

**School-Level COVID-19 Management Plan**  
**For School Year 2022-23**



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**School/District/Program Information**

District or Education Service District Name and ID Portland Public Schools


School or Program Name: KairosPDX

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**Table 1.**

	<p><b>Policies, protocols, procedures and plans already in place</b></p> <p>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.</p>
<p><b>School District Communicable Disease Management Plan</b>  <a href="#">OAR 581-022-2220</a></p>	<p><a href="#">Family Handbook section on COVID-19.docx</a>  <a href="#">PPS Communicable Diseases Info</a>          PPS has adopted the MESD communicable disease management plan (CDMP) linked <a href="#">HERE</a></p>
<p><b>Exclusion Measures</b>          Exclusion of students and staff who are diagnosed with certain communicable diseases  <a href="#">OAR 333-019-0010</a></p>	<p><a href="#">Exclusion Info</a>  <a href="#">Family Handbook section on COVID-19.docx</a></p>
<p><b>Isolation Space</b>          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.  <a href="#">OAR 581-022-2220</a></p>	<p><a href="#">Isolation Info</a>  <a href="#">Family Handbook section on COVID-19.docx</a></p>
<p><b>Educator Vaccination</b>  <a href="#">OAR 333-019-1030</a></p>	<p>KairosPDX is in compliance with <a href="#">OAR 333-019-1030.</a></p>
<p><b>Emergency Plan or Emergency Operations Plan</b>  <a href="#">OAR 581-022-2225</a></p>	<p><a href="#">KairosPDX Emergency Plan 2022-2023.docx</a></p>



## 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:

[KairosPDX Emergency Plan 2022-2023.docx](#) is used to prepare for response to any type of emergency, including an evacuation plan to an alternative location.

[Family Handbook section on COVID-19.docx](#) is used to clarify specific KairosPDX COVID policy.



## 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"> <li>Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.</li> <li>In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.</li> <li>Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>	Susannah Malarkey, School Administrator	Lena Baisden-Cleave, Operations Director

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"> <li>• Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures.</li> <li>• Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.</li> </ul>	Susannah Malarkey, School Administrator	Lena Baisden-Cleave, Operations Director
Health Representative ( <i>health aid, administrator, school/district nurse, ESD support</i> )	<ul style="list-style-type: none"> <li>• Supports building lead/administrator in determining the level and type of response that is necessary.</li> <li>• Reports to the LPHA any cluster of illness among staff or students.</li> <li>• Provides requested logs and information to the LPHA in a timely manner.</li> </ul>	Susannah Malarkey, School Administrator	Lena Baisden-Cleave, Operations Director
School Support Staff as needed ( <i>transportation, food service, maintenance/custodial</i> )	<ul style="list-style-type: none"> <li>• Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	Susannah Malarkey, School Administrator	Lena Baisden-Cleave, Operations Director

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<p>Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i></p>	<ul style="list-style-type: none"> <li>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.</li> <li>Shares communications in all languages relevant to school community.</li> </ul>	<p>Susannah Malarkey, School Administrator</p>	<p>Lena Baisden-Cleave, Operations Director</p>
<p>District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i></p>	<ul style="list-style-type: none"> <li>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.</li> <li>Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>	<p>Susannah Malarkey, School Administrator</p>	<p>Lena Baisden-Cleave, Operations Director</p>
<p>Main Contact within Local Public Health Authority (LPHA)</p>	<ul style="list-style-type: none"> <li>Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response.</li> <li>Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners.</li> </ul>	<p>Susannah Malarkey, School Administrator</p>	<p>Lena Baisden-Cleave, Operations Director</p>
<p>Others as identified by team</p>	<p>N/A</p>		



## 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 Consultation<sup>1</sup>, etc.)



#### 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](#)

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<sup>1</sup> 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.	KairosPDX serves a community that has a majority of students and families who identify as Black. Related to the mission of serving such families, KairosPDX centers its everyday practices on equity. COVID-19 has disproportionately affected the Black community, thus KairosPDX will work closely when needed with the LPHA to make sure that all safety measures are working to protect our most vulnerable populations. Additionally, KairosPDX works closely with its family liason and family council towards identifying families of highest needs and offering targeted supports, such as support around food security.
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.	KairosPDX acknowledges that its community is disproportionately affected by COVID-19. The mask policy at KairosPDX will be ensure the safety of community is of utmost importance. Our mask policy is focused on keeping all staff and students safe to keep continuity of onsite learning and minimize the spread of COVID-19 in the community as well as limit any potential outbreaks.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	KairosPDX acknowledges that its community is disproportionately affected by COVID-19. We held an All-Staff training around most recent COVID-19 safety policy, support teachers in implementing regular health lessons, and utilize a known Kairos song to delineate the time needed for hand washing etiquette.

