

# **Meeting Packet**

## **REGULAR SESSION**

**9/15/2022**

**07:00 PM**



## PHILOMATH SCHOOL DISTRICT 17J

### REGULAR SESSION

PHILOMATH SCHOOL DISTRICT 17J

District Office

1620 Applegate Street, Philomath

9/15/2022 07:00 PM

#### A. EXECUTIVE SESSION ~ 6:30 p.m.

ORS 192.660 (2) (d) to discuss labor negotiations

ORS 192.660 (2) (f) to consider records exempt by law from public inspection

#### B. REGULAR SESSION ~ 7:00 p.m.

##### 1. Call to Order: Chairperson

i. Pledge of Allegiance

ii. Request for Agenda Modifications

##### 2. Student Government Report

##### 3. Public Comment

#### C. REPORTS~

##### 1. Association Reports

- PEA
- OSEA

##### 2. Superintendent Report

[Superintendent Report \(p. 5\)](#)

##### 3. Financial Report

[Finance Report \(p. 8\)](#)

[Financials \(p. 9\)](#)

[Fund 284 PES \(p. 11\)](#)

[Fund 285 PMS \(p. 12\)](#)

[Fund 286 PHS \(p. 14\)](#)

[Auditor Letter - Acquity \(p. 18\)](#)

[Enrollment \(p. 21\)](#)

#### D. STRATEGY AND DISCUSSION ~

##### 1. Library Acquisition Process - Ashley Folgate & Susan Halliday

##### 2. State Report Card

3. KVCS/PSD Joint Board Meeting Scheduling

**E. DISCUSSION & ACTION ITEMS ~**

**1. Student Representation on Board**

[Policy BCBA - Student Representative to the Board \(p. 23\)](#)

**2. Policies (Second Reading)**

[Policy GBL \(p. 24\)](#)

**3. COVID-19 Management Plan Approval**

[COVID -19 Board Report \(p. 26\)](#)

[DO COVID Management Plan \(p. 28\)](#)

[PHS COVID Management Plan \(p. 43\)](#)

[PA COVID Management Plan \(p. 64\)](#)

[PMS COVID Management Plan \(p. 84\)](#)

[PES COVID Management Plan \(p. 105\)](#)

[CPS COVID Management Plan \(p. 126\)](#)

[BES COVID Management Plan \(p. 146\)](#)

**4. Native Land Agreement**

**5. PSD/CTSI MOAs for PHS & PMS Mascots**

[PHS Mascot Agreement \(p. 166\)](#)

[PMS - Mascot Agreement \(p. 173\)](#)

[Appendix \(p. 179\)](#)

**6. OSBA Board Of Director Position 10 Nomination**

[OSBA Nomination - Position 10 \(p. 190\)](#)

**7. Consent Agenda**

[Consent Agenda \(p. 192\)](#)

[Check Listing - August \(p. 193\)](#)

[Regular Session Minutes - August 18, 2022 \(p. 198\)](#)

[Special Session Minutes - September 8, 2022 \(p. 203\)](#)

[Girls Bball Out of State Travel \(p. 205\)](#)

[Boys Bball Out of State Travel \(p. 211\)](#)

**F. MEETING CLOSURE ~**

**1. Next Meeting Agenda Items**

**2. Board Thanks**

**3. Board Requests**

**4. Adjournment**

**G. IMPORTANT DATES**

October 17-21		PHS Homecoming
October 20	7:00-9:00 pm	Regular Board Meeting



# 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

September 15, 2022

*Graduate EVERY student and transition each into a job, training, or college.*

### Welcome Back!

Our first week is 'in the books'! All schools have started smoothly, with students becoming familiar with school routines and diving into their learning.

### Together We Rise:

We begin the new year with a commitment to work together for the goodness of our students and staff. We cannot do this alone!

- Respect
- Include
- Support
- Elevate

### PSD Leadership Staff:

Thanks for these individuals for planning and implementing such a wonderful start to the school year!

- |   |   |
|---|---|
| • Cynthia Barthuly, Student Services Director | • Jennifer Griffith, Business Manager       |
| • Steve Bell, PMS Principal                   | • Mark Henderson, PHS Principal             |
| • Laura Bryant, District Nurse                | • Tina Hoch, District Nurse                 |
| • Mike Bussard, District Projects             | • Dan Johnson, PA Principal                 |
| • DeeDee Collins, PHS Asst. Principal         | • Jennifer Kessel, Technology Coordinator   |
| • Abby Couture, CPS Principal                 | • Tony Matta, PHS Asst. Principal/ AD       |
| • Joey DiGiovannangelo, Facilities Director   | • Chad Matthews, PMS Asst. Principal        |
| • Lillian Edmonds, Executive Assistant        | • Mike McDonough, PES Asst. Principal       |
| • Jamon Ellingson, PMS Asst. Principal        | • Mark Neville, Technology Coordinator      |
| • Ashley Folgate, Library/ Media Specialist   | • Bryan Traylor, Blodgett and PES Principal |

### 100 Years in the Books!

Maybe? Maybe not? The jury is still investigating.

