

Meeting Packet

REGULAR SESSION

8/12/2021

04:00 PM



PHILOMATH SCHOOL DISTRICT 17J

REGULAR SESSION

PHILOMATH SCHOOL DISTRICT 17J

District Office

1620 Applegate Street, Philomath

8/12/2021 04:00 PM

A. EXECUTIVE SESSION ~ None

B. Board Retreat - 4:00 - 7:15 p.m.

1. Planning Calendar

[Board Planning Calendar \(p. 4\)](#)

2. Goals/Objectives

[Board Goals and Objectives \(p. 6\)](#)

3. Superintendent Goals

[Superintendent Goals \(p. 8\)](#)

4. Liaison Roles

[Responsibilities and Liaison Roles \(p. 10\)](#)

5. Board Operating Agreement

[Board Operating Agreement \(p. 12\)](#)

6. House Bill 2560

[House Bill 2560 \(p. 13\)](#)

C. Special Session - 7:30-8:30 p.m.

1. Call to Order & Pledge of Allegiance: Rick Wells, Chair

D. STRATEGY AND DISCUSSION ~

1. 2021-2022 Health and Safety Protocols

[Superintendent Report \(p. 14\)](#)

2. Public Comments

3. Ready Schools, Safe Learners Protocols ~ Action Required

E. MEETING CLOSURE ~

1. Board Reports & Thanks
2. Next Meeting Agenda Items
3. Board Requests & Adjournment

F. IMPORTANT DATES

August 19	4:00 - 8:00 p.m.	PEA/District Negotiations
August 26	7:00-9:00 p.m.	Regular Board Meeting
August 31		New Employee Orientation
September 1 - 3		Staff Inservice Days
September 7		School Starts: Grades 2, 6, 9, K-1 staggered start days
September 8		School: All grades
September 22	Staggered time slots	District Open House
November 11-13		OSBA Annual Conference

Philomath School Board Planning Calendar Draft

Revised: November 2019

Month	Targeted board meeting topics – annual rotation	Comments
July	<ul style="list-style-type: none"> Swear in new board members Elect Board officers Review signers on all accounts 	
August	<ul style="list-style-type: none"> Board member presentation to Kindergarten registration (District communication package) Host In-service lunch/breakfast with staff (Not in 2021) Hold Annual Board Retreat 	
September	<ul style="list-style-type: none"> OSBA Policy Update (to Policy Committee) Draft parent survey; review by the board 	Fall 2019 survey targeted for Jan/Feb 2020
October	<ul style="list-style-type: none"> Bi-annual work session with KVCS and PSD boards Review state report cards (board work session, before or after ODE release); finalize parent survey 	
November	<ul style="list-style-type: none"> Attend OSBA annual conference. Review projections for enrollment and revenue for next fiscal year; review financial status with Budget Committee. (budget work session) Send out parent survey (1st week) Review School Continuous Improvement Plan submission 	Fall 2019 survey targeted for Jan/Feb 2020
December	<ul style="list-style-type: none"> Consolidate survey results (chair) for inclusion in Dec board packet Discuss issues/priorities with regional Legislative Policy Committee member (even numbered years) in advance of legislative sessions, and past session highlights (odd numbered years) Review/close open positions on Budget Committee (as needed). Review results of parent surveys (Fall 2019 - SSA) 	OSBA Legislative Policy Committee meets in Jan of even-numbered years; legislature is in session odd-numbered years
January	<ul style="list-style-type: none"> Review superintendent annual report. Preview of report/mailer to be distributed to the community Approve the budget calendar Review Division 22 submission – Move to Fall Review District financial audit Review KVCS Annual Report OSBA Policy Update (Policy Committee meeting) Mid-year Superintendent assessment; check in on performance & board goals Board review of math curriculum map for the district 	
February	<ul style="list-style-type: none"> Board review of Technology Plan and Budget Review early 3-5 year budget projections and establish budget priorities with Budget Committee. District Calendar Committee review of objectives with the board; align on initial parameters & process for upcoming school-year calendar (including public comment) 2022 Calendar approved already Update goals for next year as needed (prior to start of budget cycle) Approval of teacher status (probationary/renewal→contract) and administrator contract renewals (by March 15) Board review of ELA curriculum map for the district 	
March	<ul style="list-style-type: none"> Board review of Facility Plan and Budget. Review of school district safety plan, prior to budget cycle Approve calendar for upcoming school year. Bi-annual work session with KVCS and PSD boards Classified Employee Appreciation Week Board finalizes (standard) District communications package (for board member use) 	
April	<ul style="list-style-type: none"> Hold Budget Committee meetings. Approve curriculum adoption, and other board actions/approvals (as guided by PSD policy) OSBA Policy Update (Policy Committee meeting) Annual board review of Professional Development accomplishments/outcomes Start Superintendent Evaluation process (build and conduct survey) Review student pathways proposal and alignment with current Vision, policies, etc. Start board self-evaluation (build and conduct survey); plan agenda for board retreat 	

