

School-Level Communicable Disease Management Plan

Helix School: Year 2023-2024



School/District/Program Information

District or Education Service District Name and ID: Helix School District #2201

School or Program Name: Helix School

Contact Name and Title: Brad Bixler, Superintendent/Principal

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Table 1.



Policies, protocols, procedures and plans already in place

Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.

Plan Types	Hyperlinks and Descriptions
School District Communicable Disease Management Plan OAR 581-022-2220	Communicable Disease Plan
Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases. OAR 333-019-0010	See Section 7, Guidelines for Exclusion of the Communicable Disease Plan .
Isolation Space Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for students with special health care needs. OAR 581-022-2220	There are two rooms in the office that are just for isolation. There is a door that closes to the office area and a window so that the office staff can observe and supervise. These rooms are not the same room used for general first aid.
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	In development

Plan Types	Hyperlinks and Descriptions
Mental Health and Wellbeing Plans such as those prepared for Student Investment Account (optional)	<i>Identify existing district or school plans and tools that can be utilized in supporting student and staff wellbeing and mental health during prevention, response, and recovery from incidents of a communicable disease outbreak.</i> Not applicable
Additional documents reference here:	OSNA Covid Toolkit 2022-2023



SECTION 1. Clarifying Roles and Responsibilities

Identifying roles central to communicable disease management. Clarifying responsibilities related to communicable disease response is a first step in keeping communities healthy and safe. In general, decisions of school health and safety reside with school and district officials.

Together with local public health officials, school/district administrators should consult a variety of individuals when making decisions about health and safety in school.

Table 2. Roles and Responsibilities

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained. In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary. Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 	Brad Bixler, Superintendent/ Principal	Cindy Wood, Administrative Assistant
School Safety Team Representative (<i>or staff member knowledgeable about risks within a school,</i>	<ul style="list-style-type: none"> Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures. Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system. 	Brad Bixler, Superintendent/ Principal	Cindy Wood, Administrative Assistant

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<i>emergency response, or operations planning)</i>			
Health Representative (<i>health aid, administrator, school/district nurse, ESD support</i>)	<ul style="list-style-type: none"> • Supports building lead/administrator in determining the level and type of response that is necessary. • Reports to the LPHA any cluster of illness among staff or students. • Provides requested logs and information to the LPHA in a timely manner. 	Alena Davis, School Nurse	
School Support Staff as needed (<i>transportation, food service, maintenance/custodial</i>)	<ul style="list-style-type: none"> • Advises on prevention/response procedures that are required to maintain student services. 	Mary Lewis, Custodial & Maintenance Katie Zmuda, Cook	
Communications Lead (<i>staff member responsible for ensuring internal/external messaging is completed</i>)	<ul style="list-style-type: none"> • Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health. • Shares communications in all languages relevant to school community. 	Brad Bixler, Superintendent/Principal	
District Level Leadership Support (<i>staff member in which to consult surrounding a communicable disease event</i>)	<ul style="list-style-type: none"> • Has responsibility over communicable disease response during periods of high transmission in community at large. May act as school level support to Building lead/Administrator activating a scaled response. • Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers. 	Brad Bixler, Superintendent/Principal	
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> • Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response. • Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners. 	Brad Bixler, Superintendent/Principal	
Others as identified by team		Not applicable	



Section 2. Equity and Continuity of Education

Preparing a plan that centers equity and supports mental health

Preparing a school to manage a communicable disease case or event requires an inclusive and holistic approach to protect access to in-person learning for all students. In this section suggested resources are offered to help prepare for communicable disease management while centering an equitable and caring response.

Centering Equity

Identify existing district or school plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of outbreaks (e.g., district or school equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or school systems for including student voice, existing agreements or community engagement or consultation models, Tribal Consultation¹, etc.)



[IMESD Equity Lens](#)

Suggested Resources:

1. [Equity Decision Tools](#) for School Leaders
2. [Community Engagement Toolkit](#)
3. [Tribal Consultation Toolkit](#)

Table 3. Centering Educational Equity

OHA/ODE Recommendation(s)	Response:
Describe how you will ensure continuity of instruction for students who may miss school due to illness.	Our small size allows for individualized instruction including, if needed, online learning options.