### New Meeting Style:

In an attempt to reduce the amount of meeting time we have had as a PSD Leadership Team for the past two years, we are experimenting with something new. In addition to our larger group meetings, held every other week, we are utilizing a weekly **Administrative Huddle**. As you might think, yes, this meeting style is much like that of a football huddle, designed to last no more than 20-30 minutes. Thanks to the Estacada School District for sharing this model.

- Greetings/ Welcome
- Sharing Harvested Wins
- Announcements
- Discussion on Actions for the Week
  - What's Up?
  - How Are We Doing?
  - Where Are We Stuck?
  - What Support Do You Need?
- Wrap-Up

**School Meal Program (Repeated from August Meeting):**

The federal aid currently allowing all students to eat free school meals will no longer be available in the 2022-2023 school year. We are using multiple avenues to alert our families of these changes, including the need to apply for Free or Reduced Price Meals.

Applications can be made at <https://family.titank12.com/> , clicking on “Apply for Meals Today”. When asked to enter the district name, please use the **Corvallis School District**, as we contract with Corvallis for nutrition services. You may also apply directly through the Oregon Department of Education at <https://www.ode.state.or.us/apps/FRLApp/Default/Apply>

Income eligibility guidelines are available [here](#). If not eligible for Free or Reduced-Price meals, please check to see if you are eligible for the **Oregon Extended Income** program. This program will allow many more families access to school meals at no charge.

Families who qualify for Oregon EIG, but do not qualify at the federal level, will receive two separate notifications. Please be sure to wait for the EIG notification prior to assuming that your family has been denied eligibility.

Prices for school meals for the 2022-2023 school year are as follows:

<b>Meal</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Adult</b>
Breakfast	\$2.00	\$2.25	\$2.25	\$3.50
Lunch	\$3.00	\$3.25	\$3.50	\$4.50
Milk Only	\$0.60	\$0.60	\$0.60	\$0.60

**Local Option Levy:**

Measure 2-137 is our number for proposed renewal of the Local Option Levy on the November 2022 ballot.

Thanks to Shelly Brown, former School Board member, and Christopher McMorran, current Board member, for all their work with this measure. Thanks, also, to Erin Gudge for helping with graphics.

**Agreement with the Confederated Tribe of the Siletz Indians:**

In March 2017, the Philomath School District entered into an agreement with the Confederated Tribe of the Siletz Indians (CTSI). The term of the agreement was for five years, with district goals being to:

- Foster respect and informed understanding of the CTSI, CTSI's history and culture, and Native American cultures.
- Adopt a culturally appropriate and respectful mascot name and logo. (Specific to Philomath High School and Philomath Middle School).

The Council of the Confederated Tribes of the Siletz Indians approved the renewal of our agreement on August 19, 2022. Documents are presented in the September meeting packet for approval by the School Board.

We have scheduled a district-wide professional learning activity with CTSI on Friday, October 7, 2022.

Many thanks are extended to Eric Niemann, a former Mayor and City Councilor in Philomath, for his interest and involvement with the Philomath School District as we proceed with this work. Mr. Niemann's involvement with the Philomath Inclusivity Committee brought the CTSI Cultural Resources Director, Robert Kentta, to present about Siletz Tribal History and Customs, in October, 2020.

**Native Land Acknowledgement:**

First discussed at the August meeting, this will return for conversation following agreement with the Confederated Tribes of the Siletz Indians (CTSI). At our District Inservice, we utilized an adaptation of the acknowledgement used by the Lincoln County School District.

*We ask that you take a moment to stop what you are doing, to listen to these words as we recognize the land that we currently inhabit. No matter where each of us is physically located in Philomath, we must understand that we are on traditional homelands and unceded territories of indigenous peoples. Where we live, these are the ancestral homelands for the Confederated Tribes of Siletz Indians*

*The Philomath School District acknowledges the Confederated Tribes of Siletz Indians that consists of over 30 bands originating from Northern California to Southern Washington. The Confederated Tribes of Siletz Indians currently occupy and manage 9,310 acres located in Lincoln County but is a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation. We must remember the people of the Confederated Tribes of Siletz Indians are and will forever be the first stewards of this land, water, and fish.*

*We acknowledge and recognize the continued sovereignty of the Confederated Tribes of Siletz Indians and honor their ancestral homelands. We are committed to bringing awareness to their history and the existence of the Confederated Tribes of Siletz Indians since time immemorial.*

Adapted from Lincoln County School District, 2022.



# Philomath School District

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

September 9, 2022

Board Members:

Enclosed you shall find the financial reports for the period ending August 31, 2022. These reports show an early forecast for the year, however the reports will be more meaningful once we have the first payroll for everyone processed at the end of September.