<p>May</p>	<ul style="list-style-type: none"> • Hold Budget Committee meetings • KVCS Budget review • Teacher Appreciation Week • Board member presentation to 6th and 9th grade orientations (District communication pkg) • Hold annual School Board Retreat (see agenda topics below) 	
<p>June</p>	<ul style="list-style-type: none"> • Complete Superintendent evaluation process (review with superintendent; Exec Session) • Participate in end-of-year, staff appreciation event. Attend graduation. • Approve Annual Budget. • Review annual nurse's report (discussion item) • OSBA Policy Update (Policy Committee meeting) 	<p>Superintendent evaluation on this cycle starting in 2019</p>



PHILOMATH SCHOOL BOARD

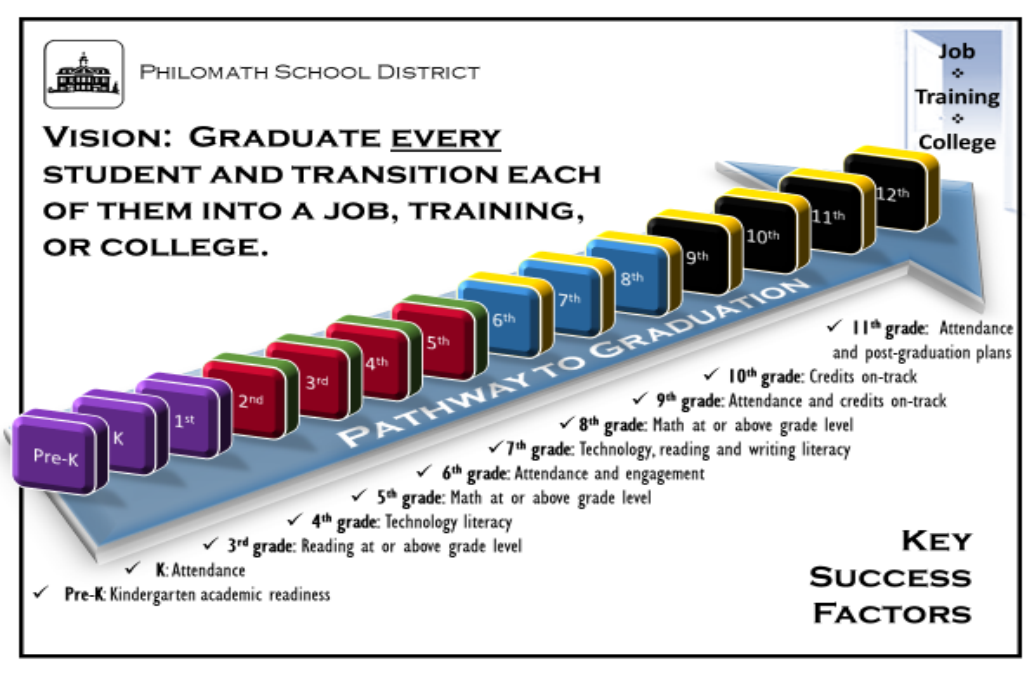
2018 - 2021 BOARD GOALS AND OBJECTIVES

DRAFT

- 1. We have robust goal-setting and assessment processes in place -- for district, superintendent and board goals -- that guide our district toward continuous improvement.**
- 2. An annual review of student achievement is in place across all subgroups, aligned to our Key Success Factors, identifying means, methods and outcomes for continued improvement.**
- 3. A communication framework with district staff, parents/families and community members is in place, to promote student achievement and success, and to solicit input, support and engagement with the community.**
- 4. The board has an established process that works effectively across local, regional and state agencies, advocating for our schools and our students.**
- 5. Ongoing, constructive and open conversations between PSD and KVCS school boards continue, focused on Charter agreements.**

How will we measure progress to goals?

