

School-Level COVID-19 Management Plan

Helix Template For School Year 2022-23



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

Contact Phone: 541-457-2175, ext. 3757 Contact Email: brad.bixler@helixsd.org

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.
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.
Educator Vaccination OAR 333-019-1030	All district staff submit COVID-19 vaccine information. Those requesting an exception to OAR 333-019-1030 need to submit this district form. Approval of the exception and the reasonable steps to ensure that unvaccinated teachers, school staff and volunteers are protected from contracting and spreading COVID-19 are issued by the district.
Emergency Plan or Emergency Operations Plan OAR 581-022-2225	



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.

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 brad.bixler@helixsd.org	Cindy Wood, Administrative Assistant cindy.wood@helixsd.org

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
School Safety Team Representative <i>(or staff member knowledgeable about risks within a school, emergency response, or operations planning)</i>	<ul style="list-style-type: none"> 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 brad.bixler@helixsd.org	Cindy Wood, Administrative Assistant cindy.wood@helixsd.org
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 Alena.Davis@imesd.k12.or.us	
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 mary.lewis@helixsd.org Katie Zmuda, Cook katie.zmuda@helixsd.org	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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 brad.bixler@helixsd.org	
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 COVID-19 response during periods of high transmission. 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 brad.bixler@helixsd.org	
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 brad.bixler@helixsd.org	
Others as identified by team			



Section 2. Equity and Mental Health

Preparing a plan that centers equity and supports mental health

Preparing a school to manage COVID-19 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 COVID-19 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 COVID-19 (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](#)
- Consultation available from the InterMountain ESD
 - INSERT



Suggested Resources:

1. [Equity Decision Tools](#) for School Leaders
2. [Oregon Data for Decisions Guide](#)
3. [Oregon's COVID-19 Data Dashboards](#) by Oregon Health Authority COVID-19
4. [Data for Decisions Dashboard](#)
5. [Community Engagement Toolkit](#)
6. [Tribal Consultation Toolkit](#)

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.

Table 3.**Centering Equity**

OHA/ODE Recommendation(s)	Response:
Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 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 COVID-19. 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 COVID-19.	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.
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.

Mental Health Supports

Schools are encouraged to continue to prioritize cultivating care, connection, and community to support the mental, emotional, and social health and well-being of students, families, staff, and administrators.

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 COVID-19 (e.g., counseling services; partnerships with community mental and behavioral health providers; school district suicide prevention, intervention, and postvention plan; School Based Health Center resources; tribal resources, etc.)

- Character Strong
- Conscious Discipline
- Umatilla County CARE program & Wraparound Services
- Community Counseling Solutions



Suggested Resources:

1. ODE [Mental Health Toolkit](#)
2. [Care and Connection](#) Program
3. Statewide [interactive map of Care and Connection examples](#)
4. [Care and Connection District Examples](#)
5. Oregon Health Authority [Youth Suicide Prevention](#)

Table 4. Mental Health Supports

OHA/ODE Recommendation(s)	Response:
Describe how you will devote time for students and staff to connect and build relationships.	<p>--Students and staff utilize the Conscious Discipline and Character Strong programs with time built into the daily schedule for connections.</p> <p>--The Secondary School has a daily social emotional learning time dedicated for students and staff to connect.</p> <p>This built-in time focuses on student and staff mental health and well-being. These practices are universal in nature, encompassing participation by everyone.</p>
Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.	<p>--Full-time social worker K-12.</p> <p>--The School utilizes morning meetings for students to check-in with staff.</p> <p>--The Secondary School has a daily social emotional learning time dedicated for students and staff to explore and process their experiences</p> <p>Emphasis is on care, connection and relationships and is the foundation of the district's priorities, investments and practices for this component. We are focusing on health and well-being and meeting the needs of the whole child rather than just academics.</p>

OHA/ODE Recommendation(s)	Response:
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	<p>We will continue to utilize the county's CARE program, wraparound services, and Community Counseling Solutions as options for mental health services and support.</p> <p>These services are available to anyone in need, and are culturally relevant to our stakeholders. We are applying an equity lens and assessing the impact of the 2020 Spring school closure on students and families through continued conversations and other relevant sources of information.</p>
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	We offer a few clubs and activities for secondary students that encourage peer-to-peer interactions. All students participate in Character Strong activities that foster supportive peer-to-peer interactions. We will continue to support and encourage extra-curricular activities to help reconnect students to each other and to school. We have expanded our sports opportunities through a cooperative agreement with another local district.



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, teams will document their school's approach to the CDC, OHA and ODE advised health and safety measures at baseline, during increased COVID-19 transmission, and as they roll back the increased mitigating measures, incorporating lessons learned.



