed adults, should be notified within 24 hours and advised to quarantine at home for 14 days following exposure and to seek testing should symptoms develop, or as directed by public health.</p> <p>Consult with LPHA officials on what constitutes “exposure”.</p>
<p>Daily logs for each stable group or each individual student to support contact tracing of cases if necessary.</p>	<p style="text-align: center;"><i>See section 1d. COHORTING In Sisters School District School Operational Blueprint Management Plan for COVID for Daily Log information.</i></p>	<p>Record keeping protocol for daily logs used in contact tracing to assist the LPHA as needed.</p> <p><b>Student Cohorts</b></p>

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	<p>This plan includes:</p> <p>Training staff in the importance and requirement of daily logs.</p> <p>Protocol designating who is responsible for keeping each daily log.</p> <p>Format for daily logs for individual students or cohorts (sample attached with statement on retention and technology; link to log with statement on retention and technology)</p> <ul style="list-style-type: none"> <li>● Child name</li> <li>● Drop off/pick up time</li> <li>● Parent/guardian name and emergency contact information.</li> <li>● All staff that interact with the child's stable group of children (including floater staff).</li> </ul> <p>Maintain log for a minimum of 4 weeks after completion of the term.</p>	<p>A key strategy in reducing the spread of disease is establishing stable cohort groups in schools. Students can be part of more than one stable cohort during the school day, but with each new cohort, there is increased risk. Each cohort must have a system to ensure contact tracing can be completed; daily individual student or cohort logs are required; cohorts must be diverse groups of students that would typically be grouped in schools.</p> <p><b><i>Stable Cohort Groups</i></b> – <i>Cohorting is a significant strategy to reduce COVID-19 spread. Cohorting refers to a consistent group of students that stays together for the duration of the school day.</i></p> <p><b>Students cannot be placed into cohort groups based on any demographic or disability criteria (e.g. students with complex medical needs, students with IEPs, students receiving language services, etc.).</b></p> <p>Where feasible, schools will establish stable cohorts. Cohort groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.</p> <p>The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. Efforts should be made to minimize interaction between students in different stable cohorts</p>
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		<p>(e.g. access to restrooms, activities, common areas). When feasible schools should provide access to All Gender/Gender Neutral restrooms.</p> <p>Cleaning and wiping of surfaces (e.g. desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</p> <p>Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. Staff who interact with multiple stable cohorts must wear face coverings.</p> <p>Cohorts should be designed so that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.</p> <p>When feasible, stable cohorts should remain in one classroom environment for the duration of the learning day, including lunch. Teachers of specific academic content areas should rotate instead of students to the maximum extent possible. In secondary schools or settings where students require individualized schedules or elective classes, plans should be implemented for ways to reduce mixing among cohorts.</p>
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<p>Record of anyone entering the facility.</p>	<p style="text-align: center;"><i>See section 1f. ENTRY AND SCREENING In Sisters School District School Operational Blueprint Management Plan for COVID for Daily Log information.</i></p> <p>This plan includes: Format for daily log (sample attached with statement on retention and technology; link to log with statement on retention and technology):</p> <ul style="list-style-type: none"> <li>● Name</li> <li>● Contact information</li> <li>● Date of visit</li> <li>● Time of entry and exit</li> </ul> <p>District/school will maintain log for a minimum of 4 weeks after completion of the term.</p>	<p>Establish spreadsheets that record anyone entering the facilities.</p>
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### Isolation Measures

Plan Component	Required	Recommendations and Considerations
<p>Protocol to restrict any potentially sick persons from physical contact with others.</p>	<p style="text-align: center;"><i>See section 1i. Isolation Measures In Sisters School District School Operational Blueprint Management Plan for isolation information.</i></p> <p>This plan includes:</p>	<p>Anyone developing cough, fever, chills, shortness of breath, difficulty breathing, or sore throat while at school must be given a face covering to wear, isolated from others immediately; and sent home as soon as possible.</p>

