



2022-23 Sisters High School COVID-19 Management Plan

1700 W. McKinney Butte Rd Sisters, OR 97759

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Table 1.

Focal Point	Policies, protocols, procedures and plans already in place
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>Sisters School District Pandemic Plan COVID-19 Specific Communicable Disease Management Plan</p>
<p>Exclusion Measures OAR 333-019-0010</p>	<p>Exclusionary measures are utilized to separate people who have a contagious disease from people who are not sick in the school environment. Quarantine separates and restricts the movement of people who were exposed to a contagious disease and could become infectious themselves to limit further spread of the disease. Effective March 12, 2022, Oregon will pause contact tracing and quarantine for the general population, including K-12 setting.</p> <p>The Sister’s School District nurses will continue to collaborate with county officials. 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 area (i.e., health room). Staff will maintain student confidentiality as appropriate.</p> <p>Communicable Disease Guidance for Schools</p>
<p>Isolation Space OAR 581-022-2220</p>	<p>Isolation separates people who have a contagious disease from people who are not sick in the school environment. Quarantine separates and restricts the movement of people who were exposed to a contagious disease and could become infectious themselves to limit further spread of the disease. Effective March 12, 2022, Oregon will pause contact tracing and quarantine for the general population, including K-12 setting.</p> <p>Isolation spaces are required by OAR 581-022-2220. The Sister’s School District nurses will continue to collaborate with county officials. 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. Staff will maintain student confidentiality as appropriate.</p>
<p>Educator Vaccination OAR 333-019-1030</p>	<p>Teachers and school staff, volunteers or contracted workers may not teach, work, learn, study, assist, observe, or volunteer at a school unless they are fully vaccinated or have provided documentation of a medical or religious exception.</p> <p>This mandate does not include short-term visitors or individuals making deliveries. It also does not include district office, facility or ESD staff who never work at or volunteer in a school setting.</p>

Focal Point	Policies, protocols, procedures and plans already in place
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	Sisters School District Emergency Management



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 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

Role	Responsibilities	Primary Contact	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 the Superintendent 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. 	Steven Stancliff, Principal	Rand Runco, High School Success Coordinator

Role	Responsibilities	Primary Contact	Alternative Contact:
Health Representative & School Safety Team Representative	<ul style="list-style-type: none"> ● Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures. ● Participates in the debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system. ● 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. ● Main contact with other Health related agencies ● Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response. ● Key spokesperson to communicate on health-related matters to community members, health facility staff, and other local community partners. 	Trish Roy, SSD Nurse	
District Level Leadership & Communications Lead	<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. ● Has responsibility over COVID-19 response during periods of high transmission. ● Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers. ● Shares communications in all languages relevant to the school community. 	Curtiss Scholl, Superintendent	
District Level Support	<ul style="list-style-type: none"> ● Leads the creation of the various emergency management plans ● Responsible for the cleaning, disinfecting and provides guidance for the safety of our schools ● Advises on prevention/response procedures that are required to maintain student services 	Ryan Stock Director of Operations	



Section 2. Equity and Mental Health

Preparing a plan that centers equity and supports mental health

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 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
- **ENSURE SAFETY AND WELLNESS:** 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.
- **PRIORITIZE EQUITY:** Recognizing the disproportionate impact of COVID-19 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.

Mental Health Supports

The Sisters School District prioritizes cultivating care, connection, and community to support the mental, emotional, and social health and well-being of students, families, staff, and administrators through our daily actions and resources:

Actions of Sisters School District to Enhance Mental Health Supports

Plans, tools and resources	Student Based Health Center *** Counseling Services at each building *** Partnership with Deschutes County Mental Health Servicers *** School Nurse *** Implementation of Sources of Strength at the secondary schools *** Implementation of Leader in Me at the Elementary School ***
Building relationships and using class time to process the experience	Prioritize 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.
Health and Mental Health Services	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.
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 3. COVID-19 Outbreak Prevention, Response & Recovery:

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 COVID-19 transmission within the school environment for students, staff, and community members. COVID-19 will continue to circulate in our communities and our schools for the indefinite future. Schools will utilize different mitigation measures based on COVID-19 transmission within their facilities and communities. In the following section we explain our approach to safety measures at baseline, during increased COVID-19 transmission, and as they roll back the increased mitigating measures based on lessons learned during the past two years as well as recommendations from CDC, OHA and ODE.