¹ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

OHA/ODE Recommendation(s)	Response:
Describe how you identify those in your school setting that are disproportionately impacted by communicable disease and which students and families may need differentiated or additional support.	The small size of the Helix School District provides an advantage in identifying students and families struggling from the impact of communicable disease. Our low numbers provide ample opportunities for communication and relationship building that allow school staff to respectfully note students and families that may need additional support.
Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to communicable disease.	The district uses research-based curricular programs, described in the following section, including everyone in the school setting and teach them how to support each other. The daily time dedicated to this work provides an opportunity for staff to connect with their students and monitor students who may warrant additional and differentiated support. The school staff then collaborate with each other and additional partners to consider and implement additional options for supporting students and their families.
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	District staff are trained to implement the Conscious Discipline and Character Strong programs. Additionally, we will continue to learn from and with our regional partners.



Section 3. Communicable Disease Outbreak Prevention and Response:

Implementing mitigation activities, responding to periods of increased transmission, resuming baseline level mitigation, and debriefing actions to improve the process

Planning for and implementing proactive health and safety mitigation measures assists schools in reducing communicable disease transmission within the school environment for students, staff, and community members. Communicable disease, including norovirus, flu and COVID-19, will continue to circulate in our communities and our schools. Schools will utilize different mitigation measures based on local data, and observation of what is happening in their schools (e.g., transmission within their facilities and communities.) In the following section, teams will document their school's approach to the CDC, OHA and ODE advised health and safety measures at baseline, during increased transmission.



Suggested Resources:

1. Communicable Disease Guidance for Schools which includes information regarding:

2. Symptom-Based Exclusion Guidelines (pages 8-12)
3. Transmission Routes (pages 29-32)
4. Prevention or Mitigation Measures (pages 5-6)
5. School Attendance Restrictions and Reporting (page 33)
6. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
7. [Supports for Continuity of Services](#)

Table 4. Communicable Disease Mitigation Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?
Immunizations	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community. Shots are required by law for children in attendance at public and private schools, preschools, child care facilities, and Head Start programs in Oregon. Nearly every place that provides care for a child outside the home requires shots or a medical or nonmedical exemption to stay enrolled.</i></p> <p>Helix School District complies with state regulations requiring educator vaccinations. Students, families and staff are directed to regional vaccination sites upon request.</p>
Face Coverings	The district has made face masks optional for all staff, students, and volunteers. Face mask requirements will be reinstated if the state requires indoor mask wearing.
Isolation	There are two rooms in the office that is just for isolation. There is a door that closes to the office area and a window so that the office staff can observe and supervise. These rooms are not the same room used for general first aid.
Symptom Screening	The district provides communication with families and staff regularly about information of communicable disease symptoms. If symptoms are present families are asked to keep their student home.
COVID-19 Diagnostic Testing	<p><i>OHA offers schools a diagnostic testing program to all public and private K-12 schools in Oregon. Please indicate whether your school will offer diagnostic testing.</i></p> <p>The District will be conducting testing of symptomatic students or staff upon request with a signed consent form on file. Students or staff displaying symptoms will be isolated, sent home and advised to consult with their medical professional. At this time, the district is not offering screening but will direct requests to local options.</p>
Airflow and Circulation	The district complies with all state, federal and manufacturer guidelines for upkeep and maintenance of HVAC systems. Filters meet or exceed current standards.
Cohorting	When necessary, elementary students will maintain cohorts whenever possible. Secondary students will not be in stable cohorts, but interactions between grades is limited.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	Describe what mitigating measures the school will implement to reduce and respond to the spread of communicable disease and protect in-person instruction?
Physical Distancing	When necessary, at least 3 feet of space or more will separate students and staff.
Hand Washing	Students will be encouraged to wash hands before and after each meal, after using the restroom and recess. Signage will be used to remind students and staff of the importance of good hygiene. Hand sanitizer will be deployed at all main entrances/exits to buildings, hallways and classrooms. Sharing of equipment will be kept to a minimum and cleaned frequently.
Cleaning and Disinfection	All restrooms will be disinfected regularly. During an outbreak or illness, illness cleaning (cleaned and disinfected) will be initiated by school and increased in that area.
Training and Public Health Education	The District provides information about COVID-19 on our website: https://www.helix.k12.or.us/documents We also post our Communicable Disease Plan .

PRACTICING PLAN TO BE READY

Training exercises are essential to preparedness ensuring individuals understand their role in a communicable disease event. Exercises can also help identify gaps in the planning, thereby building upon and strengthening the plan over time. Schools, districts, and ESDs should schedule to exercise this plan annually and when any revisions are made to update the plan. The plan, or component(s) of the plan, can be tested through conversations, practice exercises, or other activities.

INSERT THE LINK <https://www.helix.k12.or.us/documents/all-things-covid/144369>

Date Last Updated: **August 22, 2023**

Date Last Practiced: **Inservice Week, August 23-25, 2023**