We have 2 open vacancies on the Budget Committee for regular terms that ended on June 30, 2022. The application period for the vacancies is September 1 through September 30. The Board will review applications at the October board meeting and appoint the new members of the Budget Committee then. Applications can be found on the district website, or by request at the district office.

Also included in the board packet is a letter from our auditors, Accuity, Inc. regarding our upcoming audit in October. We are finishing up the close out of FY 2021-22 and preparing for the audit. The final ending fund balance for FY 2021-22 is estimated to be \$1,746,150. Once the audit is complete, we will have the actual ending fund balance to share.

Enrollment number projections from all of our buildings look positive. As of the printing of this letter we did not have final actual numbers to publish, however may have actual numbers at the time of the board meeting.

August 2022 General Fund Expenditures totaled \$1,269,290. Expenditures that exceed \$10,000 are as follows:

• Strengthening Rural Families	\$ 16,917	(Pre-school)
• 1 <sup>st</sup> Day School Supplies	\$ 25,089	(Student School Supplies – SIA)
• Pearson Virtual Schools	\$ 27,500	(Online Curriculum Software - Academy)
• Central Welding Supply	\$ 38,992	(CTE – Man Tech Welders/Install – M98)
• Mid-Columbia Bus Company	\$ 45,247	(June Bus Service)
• Corvallis School District	\$ 55,660	(Food Services June 2022)
• Kings Valley Charter School	\$ 224,708	

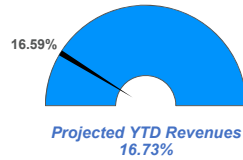
Respectfully Submitted,  
Jennifer Griffith  
Business Manager



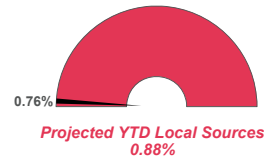
# 100 General Fund Revenue Dashboard Summary

For the Period Ending August 31, 2022

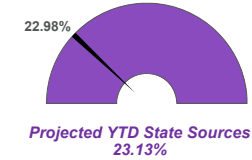
Actual YTD Revenues



Actual YTD Local Sources



Actual YTD State Sources

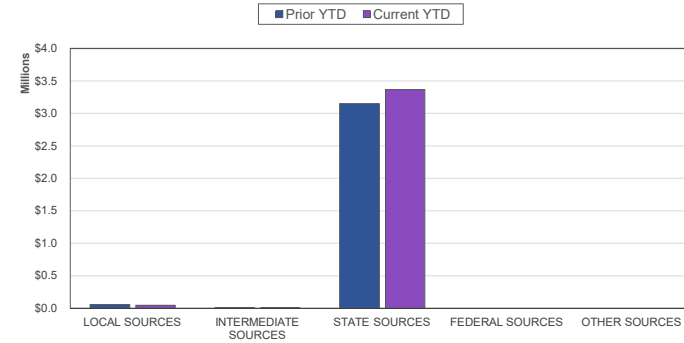


## General Fund Revenues

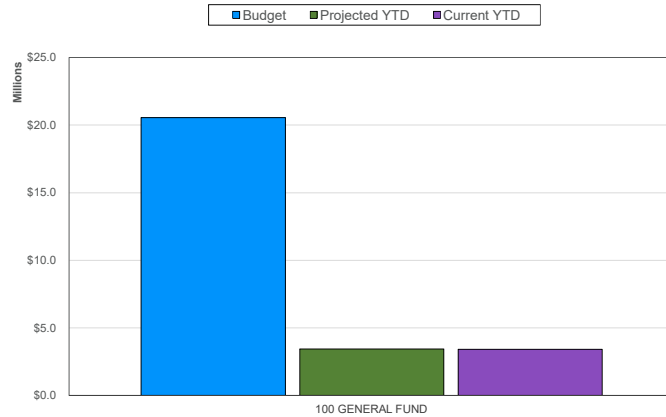
Top 10 General Fund Sources of Revenue (Year-to-Date)

State School Fun (SSF)	\$3,366,536
Kings Valley Charter School Fees	\$21,748
Interest On Investments	\$13,894
Miscellaneous	\$4,512
Rentals	\$3,540
Ad Valorem Taxes Levied By District	\$36
Restricted Revenue	\$26
Local Option Ad Valorem Taxes Levied By District	\$8
Penalties And Interest On Taxes	\$0
Fees	\$0
Percent of Total Revenues Year-to-Date	100.00%

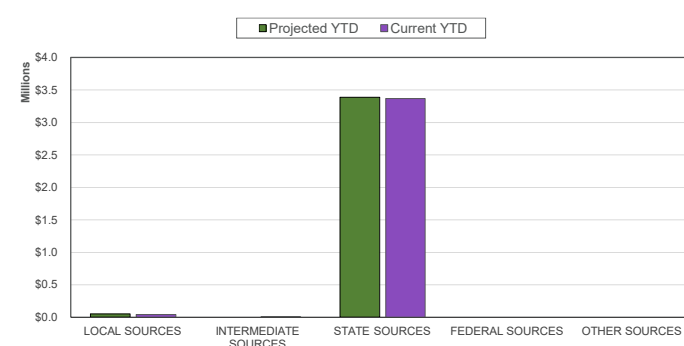
General Fund Revenue by Source | Prior YTD vs. Current YTD