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	<ol style="list-style-type: none"> <li>1. Adequate supply of face coverings, including location.</li> <li>2. Designated space to isolate students or staff members who develop COVID-19 symptoms. Isolate students and staff who report or develop symptoms, with staff supervision and symptom monitoring by a school nurse or other school-based health care provider, until they are able to go home. While waiting to go home, people displaying symptoms should wear a face covering, as should supervising staff. *If students are nauseous, struggling breathing, or in distress, they should not wear any face covering while waiting to go home.</li> <li>3. Designated space for students to receive non-COVID-19 health services that is separate from COVID-19 isolation space.</li> </ol>	<p>Anyone with these symptoms must remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</p> <p>Involve school nurses and school-based health centers (SBHCs) in development of protocols and assessment of symptoms, when available.</p>
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### Environmental Management

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Plan Component	Required	Recommendations and Considerations
<p>Ensure hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p> <p>Hand washing is required before every meal and after restroom use.</p>	<p style="text-align: center;"><i>See section 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19 and 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES in Sisters School District School Operational Blueprint Management Plan for Entry and Screening for Ensuring Students and Staff Hand Hygiene upon Entry into School.</i></p> <p><i>This plan includes:</i></p> <p>Plan for ensuring hand washing prior to meals.</p>	
<p>Appropriate cleaning and contingency plans for routine infection prevention, and for closing cohort, schools, or districts based on identified COVID-19 cases and in compliance with public health and CDC guidelines.</p>	<p style="text-align: center;"><i>See section 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19, 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES and 3b. RESPONSE for cleaning and contingency plans for closures and in Sisters School District Elementary School Operational Blueprint Management Plan for Protocol for cleaning and disinfection for routine infection prevention.</i></p> <p><i>This plan includes:</i></p> <p>Protocol for cleaning and classroom closure in case of a COVID case in a single cohort.</p>	<p>Routine cleaning and disinfecting should follow <a href="#">CDC cleaning and disinfecting guidance</a>, and includes cleaning classrooms between groups, playground equipment between groups, restroom door or faucet handles, etc.</p>

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	<p>Protocol for cleaning after school-wide exposure.</p> <p>Protocols include the type and storage location of supplies and the person(s) responsible.</p>	
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### Physical Distancing and Protection

Plan Component	Required	Recommendations and Considerations
<p>Maintain six feet of physical distance between people.</p>	<p style="text-align: center;"><i>See section 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES and 2e. ARRIVAL AND DISMISSAL for Protocol for Minimizing Interactions Between Cohorts and Minimizing Changes in Stable Cohorts While Balancing Educational Needs for individual curricula</i></p> <p>This plan includes:</p> <p>A minimum of 35 square feet per person is available in classrooms, cafeteria, gyms, and other building locations.</p> <p>Specifies how physical distancing requirements will be maintained in classrooms, hallways, restrooms; at arrival</p>	<p>Minimize time standing in hallways; consider marking spaces on floor, one-way travel in constrained spaces, staggered passing times, or other measures to prevent congregation and congestion in common spaces.</p> <p>Schedule modifications: consider ways to limit the number of students in the building (rotating cohorts by half days or full days).</p> <p>Consider usable classroom space in making calculations.</p> <p>Establish cohorts of students using the same classrooms with the same teachers each day. Students should remain in one classroom environment for the duration of the learning day, unless this would severely impact educational</p>

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	<p>and dismissal, meal times, recess, time between classes, and assemblies.</p>	<p>needs. Teachers of specific academic content areas may rotate through student cohorts where feasible. In high schools or other settings where cohorts must change to allow individual curricula, maintain physical distancing and disinfect desks and high-touch surfaces between groups.</p> <p>Restrict interaction between student’s cohorts; e.g. access to restrooms, activities, common areas.</p>
<p>Face coverings and shields for staff, students, contractors, visitors and volunteers.</p> <p>Note: Governor’s orders are changing often: <a href="https://sharesystems.dhsoha.state.or.us/DHSForms/Served/le2288K.pdf">https://sharesystems.dhsoha.state.or.us/DHSForms/Served/le2288K.pdf</a>.</p>	<p>See section 1h. FACE COVERINGS, FACE SHIELDS AND CLEAR PLASTIC BARRIERS for face covering protocols.</p> <p>This plan includes:</p> <p>Protocol for regular communication to staff, parents, families and students on appropriate use of face coverings.</p> <p>See DISTRICT Communication Plan for: Documented communication templates for staff on use of face coverings.</p>	<p>See ODE/OHA guidance on face covering, shields, and masks.</p> <p>Face coverings are required for all students in Kindergarten and above along with all staff. Use of face coverings does not change social distancing requirements.</p> <p>(R) Face coverings or face shields are required for all staff, contractors, other service providers and authorized visitors or volunteers following CDC guidelines.</p> <p>(R) Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines.</p>