Goals	metrics	Board actions/resources
1. We have an annual robust goal-setting and review of assessment processes in place	<ul style="list-style-type: none"> a) Superintendent goals & assessment b) Board goals & assessment c) District goals & assessment 	<ul style="list-style-type: none"> a. Annual superintendent evaluation (July) b. Annual board retreat & self-evaluation (Aug) c. Annual review of district goals (Aug) d. During budget cycle the board evaluates alignment to board goals (March-June)
2. An annual review of student achievement is in place across all subgroups, aligned to our Key Success Factors, identifying means, methods and outcomes for continued improvement.	<ul style="list-style-type: none"> a) Math achievement results (cohort, student subgroup data) b) ELA achievement results (cohort, student subgroup data) c) Student Math and Reading/ELA grades d) Student credit attainment e) Relevant interim assessments 	<ul style="list-style-type: none"> a) Annual board review of K-12 Math growth and achievement, district-wide (August) b) Annual board review of K-12 ELA growth and achievement, district-wide (August) c) Annual board review of Technology Plan (Jan)
3. A communication framework with district staff, parents/families and community members is in place, to promote student achievement and success, and to solicit input, support and engagement with the community	<ul style="list-style-type: none"> a) Board member liaison for each building b) Regular "liaison" updates on board meeting agenda c) Board survey to parents/families after receipt of annual report cards d) Schedule of events where board can share "good news" and solicit parent involvement e) Standard communication package in place for the community (district annual report & common set of slides) 	<ul style="list-style-type: none"> a) Board member(s) invited to "Table Talk with staff", and "Small groups for coffee" b) Community liaisons established and attended annually c) Approval of a community communications budget in the budgeting cycle
4. The board has an established process that works effectively across local, regional and state agencies, advocating for our schools and our students	<ul style="list-style-type: none"> a) Ongoing calendar/events of key dates with OSBA and state legislators b) PSD "Advocacy Priorities" identified by the PSD board (outcome of budgeting) 	<ul style="list-style-type: none"> a) PSD board Advocacy Priorities kept current b) Board member attendance and participation in events of importance/relevance to our student needs (e.g. calendar and coverage) c) Advocacy practiced by the PSD board (especially annual state budget)
5. Ongoing, constructive and open conversations between PSD and KVCS school boards continue, focused on Charter agreements.	<ul style="list-style-type: none"> a) Charter agreement annual report b) De-brief of prior meeting between boards 	<ul style="list-style-type: none"> a) Meetings between KVCS and PSD boards twice per year



Last update: November 30, 2018

**Philomath School District
Superintendent Evaluation
Self-Evaluation
2020 – 2021**

2018-2021 Philomath School Board Goals:

1. We have robust goal-setting and assessment processes in place—for district, superintendent, and board goals—that guide our district toward continuous improvement.
2. An annual review of student achievement is in place across all sub-groups, aligned to our Key Success Factors, identifying means, methods, and outcomes for continued improvement.
3. A communication framework with district staff, parents/ families, and community members is in place, to promote student achievement and success, and to solicit input, support, and engagement with the community.
4. The board has an established process that works effectively across local, regional, and state agencies, advocating for our schools and students.
5. Ongoing, constructive, and open conversations between PSD and KVCS school boards continue, focused on Charter agreements.

PSD Vision and Key Success Factors:

Graduate every student and transition each of them into a job, training, or college.

- Pre-K Kindergarten Academic Readiness
- Kindergarten Attendance
- 3rd Grade Reading at or above grade level
- 4th Grade Technology Literacy
- 5th Grade Math at or above grade level
- 6th Grade Attendance and Engagement
- 7th Grade Technology, reading, and writing literacy
- 8th Grade Math at or above grade level
- 9th Grade Attendance and Credits On-Track
- 10th Grade Credits On-Track
- 11th Grade Attendance and post-graduation plans

Goals in the Year of COVID-19:

1. Demonstrate commitment to ongoing student success and growth, including academic as well as social-emotional components.
 - Even with licensed staff angst, continue to pursue safe opening of Philomath schools for in-person learning. Research shows that synchronous learning in the close proximity of a classroom promotes greatest amount of student learning and engagement.
 - Traditionally struggling and/or underserved students fall behind at a much more alarming rate thereby widening both the achievement and opportunity gap.
 - Continuing to support both CDL and in-person learning models will support the district in maintaining student enrollment numbers with multiple avenues for learning.
 - When successful, CDL (Comprehensive Distance Learning) can be a positive way for many students to learn.
2. Maintain fiscal responsibility within the school district, including expenses for COVID Relief, Student Success Act, and other supporting funds.
 - Continue to review COVID Relief expenditures to ensure best use of funds. When appropriate, other district funds are also reviewed for viability to support specific needs.
 - Student Investment Account (SIA) of the Student Success Act (SSA) received less funds than originally anticipated in the summer of 2020. Reviewed original needs with the PSD Leadership Team to determine priority needs from original funding plan. State approval received for updated expenditure plan.
 - Support all avenues of professional learning for staff to learn all possible supports for working successfully with students during COVID-19 pandemic.
 - Continually monitoring staff needs to support student success during COVID-19.
3. Provide consistent communication with School Board, staff, families, business, and community members. Also engage in consistent communication with regional and state peers.
 - Web-based, e-mail, phone, and face-to-face communication have been a priority throughout the school year.
 - Most recently, following published plans to re-open schools, I have made a priority to respond to each individual who has e-mailed with support or concern.
 - Established clear communication and support with and from regional superintendents.
4. Maintain relationship and commitment to success with Kings Valley Charter School.
 - KVCS Director, Jamon Ellingson, is an active participant in the PDS Leadership Team.
 - Initial, joint board meeting for the school year was held in December 2020.
 - Approved SIA funding plans included funding for KVCS.