Revenues by Fund | Budget / Projected YTD / Current YTD



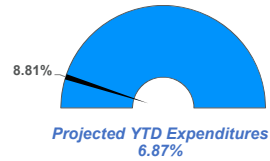
General Fund Revenue by Source | Projected YTD vs. Current YTD



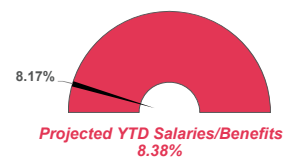
# 100 General Fund Expense Dashboard Summary

For the Period Ending August 31, 2022

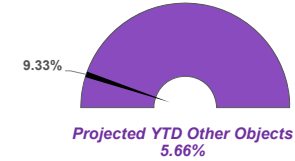
## Actual YTD Expenditures



## Actual YTD Salaries/Benefits



## Actual YTD Other Objects

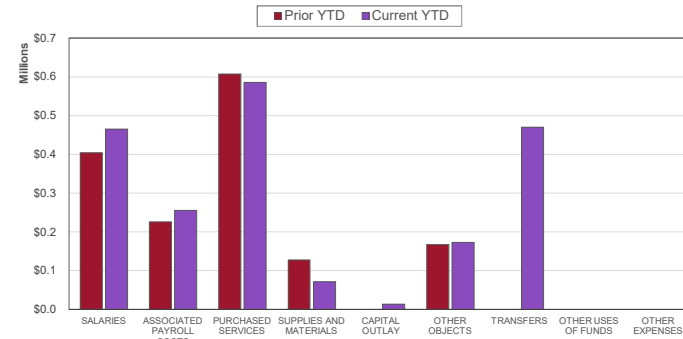


## General Fund Expenditures

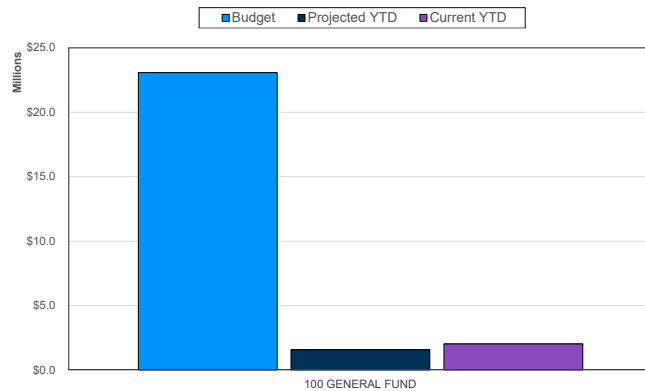
### Top 10 General Fund Expenditures by Program (Year-to-Date)

Board approved Transfers to other funds	\$470,000
Charter School Payments, Adm	\$345,439
Administrator Salaries	\$211,037
Property Insurance Premiums	\$158,381
Classified Salaries	\$113,181
Charter School, Remote Elementary	\$105,782
Unrepresented Salaries	\$99,793
Public Employees Retirement System	\$77,861
Medical Insurance	\$62,919
Other Non-Instructional Professional And Technical	\$50,510
Percent of Total Expenditures Year-to-Date	83.36%

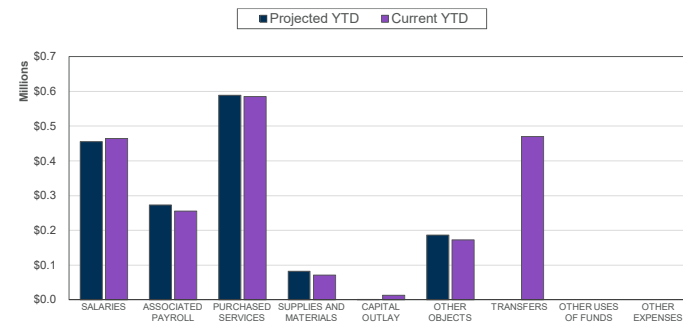
### General Fund Expenditures by Object | Prior YTD vs. Current YTD