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	<p>Documented communication templates for parents, families, students on expectations for face coverings.</p> <p>All communications include statement that children from age 2-12 are not required to wear masks, but are encouraged to do so with adult supervision, and those who cannot reliably wear face covering without constant supervision (e.g., some students who experience disability) should not wear a face covering or other covering; face coverings must never be worn by children while sleeping.</p>	<p>(R)) If a student removes a face covering, or demonstrates a need to remove the face covering for a short period of time, the school/team must:</p> <ul style="list-style-type: none"> <li>● Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised;</li> <li>● Provide additional instructional supports to effectively wear a face covering;</li> <li>● Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the day.</li> </ul> <p>(R) Medical grade face shields for nurses or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.</p> <p>Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, during on-site instruction must be provided access to instruction. Comprehensive Distance Learning</p>
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		<p>may be an option; however, additional provisions apply to students under ADA IDEA.</p> <p>Provisions under the ADA or IDEA: Staff: Districts/schools should consult with legal counsel regarding ADA when considering restricting access for staff due to their inability to wear face coverings or face shields as required.</p> <p>Students: Federal laws such as the Americans with Disabilities Act (ADA) and individuals with Disabilities Education Act (IDEA) protect student access to instruction. The following guidelines must be considered and employed to ensure access for students protected under ADA and IDEA.</p> <p>(R) If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:</p>
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		<ul style="list-style-type: none"> <li>• Offering different types of face coverings and face shields that may meet the needs of the student;</li> <li>• Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised;</li> <li>• Short periods or educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;</li> <li>• Additional instructional supports to effectively wear a face covering.</li> </ul> <p>(R) For students with existing medical conditions, doctor’s orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to on-site instruction.</p> <p>(R) Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.</p> <ul style="list-style-type: none"> <li>• If a student is eligible for or, receiving services under an IEP/504, cannot wear a face covering due to the nature of the disability, the school or district must:</li> </ul>
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		<ul style="list-style-type: none"><li>○ Review the IEP/504 to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments.</li><li>○ Placement determination cannot be made due solely to the inability to wear a face covering.</li><li>○ Plans should include updates to accommodations and modifications to support students.</li><li>○ Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:</li><li>○ Review the IEP/504 to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.</li><li>○ The team must determine that the disability is not prohibiting the student from meeting the requirement.</li></ul>
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		<ul style="list-style-type: none"> <li>i. If the team determines that the disability is prohibiting the student from meeting the requirement, following the requirement for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability.</li> <li>ii. If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.             <ul style="list-style-type: none"> <li>o Hold a 504/IEP meeting to determine equitable access to educational opportunities, which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.</li> </ul> </li> </ul> <p>(R) District must consider child find implications for students, who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a</p>
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		<p>face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for evaluation to determine eligibility for support under IDEA or sections 504.</p> <p>Sisters School District will remind staff and students that coverings that are worn should be washed daily or a new covering worn daily.</p> <p>Sisters School District understands that plexiglass barriers have limited utility for schools and are not practical for classroom use. That said, areas barriers could be used include the cafeteria, library checkout counter, and or the front office.</p> <p>If used, Sisters School District will follow recommendations for barriers in non-classroom settings as follows:          Material: fixed, impermeable barrier and at least three feet wide and four feet tall, centered at the level of mouth/nose level (i.e. Height will depend on whether people are to be seated or standing or both).</p>
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- Current COVID19 outbreak or conditions in your local community support you moving forward with your plan, subject to changing conditions.

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I certify that I have received, carefully reviewed Sisters School District Elementary School communicable disease management plan, including all links and attachments, and I agree to work with them on ongoing COVID-19 mitigation efforts. [Electronic LPHA signature: ]

Attestation to truthfulness of the plan: [Electronic District signature: ]

*Ryan A. Stock*