Suggested Resources:

1. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
2. [Communicable Disease Guidance for Schools](#) which includes information regarding
 - Symptom-Based Exclusion Guidelines (pages 8-12)
 - Transmission Routes (pages 29-32)
 - Prevention or Mitigation Measures (pages 5-6)
 - School Attendance Restrictions and Reporting (page 33)
3. [COVID-19 Investigative Guidelines](#)
4. [Planning for COVID-19 Scenarios in School](#)
5. [CDC COVID-19 Community Levels](#)
6. [Supports for Continuity of Services](#)

Table 5.

COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
COVID-19 Vaccination	<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.</i> We encourage stakeholders to be informed about vaccination options and will provide information to all.
Face Coverings	The district has made face masks optional for all staff, students, and volunteers. Face mask requirements will be reinstated if local COVID-19 infections increase or 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, including COVID-19. If symptoms are present families are asked to keep their student home.
COVID-19 Testing	<i>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i> 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.
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	76 elementary students will maintain cohorts whenever possible. 81 secondary students will not be in stable cohorts, but interactions between grades is limited.
Physical Distancing	At least 3 feet of space or more will separate students and staff. Helix has 29 staff and 157 students.
	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

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
Hand Washing	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

Table 6. COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION*: describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
COVID-19 Vaccination	During periods of high transmission, the district collaborates with the LPHA and OHA in the establishment of vaccine clinics requested by the health authority or community partners.
Face Coverings	<i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Please include whether your school will implement this critical recommendation.</i> During periods of high transmission, the district in collaboration with the LPHA may strongly recommend universal indoor masking at the direction of the superintendent.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION* : describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
Isolation	Staff are trained in isolation room protocols, quarantine protocols, and wearing of PPE. Isolation is used when necessary as per the communicable disease plan.
Symptom Screening	When case counts are high, the district will continue communication to families and staff regarding the importance of at-home symptom screening and staying home when sick to lower the risk of spreading infectious disease.
COVID-19 Testing	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.
Airflow and Circulation	During times of high case count, the classroom MERV 13 air filters will be left on 24 hours per day instead of only during school hours.
Cohorting ²	<p><i>Schools should notify their 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:</i></p> <ol style="list-style-type: none"> <i>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i> <i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i> <p>During times of high case count, additional spacing and classroom seating chart monitoring will be utilized to minimize cross-cohort contamination.</p>
Physical Distancing	During periods of high transmission the district will encourage students and staff to maintain at least 3 feet to the greatest extent possible.

² Cohorting refers to establishing a consistent group of students that stay together for a significant portion of the school day. Examples include stable mealtime cohorts, classrooms, table groups, lunch bunches, and other group situations. Cohorts should be as small as feasible to minimize exposure.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	MEASURES DURING PERIODS OF HIGH TRANSMISSION* : describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through CDC COVID-19 Community Levels . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
Hand Washing	Handwashing procedures (education, reminders, access to handwashing) will be supplemented with increased access to hand sanitizer in each classroom and shared space.
Cleaning and Disinfection	During times of high transmission, classrooms will be cleaned and sanitized each day with high touch areas being cleaned and sanitized multiple times per day.
Training and Public Health Education	The school will establish plans in collaboration with Local Public Health Authorities (LPHA) for communicating health and safety protocols to students, families and to our communities within the district.

Table 7.

COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
COVID-19 Vaccination	During periods of medium to low transmission, the district collaborates with the LPHA and OHA in the establishment of vaccine clinics requested by the health authority or community partners.
Face Coverings	Continued signage and supports for masking across the school facility along with reminders of respect for masking choices.
Isolation	The school will utilize the isolation protocols as outlined in the communicable disease plan.
Symptom Screening	As cases decrease, the school will continue to emphasize only coming to school or work healthy and reminding staff and families of the importance of staying home when sick can lower the risk of spreading infectious diseases.
COVID-19 Testing	The school will continue to offer free COVID-19 testing on site.
Airflow and Circulation	The school will continue to utilize the MERV 13 filters during school hours only.
Cohorting	Student seat charts will continue to be used.
Physical Distancing	Signage and reminders of the importance of 3' or more of distance will continue to be in use.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
Hand Washing	Access to handwashing, with instructions and reminders for students, will be used.
Cleaning and Disinfection	Classroom spaces will be cleaned daily with sanitation during classrooms or shared spaces with high transmission.
Training and Public Health Education	The school will communicate the return of baseline activities to parents/families. The communication will include specific health and safety protocols in place at the school.

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.

[LINK](#) where this plan is available for public viewing.

Date Last Updated: **8/15/2022**

Date Last Practiced: **8/15/2022**