COVID-19 Mitigating Measures

Mitigating Measures	Mitigating measures Sisters School district will implement throughout the school year to reduce the spread of COVID-19 and protect in-person instruction , during periods of high transmission as well as our response for gradual return to baseline measures.
COVID-19 Vaccination	<p>Baseline Measures: Teachers, school staff, volunteers or contracted workers may not teach, work, learn, study, assist, observe, or volunteer at a school unless they are fully vaccinated or have provided documentation of a medical or religious exception. It is the responsibility of the individual to obtain services and provide documentation.</p> <p>SSD will provide information about the COVID-19 vaccines to families encouraging evidence-based information. COVID-19 vaccines can be received for any student from their primary medical clinic, pharmacies, and free clinics. https://www.deschutes.org/health/page/covid-19-vaccine. Contact school nurse for additional assistance.</p> <p>During high levels of transmission:</p> <ul style="list-style-type: none"> • District works in partnerships with healthcare providers and entities to promote vaccines, access to vaccinations, and access to location of vaccine clinics throughout the district • Ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations. • School/district to coordinate with Local Public Health Authority (LPHA) to host vaccination clinics on-site and/or promote community access. • Ensure information is accessible in preferred languages in preparation for vaccination clinics. <p>Return to Baseline:</p> <ul style="list-style-type: none"> • Collaborate with the LPHA and OHA in the establishment of vaccine clinics at school sites or community partners.

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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> <p>Baseline</p> <ul style="list-style-type: none"> • Each school will post signage and place face coverings at the front door, creating an environment where face coverings are truly welcomed. • Masking is required by health personnel while performing health service. • Masking is required by student in health office while receiving health service. • Masking is required under the following circumstances at SSD: Disability Services: If a student’s IEP or 504 plan indicates a service that requires close contact (3ft) of a staff member, and that student cannot wear a face-covering due to the nature of the disability, the staff member must wear a face covering while performing that service. Not required in the past. • School Communication that at some point during the school year the school may require masking, based on federal, state, or local laws and policies, or to ensure that students/staff with immunocompromising conditions or other conditions that increase their risk for getting very sick with COVID-19 can access in-person learning. <p>During periods of High Transmission:</p> <ul style="list-style-type: none"> • During periods of high transmission, the district in collaboration with the LPHA may require or strongly recommend universal indoor masking at the direction of the superintendent. • When a local county experiences an increase in communicable disease or when the COVID-19 community level increases, school communication will inform families of federal, state, or local recommendations on the use of face coverings to reduce the risk of spreading disease. • At high community levels wear a well-fitting mask indoors in public, regardless of vaccination status or individual risk and/or per state regulations. If you are immunocompromised or at high risk for severe illness wear a mask or respirator that provides you with greater protection. • Create and post signage at all entrances to facilities <p>Return to Baseline:</p> <ul style="list-style-type: none"> • Face coverings become optional or partially optional based on district and community protocols. • Recommend use of face coverings indoors and following district protocols • Communication to families and staff about recommendations to reduce the risk of spreading disease.
Isolation	<p>Baseline:</p> <p>Isolation separates people who have a contagious disease from people who are not sick in the school environment. Quarantine separates and restricts the movement of people who were exposed to a contagious disease and could become infectious themselves to limit further spread of the disease. Per OAR 581-022-2220 schools must maintain supervised space to isolate</p>