2019-20 Philomath School Board Roles and Responsibilities

Draft

REVISED October, 2019

Board Responsibilities		
Approve	Review and advise	Informed
<ol style="list-style-type: none"> 1) District policies 2) District vision and goals 3) All service contracts with >1 year commitment or with a value >\$100,000 4) All labor contracts, negotiated agreements and MOUs 5) Salary schedules 6) Operation expenditures >\$100,000 7) Capital expenditures >\$100,000 8) Building/grade configurations 9) Annual operating budget and budget changes 10) Annual capital budget 11) Curricular adoptions 12) School calendar 13) Ultimate arbitrations and resolution of community complaints or staff appeals 14) Litigation decisions 15) Initial contracts, contract renewals and reassignments for administrators 16) Moving teachers from probationary to contract status 17) Long-term facility and investment plan 18) Technology and investment plan 	<ol style="list-style-type: none"> 1) Labor contract disputes and issues 2) Review of current safety plan 	<ol style="list-style-type: none"> 1) Staff assignments and changes below the principal and director level 2) Critical issues or incidents (direct or thru chair) 3) Inclement weather delays or cancellations 4) Classrooms assignments 5) Administrator evaluations

Board Liaison Roles

Karen	Greg Gerding	Jim Kildea	Shelley Nieman	Anton
<ul style="list-style-type: none"> • PMS Liaison* • PEA Relations and Negotiations Lead • Rotary Club • PYAC 	<ul style="list-style-type: none"> • Facilities and Safety Lead • CPS Liaison* • Philomath City Council • Policy sub-committee • Clemens Foundation 	<ul style="list-style-type: none"> • Blodgett Liaison* • PEA Relations and Negotiations Lead • Philomath Pastors 	<ul style="list-style-type: none"> • Policy sub-committee • OSEA Relations and Negotiations Lead • PHS Liaison* • Chamber of Commerce • Lions Club 	<ul style="list-style-type: none"> • PES liaison* • OSEA Relations and Negotiations Lead • Pool Committee

Add Tax Authority??

*School Liaison roles (further defined):

- Participate in district communication plan, per established liaison role by building, as agreed with the superintendent
- Understand issues and concerns across the district
- Identify themes and needs, following the appropriate protocol
- Attend major events
- With arrangement of the principal, may attend 1-2 staff meetings per year to get staff feedback.

Regular updates to the board from Committees (rather than board member liaisons to these groups):

- a. SEAC
- b. CTE
- c. English Language Learner (ELL) Advisory Committee Liaison – EBAC
- d. Equity Committee – Add??

Note: Removed KVCS (as we now have joint PSD/KVCS board meetings instead)

PHILOMATH SCHOOL BOARD OPERATING AGREEMENT

NEXT STEPS:

- Edit to remove references to any old/obsolete policies (as well as any new ones)

PURPOSE:

The school board ~~must~~ **strives to** represent the needs and interests of all children **enrolled** in our district -- **students come first**. Collectively, the Philomath School Board shares the following values: Equity, Leadership, Integrity, Health, Professionalism, Ethics, Service, and Family. It is with these values in mind that we seek to enhance teamwork among members of the board and between board members. As such, we, the members of the Philomath School Board do hereby publicly commit ourselves collectively and individually to the following operating protocol:

BOARD ROLES & RESPONSIBILITIES

1. Focus on governance: policy-making, strategic planning and evaluation (of curriculum, district performance and our superintendent), **and its judicial responsibilities for the District. (policy BBA)**
2. Provide adequate and direct means for keeping informed about the needs and wishes of the public and for keeping local community patrons informed about the schools **(policy BBA)**.
3. Recognize the role of the chair to represent the district and the board at official functions, to make authorized statements to the public or the media when the board deems that, under the circumstances, the district's position should be articulated by a single voice, to convene meetings, execute documents as appropriate, and develop the agenda with the vice chair and superintendent. No other board member has the authority to speak for the board. **(policies BCB, BDDC). (policy BBAA)**
4. The board and superintendent will participate annually in establishing goals and objectives for themselves and the district. The board will conduct a biennial self-evaluation of its own performance. **(policy BK)**
5. The board will act as ambassadors to the schools, the community and the district. **(policies BB, BBA)**