### Expenditures by Fund | Budget / Projected YTD / Current YTD



### General Fund Expenditures by Object | Projected YTD vs. Current YTD



## Benton County School District 17J

### Student Activities Summary Report

Fiscal Year: 2022-2023

From: 8/1/2022

To: 8/31/2022

☐ Print Detail

☐ Exclude Encumbrances

☒ Reverse Signs

☐ Page Break by Activity

☒ Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
284.0000.9701.097.797.810 PES Food Pantry	9,530.69	.00	3,750.00	13,280.69	.00	13,280.69
284.0000.9701.097.797.811 PES BE KIND	47.11	.00	.00	47.11	.00	47.11
284.0000.9701.097.797.812 PES Blodgett	8,420.09	.00	.00	8,420.09	(898.13)	7,521.96
284.0000.9701.097.797.815 CPS Donations	4,557.88	.00	2,095.59	6,653.47	(1,612.32)	5,041.15
284.0000.9701.097.797.816 PES Grants	4,723.98	.00	.00	4,723.98	.00	4,723.98
284.0000.9701.097.797.826 PES Field Trips	3,345.29	.00	.00	3,345.29	.00	3,345.29
284.0000.9701.097.797.827 PES Library	563.66	.00	.00	563.66	.00	563.66
284.0000.9701.097.797.828 PES Donations-Unrestricted	1,687.11	260.00	(410.75)	1,536.36	.00	1,536.36
284.0000.9701.097.797.830 PES Music	(138.22)	.00	.00	(138.22)	.00	(138.22)
284.0000.9701.097.797.840 PES School Enhancement	26.14	.88	.00	27.02	.00	27.02
284.0000.9701.097.797.841 PES Science	(110.91)	.00	.00	(110.91)	.00	(110.91)
284.0000.9701.097.797.842 PES Social Committee	268.86	.00	.00	268.86	.00	268.86
284.0000.9701.097.797.845 PES Textbook Damage Fees	65.70	.00	.00	65.70	.00	65.70
284.0000.9701.097.797.846 PES Yearbook	(217.35)	20.00	.00	(197.35)	.00	(197.35)
284.0000.9701.097.797.847 PES Students in Need	303.41	.00	.00	303.41	.00	303.41
284.0000.9701.097.797.849 CPS Students in Need	(419.56)	.00	.00	(419.56)	.00	(419.56)
284.0000.9701.097.797.850 PES School Supplies	1,315.82	.00	.00	1,315.82	.00	1,315.82
<b>GRAND TOTALS</b>	33,969.70	280.88	5,434.84	39,685.42	(2,510.45)	37,174.97

End of Report

# Benton County School District 17J

## Student Activities Summary Report

Fiscal Year: 2022-2023

From: 8/1/2022

To: 8/31/2022

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☒ Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
285.0000.9701.098.798.500 PMS Apparel	573.00	.00	.00	573.00	.00	573.00
285.0000.9701.098.798.501 PMS Art	1,066.99	240.00	.00	1,306.99	.00	1,306.99
285.0000.9701.098.798.502 PMS Athletics	3,708.99	.00	.00	3,708.99	.00	3,708.99
285.0000.9701.098.798.503 PMS Band	5,112.66	.00	.00	5,112.66	.00	5,112.66
285.0000.9701.098.798.504 PMS Band Repair/Replace	1,572.76	.00	.00	1,572.76	.00	1,572.76
285.0000.9701.098.798.506 PMS Choir Beginning Balance	682.56	.00	.00	682.56	.00	682.56
285.0000.9701.098.798.508 PMS Drama	9,907.63	.00	.00	9,907.63	.00	9,907.63
285.0000.9701.098.798.510 PMS Library	193.37	.00	.00	193.37	.00	193.37
285.0000.9701.098.798.511 PMS Life Skills	662.55	.00	.00	662.55	.00	662.55
285.0000.9701.098.798.512 PMS Lock Replacement	1,710.17	.00	.00	1,710.17	.00	1,710.17
285.0000.9701.098.798.515 PMS Outdoor School	23,290.23	.00	.00	23,290.23	.00	23,290.23
285.0000.9701.098.798.516 PMS Sports/Pay-to-Play	25.00	.00	.00	25.00	.00	25.00
285.0000.9701.098.798.518 PMS Reeds	(623.31)	.00	.00	(623.31)	.00	(623.31)
285.0000.9701.098.798.519 PMS School Enhancement	1,526.31	2.13	38.30	1,566.74	.00	1,566.74
285.0000.9701.098.798.520 PMS Science	12.14	.00	.00	12.14	.00	12.14
285.0000.9701.098.798.521 PMS Shop	565.01	345.00	.00	910.01	.00	910.01
285.0000.9701.098.798.522 PMS Struxness - Helping Families	1,701.14	.00	.00	1,701.14	.00	1,701.14
285.0000.9701.098.798.523 PMS Student Body Fees	14,321.37	5,610.00	(985.00)	18,946.37	.00	18,946.37
285.0000.9701.098.798.524 PMS Suspension Account	301.50	.00	(200.00)	101.50	.00	101.50
285.0000.9701.098.798.525 PMS Technology	877.35	.00	.00	877.35	.00	877.35
285.0000.9701.098.798.527 PMS Textbook Damage/Replacement	171.77	.00	.00	171.77	.00	171.77
285.0000.9701.098.798.529 PMS Student Wellness	4,585.90	.00	.00	4,585.90	.00	4,585.90