**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.)



**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.	KairosPDX hosted two in person community events, following COVID safety protocols, during the first month of school and will continue to prioritize such events towards building community and connection. Additionally, KairosPDX is fortunate to have a counselor who is a man of color who teaches both health and identity empowerment lessons.
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.	KairosPDX's strict adherence to current COVID-19 safety policy is particularly important as we are aware that we are serving a student and family community that has been underserved by the healthcare system, and by institutions in general. By paying close attention to family privacy around matters of COVID-19 testing and results, we are directly addressing this negative experience with systems of health care, by creating trust as we serve all families, regardless of their results. Additionally, counseling and social emotional support is available to all students, K-5, as provided by our Social Emotional Support Team.
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	KairosPDX delivers culturally relevant health curriculum via push-in lessons from our School Counselor, as well as teacher directed health lessons. Additionally, KairosPDX is fortunate to have a counselor who is a man of color who teaches both health and identity empowerment lessons, as well as individual student checkins and counseling sessions.



OHA/ODE Recommendation(s)	Response:
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	KairosPDX is fortunate to have a counselor who is a man of color who teaches both health and identity empowerment lessons. He also provides individual student check-ins and counseling sessions. Additionally, student voice is fostered through reparative processes, where appropriate, and families are encouraged to utilize the language taught at school around emotional literacy, in the home environment as well.



## 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**

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>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?</b>
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>
Face Coverings	Masking has continued for all students and staff.
Isolation	<a href="#">Family Handbook section on COVID-19.docx</a>
Symptom Screening	<a href="#">Family Handbook section on COVID-19.docx</a>
COVID-19 Testing	<i>OHA offers both <a href="#">diagnostic and screening testing programs</a> to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i>
Airflow and Circulation	<a href="#">Family Handbook section on COVID-19.docx</a>
Cohorting	<a href="#">Family Handbook section on COVID-19.docx</a>
Physical Distancing	<a href="#">Family Handbook section on COVID-19.docx</a>
Hand Washing	<a href="#">Family Handbook section on COVID-19.docx</a>
Cleaning and Disinfection	<a href="#">Family Handbook section on COVID-19.docx</a>

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>BASELINE MEASURES:</b> 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?
Training and Public Health Education	KairosPDX continues to train our staff regularly towards following all safety protocols.

**Table 6. COVID-19 Mitigating Measures**

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> 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 <a href="#">CDC COVID-19 Community Levels</a> . 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	KairosPDX requires that all educators and school staff be fully vaccinated.
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>
Isolation	<a href="#">Family Handbook section on COVID-19.docx</a>
Symptom Screening	<a href="#">Family Handbook section on COVID-19.docx</a>
COVID-19 Testing	<a href="#">Family Handbook section on COVID-19.docx</a>
Airflow and Circulation	<a href="#">Family Handbook section on COVID-19.docx</a>
	<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>

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> 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? <i>*Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a>. 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).</i>
Cohorting <sup>2</sup>	<ol style="list-style-type: none"> <li>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</li> <li>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</li> </ol>
Physical Distancing	<a href="#">Family Handbook section on COVID-19.docx</a>
Hand Washing	<a href="#">Family Handbook section on COVID-19.docx</a>
Cleaning and Disinfection	<a href="#">Family Handbook section on COVID-19.docx</a>
Training and Public Health Education	<a href="#">Family Handbook section on COVID-19.docx</a>

<sup>2</sup> 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.

**Table 7.**

**COVID-19 Mitigating Measures**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> 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?</p>
<p>COVID-19 Vaccination</p>	<p><a href="#">Family Handbook section on COVID-19.docx</a></p>
<p>Face Coverings</p>	<p><a href="#">Family Handbook section on COVID-19.docx</a></p>
<p>Isolation</p>	<p><a href="#">Family Handbook section on COVID-19.docx</a></p>
<p>Symptom Screening</p>	<p><a href="#">Family Handbook section on COVID-19.docx</a></p>
<p>COVID-19 Testing</p>	<p><a href="#">Family Handbook section on COVID-19.docx</a></p>
<p>Airflow and Circulation</p>	<p><a href="#">Family Handbook section on COVID-19.docx</a></p>
<p>Cohorting</p>	<p><a href="#">Family Handbook section on COVID-19.docx</a></p>
<p>Physical Distancing</p>	<p><a href="#">Family Handbook section on COVID-19.docx</a></p>
<p>Hand Washing</p>	<p><a href="#">Family Handbook section on COVID-19.docx</a></p>

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> 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?
Cleaning and Disinfection	<a href="#">Family Handbook section on COVID-19.docx</a>
Training and Public Health Education	<a href="#">Family Handbook section on COVID-19.docx</a>

## 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.

[KairosPDX Website](#)

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

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