HOW WE OPERATE & MAKE DECISIONS

6. We agree to make our board meetings as effective and efficient as possible, through preparation, deliberation and taking board action as required. We will focus on board level work, enabling our superintendent and staff to do theirs. As a board, we value the perspectives of staff, the community, and each other, and strive to have all voices heard. We agree that board meetings are for deliberation and action, not endless discussion. **(policy BDD)**
7. Two board members must agree before an item is placed on a meeting agenda. **(policy BDDC)**
8. Notify the school administration before visiting a school in the role of school board member.
9. Follow the chain of command. The board is the last stop for complaints, not the first, except for complaints that concern the superintendent or board actions or operations. **(policy KL)**

HOW WE COMMUNICATE

10. Be proactive – don't spring surprises on each other or the superintendent. Communicate directly with the superintendent when information is needed or a question arises. Specific questions concerning information contained in the board packet may be addressed to the person providing the information.
11. The chair responds to group email sent to the board after consultation with the superintendent and will either refer the issue to the superintendent or respond on behalf of the board. Board members should only respond to the sender that they have received the email. **(policy BCB)**
12. Board members will communicate with one another should an issue or problem develop between them.

House Bill 2560

Sponsored by Representative MEEK, Senator STEINER HAYWARD; Representatives REARDON, SALINAS (Pre-session filed.)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure as introduced.

Requires governing body of public body, to extent reasonably possible, to make all meetings accessible remotely through technological means and provide opportunity for members of general public to remotely submit oral and written testimony during meetings to extent in-person oral and written testimony is allowed. Imposes same requirements on hearings under ORS chapters 197 and 215.

A BILL FOR AN ACT

1
2 Relating to expanding remote participation of public in self-government through use of technology;
3 amending ORS 192.670.

4 **Be It Enacted by the People of the State of Oregon:**

5 **SECTION 1.** ORS 192.670 is amended to read:

6 192.670. (1) Any meeting, including an executive session, of a governing body of a public body
7 which is held through the use of telephone or other electronic communication shall be conducted in
8 accordance with ORS 192.610 to 192.690.

9 (2) When telephone or other electronic means of communication is used and the meeting is not
10 an executive session, the governing body of the public body shall make available to the public at
11 least one place where, or at least one electronic means by which, the public can listen to the com-
12 munication at the time it occurs. A place provided may be a place where no member of the gov-
13 erning body of the public body is present.

14 (3) **All meetings held by a governing body of a public body, excluding executive sessions,**
15 **must provide to members of the general public, to the extent reasonably possible, an oppor-**
16 **tunity to:**

17 (a) **Access and attend the meeting by telephone, video or other electronic or virtual**
18 **means;**

19 (b) **If in-person oral testimony is allowed, submit during the meeting oral testimony by**
20 **telephone, video or other electronic or virtual means; and**

21 (c) **If in-person written testimony is allowed, submit during the meeting written testi-**
22 **mony by electronic mail or other electronic means.**

23 (4) **The provisions of subsection (3) of this section:**

24 (a) **Apply to hearings under ORS 197.763, 215.402 to 215.438 and 215.700 to 215.780 regard-**
25 **less of whether a governing body or governing body's designee, including a hearings officer,**
26 **conducts the hearing; and**

27 (b) **Do not apply to contested case hearings under ORS chapter 183.**
28

NOTE: Matter in boldfaced type in an amended section is new; matter *[italic and bracketed]* is existing law to be omitted. New sections are in boldfaced type.



Philomath School District 17J

Benton County School District No. 17J, 1620 Applegate Street Philomath OR 97370 (541) 929-3169

Philomath School District 17J

Board of Directors

Superintendent's Report

2021-2022 Health & Safety Protocols

August 12, 2021

Face Covering Recommendation:

As your superintendent, I have been hired to make decisions in the best interest of students; maintain solvency, transparency, and integrity of school district resources; support school staff members to be the best they can for our students; and support the needs of our community. In light of the recent mandate for required face coverings during indoor instructional time for students and staff, I have spent much time listening to all parents who have contacted me.

I am in agreement with the recommendation of our governor that, at this time, staff and students should wear face coverings indoors during the instructional day. My rationale for this recommendation is based on the current science of COVID-19 and the best interest of our students and community.