## Benton County School District 17J

### Student Activities Summary Report

Fiscal Year: 2022-2023

From: 8/1/2022

To: 8/31/2022

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☐ Page Break by Activity

☒ Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
285.0000.9701.098.798.530 PMS Oregon Research Institute	4,946.25	.00	.00	4,946.25	(1,883.54)	3,062.71
285.0000.9701.098.798.531 PMS Trip Club	225.08	.00	.00	225.08	.00	225.08
285.0000.9701.098.798.532 PMS Health/PE	1,404.05	.00	.00	1,404.05	.00	1,404.05
285.0000.9701.098.798.533 PMS Elective Rotation fee	.00	.00	.00	.00	.00	.00
285.0000.9701.098.798.534 PMS Battle of the Books	120.00	.00	.00	120.00	.00	120.00
285.0000.9701.098.798.535 PMS School Supplies	.00	10.00	.00	10.00	.00	10.00
285.0000.9701.098.798.536 PMS Turkey Bingo	(328.82)	.00	.00	(328.82)	.00	(328.82)
285.0000.9701.098.798.537 PMS Fitness	426.02	.00	.00	426.02	.00	426.02
285.0000.9701.098.798.538 PMS Engineering	525.15	105.00	.00	630.15	(279.87)	350.28
<b>GRAND TOTALS</b>	79,262.82	6,312.13	(1,146.70)	84,428.25	(2,163.41)	82,264.84

End of Report

# Benton County School District 17J

## Student Activities Summary Report

Fiscal Year: 2022-2023

From: 8/1/2022

To: 8/31/2022

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☐ Exclude Encumbrances

☒ Reverse Signs

☐ Page Break by Activity

☒ Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
286.0000.9701.099.799.000 Beginning Fund Balance Student Activities	(302.41)	.00	.00	(302.41)	.00	(302.41)
286.0000.9701.099.799.600 PHS Over/Short	185.05	.00	.00	185.05	.00	185.05
286.0000.9701.099.799.601 PHS Adopt A Family	778.68	.00	.00	778.68	.00	778.68
286.0000.9701.099.799.603 PHS AP Testing	.84	.00	.00	.84	.00	.84
286.0000.9701.099.799.604 PHS Art	3,882.42	220.00	.00	4,102.42	.00	4,102.42
286.0000.9701.099.799.606 PHS ASB	2,739.77	10,980.00	.00	13,719.77	(500.00)	13,219.77
286.0000.9701.099.799.607 PHS Athletic Officials	(11,673.52)	195.00	(242.00)	(11,720.52)	(6,153.50)	(17,874.02)
286.0000.9701.099.799.610 PHS Athletic Supplies	(187.92)	.00	.00	(187.92)	.00	(187.92)
286.0000.9701.099.799.611 PHS Athletics	9,436.31	1,056.50	(6,280.50)	4,212.31	1,677.09	5,889.40
286.0000.9701.099.799.612 PHS AV Technology	(278.51)	.00	.00	(278.51)	.00	(278.51)
286.0000.9701.099.799.613 PHS Baseball	2,578.51	1,534.00	.00	4,112.51	.00	4,112.51
286.0000.9701.099.799.616 PHS Botany	2,496.16	.00	.00	2,496.16	.00	2,496.16
286.0000.9701.099.799.617 PHS Boys Basketball	15,822.75	.00	(295.28)	15,527.47	295.28	15,822.75
286.0000.9701.099.799.618 PHS Cheerleading	5,970.74	6,031.70	(503.96)	11,498.48	(2,034.00)	9,464.48
286.0000.9701.099.799.619 PHS Cinematic Art Club	443.86	.00	.00	443.86	.00	443.86
286.0000.9701.099.799.620 PHS Community Service Club-G. Lake	455.06	.00	.00	455.06	.00	455.06
286.0000.9701.099.799.621 PHS Cross Country	4,861.79	650.00	(500.00)	5,011.79	(565.00)	4,446.79
286.0000.9701.099.799.622 PHS Dance Team	1,692.69	1,919.00	(1,385.00)	2,226.69	.00	2,226.69
286.0000.9701.099.799.624 PHS Special District Swim	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.625 PHS Donation	693.01	.00	.00	693.01	.00	693.01
286.0000.9701.099.799.627 PHS Driver Education	2,325.00	2,600.00	.00	4,925.00	.00	4,925.00
286.0000.9701.099.799.633 PHS First Team	8,871.64	470.00	.00	9,341.64	.00	9,341.64