<p>Mitigating Measures</p>	<p>Mitigating measures Sisters School district will implement throughout the school year to reduce the spread of COVID-19 and protect in-person instruction , during periods of high transmission as well as our response for gradual return to baseline measures.</p>
	<p>the sick that is separate from the space where other health care tasks take place. Students and staff are isolated if they report primary symptoms of COVID-19 to nursing staff and/or are undergoing COVID-19 testing at school.</p> <p>Isolation in each school.:</p> <ul style="list-style-type: none"> ● Elementary School: Sick Room ● Middle School: Separate Isolation Room ● High School: Sick Room <p>During periods of High Transmission:</p> <p>At high community levels, schools have designated trained staff that can support all student health and safety needs and be well informed of COVID-19 protocols. Staff trained in isolation room protocols, quarantine protocols, and wearing of PPE. Offer access to COVID-19 testing.</p> <ul style="list-style-type: none"> ● School will begin to prepare the additional spaces identified for isolation use during an active outbreak. ● Screening protocols at time of arrival or during the school day per communicable disease protocol. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home. ● District policies and procedures incorporate a layered approach to identifying and mitigating outbreaks of communicable disease including COVID-19. <p>Return to Baseline:</p> <ul style="list-style-type: none"> ● School to continue designated isolation space. ● Staff continue to follow protocols for sick students and staff identified according to the exclusion measures. ● Individuals with COVID-19 like symptoms will be isolated, offered a test, and sent home. ● School to continue 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. ● Investigation and control of disease directed by school nurses.
<p>Symptom Screening & COVID-19 Testing</p>	<p>Base Line</p> <p>Sisters School District will offer COVID-19 testing opportunities for students and staff who develop symptoms. Students will be given an iHealth at home COVID-19 test kit to be used if they develop COVID-19-like symptoms or after an exposure to someone with COVID-19. At school testing is will be administered by the school nurse or designated school personnel. Staff and students may visit a testing locations: https://www.deschutes.org/health/page/covid-19-testing-locations</p>

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	<p>The district will continue to partner with local medical professional and the local health authority to share information with families and staff regarding testing site locations. The school nurses will monitor daily attendance and communicate with parents about student symptoms causing absences.</p> <p>During periods of high transmission:</p> <ul style="list-style-type: none"> • Communication to district students/families to only come healthy to school and work. • Visual screenings upon arrival • Isolation of symptomatic or ill, offer testing and send home. • Communication message to families about the active outbreak(s). • Continue communication to families to only come to school healthy, staying home when sick can lower the risk of spreading infectious disease. • School to adopt flexible, non-punitive, and supportive policies and practices, designed to encourage sick individuals to stay home without negative impacts. • Advise students and staff to monitor daily for symptoms. • School nurse to monitor attendance daily. • Communication to families offering the opportunity to opt-in to diagnostic testing with appropriate consent. • Increase access to testing with possible testing clinics options. • Increase access to utilize the enhanced exposure testing, offering COVID-19 tests to students or staff at increased risk of severe illness, medically fragile individuals. <p>Returning to Baseline:</p> <ul style="list-style-type: none"> • Continue to monitor and control disease. • Diagnostic testing with consent–testing content forms will be incorporated into online or paper registration. • IHealth home tests available. • Screening for staff through OHA.
<p>Airflow and Circulation</p>	<p>Base line: Schools will operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Staff will not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Staff will consider the need for increased ventilation in areas where students with special healthcare needs receive medication or treatments. Ventilation systems will be checked regularly. Where possible, staff will modify or enhance building ventilation (see CDC’s guidance on ventilation</p>