The rule will be reviewed at least monthly at the State level. The ultimate goal is to for students to be provided with in-person learning as much as is possible in the 2021-2022 school year. This means that Oregon may, in time, back off on required mandates. However, should infection rates worsen, we may also have to increase required mandates.

Background:

The dilemma is evident. Based on survey input, over ninety-seven percent (97.5%) of our parents want their child(ren) to return to in-person instruction. The critical question, at this juncture, has to do with decisions for our children during that time. Most specifically, should students be required to wear face coverings or not? My connections run the gamut from those espousing that COVID is not a public health issue to a family who have signed up their child in the clinical trials for consideration of vaccinating children under 12 years of age.

The Philomath School District has not let our students down by a lack of advocacy, as some parents have suggested. Our students are caught in the throes of a global pandemic and related polarizing divide. COVID fatigue is evident everywhere. While I personally would prefer not to wear a face covering, I am committed to doing it for the health benefits of our students and community.

I am committed to stepping up on behalf of our students. Did I make all the correct, seamless decisions about COVID-19 in the 2020-2021 school year? Without a doubt, the answer is 'No'. Do I know more now than I did a year ago? Absolutely. Rather than standing by without information, I am sharing my stance on suggested health protocols for the Philomath School District. I believe my information to be well grounded, however realize that it does not agree with some of our families. I have been asked to

follow science as well as always keeping in mind what is best for students. The Centers for Disease Control and Prevention, the Oregon Health Authority, and Benton County Public Health have provided scientific guidance. As for what I believe is best for our students, this consideration always comes first for me.

I respect that parent choice is always an option for families. While a seemingly trite comparison, we ask students to wear shoes to school. If a parent/ family chooses to not allow their child to wear shoes, the student cannot attend public school. In another example from our recent past, if a high percentage of students in any school are ill, the school has been shut down for a short length of time to avoid spread. In this instance, our governor has mandated a face-covering rule. The rule will be reviewed at least monthly at the state level.

The ultimate goal is to for students to be provided with in-person learning as much as is possible in the 2021-2022 school year. This means that Oregon may, in time, back off on required mandates. However, should infection rates worsen, we may also have to increase required mandates.

Students are required to attend school, which is considered a congregate setting where COVID-19 can spread easily. Unlike pay-dates of half a dozen students or a sports tourney of 50 students, our schools contain 150-400 each school day. The sheer volume as well as time indoors is very different in our school settings.

I am excited about the opportunities we have for our students for the 2021-2022 school year. We get to begin the school year with full-day, full-week, in-person learning this fall. Students and staff will have the opportunity to interact with one another. The chart below shares a comparison between last year and this year, sharing the benefits and excitement for a new school year.

Activity/ Protocol	This Year (21-22)	Last Year
In-Person Learning	Beginning in-person learning on the first day of school year— 09/07/2021.	All CDL (Comprehensive Distance Learning) until: Hybrid: <ul style="list-style-type: none"> • K-3: 02/23/2021 • 4th: 03/02/2021 • 5th: 03/04/2021 • 6-12: 04/06/2021 Full In-Person: <ul style="list-style-type: none"> • K-12: 05/04/2021
Length of Week	Five-Day School Week: In-Person <ul style="list-style-type: none"> • 4 full days (M-TH) • 1 early release (F) • 5 full days (KVCS) 	CDL: 4 days/ week Hybrid: 2 days/week in; 2 days/online. In-Person: 4 days/week

Activity/ Protocol	This Year (21-22)	Last Year
Student Mental Health Considerations	<ul style="list-style-type: none"> • Students will begin school together from the start. • Ability to more freely interact regularly with peers and school staff. 	<ul style="list-style-type: none"> • In-person learning limited to late in the school year. • Limited in-person interaction with peers and school staff.
Student Instructional Time (In-Person Learning)	<ul style="list-style-type: none"> • K-1: 325 min/day • 2-5: 325 min/day • 6-8: 340 min/day • 9-12: 350 min/day 	<ul style="list-style-type: none"> • K-1: 250/day • 2-5: 250 min/day • 6-8: 250 min/day • 9-12: 250 min/day
Face Covering Requirement	<p>Mandatory Face Covering for All Students</p> <ul style="list-style-type: none"> • Worn inside only • May use face shield if individually needed • Individual Mask Breaks • Not required during meals 	<p>Mandatory Face Covering for All Students</p> <ul style="list-style-type: none"> • Worn inside and outside • Individual Mask Breaks • Not required during meals

COVID-19 Data:

Oregon Department of Education Information:

- Under Executive Order 21-15, Oregon is still under a state of emergency related to COVID-19. As a result, Governor Brown can mandate face coverings in our schools.
- Under ORS 431A, the Oregon Health Authority has the responsibility and authority to protect public health.
- Schools must ensure that all individuals, including but not limited to staff, students, contractors, and visitors wear a mask when in an indoor setting:
 - At school during regular school hours;
 - Engaged in educational activities such as field trips or off-campus classes during regular school hours; and
 - At school engaged in educational activities outside of regular school hours.
- A face shield may be worn instead of a mask if an individual cannot wear a mask for medical reasons.
- An individual is **not** required to wear a mask under section (3) of this rule if the individual is:
 - Actively eating or drinking;
 - Sleeping;
 - Playing a musical instrument that requires using the mouth;
 - Engaged in a sport during physical education class, such as water sports or a sport where wearing a mask could be a strangulation hazard;
 - Alone in a private office enclosed by walls on all sides with a door that is closed;
 - Is under the age of two (2).

Benton County Metrics:

- While county metrics are not mandated, the latest information is noted below.
- While metrics better than Lincoln and Linn counties, numbers of cases continue to rise.

Time Period	Case Count	Cases per 100,000	Test Positivity
07/11/2021 – 07/24/2021	82	86.6	4.7%
07/04/2021 – 07/17/2021	62	65.5	4.1%
06/27/2021 – 07/10/2021	35	37.0	2.1%
06/20/2021 – 07/03/2021	26	27.5	1.5%
06/13/2021 – 06/26/2021	N/A	N/A	N/A
06/06/2021 – 06/19/2021	50	52.8	1.8%
05/30/2021 – 06/12/2021	45	47.5	1.6%
05/23/2021 – 06/05/2021	53	56.0	1.9%
05/16/2021 – 05/29/2021	63	66.6	2.0%

- Guidance for COVID-19 Prevention in K-12 Schools: Centers for Disease Control & Prevention, 08/05/2021.
 - Students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority.
 - Vaccination is the leading public health prevention strategy to end the COVID-19 pandemic. Promoting vaccination can help schools safely return to in-person learning as well as extracurricular activities and sports.
 - In addition to universal indoor masking, CDC recommends schools maintain at least 3 feet of physical distance between students within classrooms to reduce transmission risk.
- Mask Mythbusters: Common Questions about Kids and Face Masks: Healthychildren.org from the American Academy of Pediatrics
 - **Can wearing a mask make it harder for my child to breathe?**
 There have been concerns that face masks can reduce oxygen intake, and can lead to low blood oxygen levels, known as hypoxemia. However, masks are made from breathable materials that will not block the oxygen your child needs. Masks will not affect your child's ability to focus or learn in school. The vast majority of children age 2 or older can safely wear face masks for extended periods of time, such as the school day or at child care. This includes children with many medical conditions.
 - **Can masks interfere with a child's lung development?**
 No, wearing a face mask will not affect your child's lungs from developing normally. This is because oxygen flows through and around the mask, while blocking the spray of spit and respiratory droplets that may contain the virus. Keeping your child's lungs healthy is important, which includes preventing infections like COVID-19.
 - **Do masks trap the carbon dioxide that we normally breathe out?**
 No. There have been false reports that face masks can lead to carbon dioxide poisoning (known as hypercapnia) from re-breathing the air we normally breathe out. But this is not true. Carbon dioxide molecules are very tiny, even smaller than respiratory droplets. They cannot be trapped by breathable materials like cloth or disposable masks. In fact, surgeons wear tight fitting masks all day as part of their jobs, without any harm. However, children under 2 years of age should not wear masks since they may not be able to remove them

without help. Children with severe breathing problems or cognitive impairments may also have a hard time tolerating a face mask and extra precautions may be needed.

- **Can masks lead to a weaker immune system by putting the body under stress?**

No. Wearing a face mask does not weaken your immune system or increase your chances of getting sick if exposed to the COVID-19 virus. Wearing a mask, even if you do not have symptoms of COVID-19, helps prevent the virus from spreading.