# Benton County School District 17J

## Student Activities Summary Report

Fiscal Year: 2022-2023

From: 8/1/2022

To: 8/31/2022

☐ Print Detail

☐ Exclude Encumbrances

☒ Reverse Signs

☐ Page Break by Activity

☒ Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
286.0000.9701.099.799.635 PHS Foods	3,826.88	300.00	.00	4,126.88	.00	4,126.88
286.0000.9701.099.799.636 PHS Football	9,382.72	530.00	(3,720.00)	6,192.72	1,294.15	7,486.87
286.0000.9701.099.799.637 PHS Forestry	12,994.87	.00	.00	12,994.87	.00	12,994.87
286.0000.9701.099.799.638 PHS GED	8.17	.00	.00	8.17	.00	8.17
286.0000.9701.099.799.639 PHS German Class	322.34	30.00	.00	352.34	.00	352.34
286.0000.9701.099.799.640 PHS Girls Basketball	10,577.37	120.00	(295.08)	10,402.29	295.08	10,697.37
286.0000.9701.099.799.641 PHS Health Occ/Anatomy	26.96	.00	.00	26.96	.00	26.96
286.0000.9701.099.799.642 PHS Green Team	151.56	.00	.00	151.56	.00	151.56
286.0000.9701.099.799.643 PHS Racial Equity Club	7.00	.00	.00	7.00	.00	7.00
286.0000.9701.099.799.644 PHS Life Skills	1,777.30	.00	.00	1,777.30	.00	1,777.30
286.0000.9701.099.799.645 PHS Library	494.52	.00	.00	494.52	.00	494.52
286.0000.9701.099.799.646 PHS Lifeguard	378.92	.00	.00	378.92	.00	378.92
286.0000.9701.099.799.647 PHS Link Crew	1,187.99	.00	.00	1,187.99	.00	1,187.99
286.0000.9701.099.799.649 PHS Manufacturing Technology	7,774.97	120.00	.00	7,894.97	.00	7,894.97
286.0000.9701.099.799.652 PHS Misc Books	428.73	3.50	.00	432.23	.00	432.23
286.0000.9701.099.799.653 PHS Music Band	1,591.84	.00	.00	1,591.84	.00	1,591.84
286.0000.9701.099.799.654 PHS Music Choir	(789.48)	.00	.00	(789.48)	.00	(789.48)
286.0000.9701.099.799.655 PHS Music Tour	11,924.09	.00	.00	11,924.09	.00	11,924.09
286.0000.9701.099.799.656 PHS National Honor Society	2,000.39	15.00	.00	2,015.39	.00	2,015.39
286.0000.9701.099.799.659 PHS Parking/Student Safety	697.43	.00	.00	697.43	.00	697.43
286.0000.9701.099.799.660 PHS PE Fees	294.59	.00	.00	294.59	.00	294.59
286.0000.9701.099.799.661 PHS Peer Counseling	375.74	.00	.00	375.74	.00	375.74

# Benton County School District 17J

## Student Activities Summary Report

Fiscal Year: 2022-2023

From: 8/1/2022

To: 8/31/2022

☐ Print Detail

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☒ Reverse Signs

☐ Page Break by Activity

☒ Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
286.0000.9701.099.799.664 PHS PHS Pay to Play	1,797.50	.00	.00	1,797.50	.00	1,797.50
286.0000.9701.099.799.665 PHS Preschool	3,438.91	1,000.00	.00	4,438.91	.00	4,438.91
286.0000.9701.099.799.666 PHS Prom	1,613.78	.00	.00	1,613.78	.00	1,613.78
286.0000.9701.099.799.667 PHS PSAT Fee Collections	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.670 PHS Scholarship	700.77	.00	.00	700.77	.00	700.77
286.0000.9701.099.799.672 PHS Scholarship - Steve Moos	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.673 PHS Scholarship - Xerxes Das	263.69	.04	.00	263.73	.00	263.73
286.0000.9701.099.799.674 PHS School Enhancement	6,192.38	7.45	.00	6,199.83	.00	6,199.83
286.0000.9701.099.799.675 PHS School of Business	2,916.15	.00	.00	2,916.15	.00	2,916.15
286.0000.9701.099.799.676 PHS Science	27.45	.00	.00	27.45	(611.50)	(584.05)
286.0000.9701.099.799.678 PHS Soccer Boys	1,042.79	1,366.12	.00	2,408.91	(2,606.65)	(197.74)
286.0000.9701.099.799.679 PHS Soccer Girls	850.69	1,523.88	.00	2,374.57	(3,722.37)	(1,347.80)
286.0000.9701.099.799.680 PHS Softball	11,382.55	.00	.00	11,382.55	.00	11,382.55
286.0000.9701.099.799.681 PHS Spanish Class	1,656.40	.00	.00	1,656.40	.00	1,656.40
286.0000.9701.099.799.682 PHS Youth Transition Program	1,131.79	.00	.00	1,131.79	.00	1,131.79
286.0000.9701.099.799.683 PHS Standard PE	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.684 PHS Student Body Fee	1,385.00	1,020.00	.00	2,405.00	.00	2,405.00
286.0000.9701.099.799.686 PHS Swim Team	3,196.24	60.00	.00	3,256.24	.00	3,256.24
286.0000.9701.099.799.687 PHS Tennis	6,304.25	300.00	.00	6,604.25	.00	6,604.25
286.0000.9701.099.799.689 PHS Theatre	1,532.74	.00	.00	1,532.74	.00	1,532.74
286.0000.9701.099.799.690 PHS Track	1,262.29	115.00	.00	1,377.29	.00	1,377.29
286.0000.9701.099.799.691 PHS ASB Leadership Camp	.00	.00	.00	.00	.00	.00