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	<p>and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers’ guidance), as we are aware that air circulation and filtration are helpful factors in reducing airborne viruses.</p> <p>During periods of high transmission:</p> <ul style="list-style-type: none"> ● Encourage outdoor spaces for breaks, meals, and learning when safe ● Relocate to an outdoor setting or postpone activities where the school community comes together while an outbreak is active, or the COVID-19 community level is high. <p>Return to Baseline</p> <ul style="list-style-type: none"> ● Continue to ensure all systems are working correctly. ● Monitor need for maintenance of systems.
Cohorting	<p>Base line: Cohorting refers to establishing a consistent grouping of students that stays together for a significant portion of the school day. This mitigation strategy helps to minimize the number of close contacts in an exposure event between students and staff by intentionally limiting the possible number of interactions student may experience during the day. While our schools are returning to a traditional schedule, we now have the knowledge of pivoting to cohorts if deemed necessary.</p> <p>During periods of high transmission:</p> <ul style="list-style-type: none"> ● Schools will notify our LPHA about unusual respiratory disease activity if the following absence thresholds are met and at least some students are known to have influenza or COVID-like symptoms with the investigative process: <ul style="list-style-type: none"> ● At the school level $\geq 30\%$ absenteeism ill above normal absent student population absent d/t illness ● At the cohort level: $\geq 20\%$ absenteeism ill above the normal absent rate absent d/t illness ● Identify each class space as a cohort which is established and tracked utilizing regular attendance taking. <p>Recovery:</p> <ul style="list-style-type: none"> ● School nurses to monitor attendance daily.
Physical Distancing	<p>Base line: OHA and ODE recommend schools promote physical distancing in daily activities, striving for at least 3 feet between students when possible. All teachers are informed about arranging learning and other spaces so at least 3 feet of distance exists between students to the extent possible to encourage distancing.</p> <p>During periods of high transmission:</p> <ul style="list-style-type: none"> ● Encourage students and staff to maintain at least 3 feet to the greatest extent possible.

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	<ul style="list-style-type: none"> • When and where possible indoor activities will be moved outdoors to increase distance and ventilation. <p>Return to Base line:</p> <ul style="list-style-type: none"> • Staff and students to maintain at least 3 feet distance to the greatest extent possible.
Hand Washing	<p>Base line: Regular handwashing is one of the best ways to remove germs, avoid getting sick, and prevent the spread of germs to others. Washing hands can keep each health and prevent the spread of respiratory and diarrheal infections from one person to the next. All are advised and encouraged to frequently wash their hands or use hand sanitizer.</p> <p>During periods of high transmission:</p> <ul style="list-style-type: none"> • Increase time for hand hygiene • Across all district facilities and schools, access to hand washing stations augmented by the use of hand sanitizer containing at least 60% alcohol will be always available. • Additional mitigation measures will be taken at higher risk activities such as breakfast/lunch, PE, and music. • Visual directions and posters are up across schools and district facilities about hand washing as well as cough etiquette. <p>Return to Base line:</p> <ul style="list-style-type: none"> • Staff will re-teach proper handwashing and covering coughs • Adequate handwashing supplies and access will continue to 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.
Cleaning and Disinfection	<p>Baseline:</p> <ul style="list-style-type: none"> • Clean routinely throughout the day and especially focusing on high frequency touch points. • At times when a space needs special attention due to a student a few students being sick we will assign appropriate staff to disinfect those areas at a higher level. <p>During high levels of transmission:</p> <ul style="list-style-type: none"> • Daily cleaning of all touch points in classrooms, common areas, cafeterias with a disinfecting cleaner. • Utilize a full room disinfection process ofr areas identified to have high transmission rates or spread of illness.

Mitigating Measures	Mitigating measures Sisters School district will implement throughout the school year to reduce the spread of COVID-19 and protect in-person instruction , during periods of high transmission as well as our response for gradual return to baseline measures.
	<p>Return to Base line</p> <ul style="list-style-type: none"> • Continue to clean routinely throughout the day and especially focusing on high frequency touch points. • At times when a space has increased illness or outbreak, assign appropriate staff to disinfect those areas at a higher level.
Training and Public Health Education	<p>During periods of high transmission:</p> <ul style="list-style-type: none"> • School to establish plans in collaboration with LPHA for communicating health and safety protocols to students, families and our diverse communities within the district • Provide succinct, accurate and streamlined communication on safety protocols and COVID-19 guidance. • Review health and safety protocols and reteaching staff and students. <p>Return to Base Line:</p> <ul style="list-style-type: none"> • Communicate to families the process of return to baseline activities. Communication will include specific health and safety protocols in place at the school. • Continued communication of community level and school health protocols.

PRACTICING PLAN TO IMPROVE PROCESS

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 SSD6.org

Date Last Updated: **August 17, 2022**

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