- “Health experts are pointing to an alarming trend as many students prepare to return to in-person learning. They’re seeing COVID-19 outbreaks in places where children gather and play.” (wtvr.com, Richmond, Virginia (08/01/2021))
- “In the last week alone, according to the report from the American Academy of Pediatrics and the Children’s Hospital Association, nearly 72,000 cases were reported in children, roughly 19% of the total number of new cases nationwide.” (Serious Cases Remain Rare, But Coronavirus Infections in Children Are on The Rise”. NPR, 08/05/2021)
- “Between June 1 and July 1, the daily average number of cases more than doubled, from 181 per day to 378 per day.” (OPB News. Dean Sidelinger, OHA. 07/22/2021)
- “Scientists are particularly worried about two groups as the wave of infections breaks across Oregon: People in communities with low vaccination rates, and children under 12, who can’t get vaccinated yet.” (COVID an Urgent Threat to Unvaccinated as Delta Variant Spreads, OPB News. 07/22/2021)
- “U.S. health officials have expressed concern over a simultaneous rise in Delta infections and cases of respiratory syncytial virus, a highly contagious seasonal flulike illness that is more likely to affect children and older adults.” (In Addition to COVID, More Children Are Getting a Respiratory Virus More Commonly Seen in Winter, New York Times. 08/01/2021)
- “After many months of zero or few pediatric COVID cases, we are seeing infants, children, and teens with COVID pouring back into the hospital, more and more each day. The rise comes as new coronavirus infections have risen 148% in the US in the past two weeks and hospitalizations have increased 73%.” (In Addition to COVID, More Children Are Getting a Respiratory Virus More Commonly Seen in Winter, New York Times. 08/01/2021)

Oregon Health Authority Data:

- As of 07/27/2021, OHA recommends universal mask use for all public indoor settings. Masks are required in health care settings.
- Wearing a face covering does not put you at risk for inhaling too much carbon dioxide.
- OHA strongly recommends that individuals under the age of two (2) do not wear a mask, face covering, or face shield.

Vaccination rate for Philomath (97370): 69.1%

Vaccination rate for Benton County 12-17 year olds: 65.8%

OAR 333-019-1015 – Masking Requirements in Schools

(1) The Oregon Health Authority has the authority to adopt rules to prescribe measures and methods for controlling reportable diseases, including COVID-19. Children are required to attend school, which is a congregate setting where COVID-19 can spread easily if precautions are not taken. Two of the most important tools the state has to control COVID-19 are

vaccination and masking. However, currently children under the age of 12 are not eligible to receive the COVID-19 vaccines authorized for emergency use. In order to protect students under age 12, individuals who are not vaccinated, and those with underlying health conditions that make them more susceptible to complications from COVID-19, as well as to minimize the disruption of student education in schools because of exposure to a confirmed or suspected case of COVID-19, requiring universal use of masks inside schools is necessary.

(2) For purposes of this rule the following definitions apply:

(a) "COVID-19" means a disease caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2).

(b) "Face shield" means a clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face.

(c) "Mask" means a cloth, polypropylene, paper or other face covering that covers the nose and the mouth and that rests snugly above the nose, below the mouth, and on the sides of the face.

(d) "School" means a public, private, parochial, charter or alternative educational program offering kindergarten through grade 12 or any part thereof.

(3) Schools must ensure that all individuals, including but not limited to staff, students, contractors and visitors wear a mask, except as provided in sections (4) and (5) of this rule, when in an indoor setting:

(a) At school during regular school hours;

(b) Engaged in educational activities such as field trips or off-campus classes during regular school hours; and

(c) At school engaged in educational activities outside of regular school hours.

(4) A face shield may be worn instead of a mask if an individual cannot wear a mask for medical reasons.

(5) An individual is not required to wear a mask under section (3) of this rule if the individual is:

(a) Actively eating or drinking.

(b) Sleeping.

(c) Playing a musical instrument that requires using the mouth.

(d) Engaged in a sport during physical education class such as swimming, other water sports, or a sport where wearing a mask could be a strangulation hazard such as gymnastics or wrestling.

(e) Alone in a private office enclosed by walls on all sides with a door that is closed.

(f) Is under the age of two.

(6) Nothing in this rule is intended to prohibit a school from complying with the Americans with Disabilities Act (ADA), the Rehabilitation Act, or the Individuals with Disabilities Education Act.

(7) A school that violates this rule on or after August 12, 2021 is subject to a civil penalty of \$500 per day per violation.

(8) This rule is effective on August 2, 2021.

(9) The Oregon Health Authority will review the continued need for this rule on a monthly basis, based on scientific information related to the spread and control of COVID-19.

Statutory/Other Authority: ORS 413.042, ORS 431.110, ORS 431A.010 & ORS 433.004

Statutes/Other Implemented: ORS 431.110, ORS 431A.010 & ORS 433.004

District and School Penalties:

Penalties for non-compliance with the face covering mandate (OAR 333-019-1015) may include the following:

- A school that violates this rule is subject to a civil penalty of \$500 per day per violation.
- Licensed educators who fail to obey this rule may face additional penalties in violation of OAR 584-020-0035 (3)—“the ethical educator, in fulfilling obligations to the profession, will maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty.
- Personal liability for educators and/or Board members knowingly disobeying the law.