## Benton County School District 17J

### Student Activities Summary Report

Fiscal Year: 2022-2023

From: 8/1/2022

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☐ Print Detail

☐ Exclude Encumbrances

☒ Reverse Signs

☐ Page Break by Activity

☒ Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
286.0000.9701.099.799.693 PHS Volleyball	4,508.84	1,050.00	(600.00)	4,958.84	(1,413.50)	3,545.34
286.0000.9701.099.799.695 PHS Warrior Wellness	937.75	.00	.00	937.75	.00	937.75
286.0000.9701.099.799.696 PHS Wrestling	897.08	.00	.00	897.08	.00	897.08
286.0000.9701.099.799.697 PHS Yearbook	18,283.15	5,715.00	.00	23,998.15	.00	23,998.15
286.0000.9701.099.799.698 PHS Lagestee PTP Waiver Scholarship	5,438.90	.00	.00	5,438.90	.00	5,438.90
286.0000.9701.099.799.700 PHS Mr. PHS	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.704 PHS Booster Club Donation	451.89	.00	.00	451.89	.00	451.89
286.0000.9701.099.799.705 HS Student Transcript Fees	1,011.61	37.50	.00	1,049.11	.00	1,049.11
<b>GRAND TOTALS</b>	194,451.41	38,969.69	(13,821.82)	219,599.28	(14,044.92)	205,554.36

End of Report



June 8, 2022

Board of Directors  
Philomath School District No. 17J  
1620 Applegate Street  
Philomath, OR 97370

Board of Directors:

We are engaged to audit the financial statements of the governmental activities, blended or discretely presented component unit, each major fund, and the aggregate remaining fund information of Philomath School District No. 17J for the year ended June 30, 2022. Professional standards require that we provide you with the following information related to our audit. We would also appreciate the opportunity to meet with you to discuss this information further since a two-way dialogue can provide valuable information for the audit process.

Our Responsibility under U.S. Generally Accepted Auditing Standards and Government Auditing Standards

As stated in our engagement letter dated June 6, 2022, our responsibility, as described by professional standards, is to express opinions about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities.

In planning and performing our audit, we will consider Philomath School District No. 17J's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinions on the financial statements and not to provide assurance on the internal control over financial reporting. We will also consider internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.

As part of obtaining reasonable assurance about whether Philomath School District No. 17J's financial statements are free of material misstatement, we will perform tests of its compliance with certain provisions of laws, regulations, contracts, and grants.

However, providing an opinion on compliance with those provisions is not an objective of our audit. Also in accordance with the Uniform Guidance, we will examine, on a test basis, evidence about Philomath School District No. 17J's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement applicable to each of its major federal programs for the purpose of expressing an opinion on Philomath School District No. 17J's compliance with those requirements. While our audit will provide a reasonable basis for our opinion, it will not provide a legal determination on Philomath School District No. 17J's compliance with those requirements.

Generally accepted accounting principles provide for certain required supplementary information (RSI) to supplement the basic financial statements. Our responsibility with respect to management's discussion and analysis, schedules of funding progress and employer contributions, if applicable, and schedules of the government's proportionate share of the net pension and OPEB liabilities and government contributions, if applicable, which supplement(s) the basic financial statements, is to apply certain limited procedures in accordance with generally accepted auditing standards. However, the RSI will not be audited and, because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance, we will not express an opinion or provide any assurance on the RSI.

The following RSI is required by the Governmental Accounting Standards Board and will be subjected to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS and will provide an opinion on it in relation to the financial statements as a whole:

1. Schedules of Revenues, Expenditures, and Changes in Fund Balance – Budget and Actual – General Fund and Major Special Revenue Funds, if any

We have been engaged to report on combining balance sheet and combining statement of revenues, expenditures, and changes in fund balances for all nonmajor governmental funds, if any, schedules of revenues, expenditures, and changes in fund balance- budget and actual- nonmajor special revenue funds, debt service funds, and capital projects funds, if any, and schedule of expenditures of federal awards, which accompany the financial statements but are not RSI. Our responsibility for this supplementary information, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the financial statements as a whole and to

report on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Planned Scope, Timing of the Audit, Significant Risks, and Other

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested.

Our audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. We will generally communicate our significant findings at the conclusion of the audit. However, some matters could be communicated sooner, particularly if significant difficulties are encountered during the audit where assistance is needed to overcome the difficulties or if the difficulties may lead to a modified opinion. We will also communicate any internal control related matters that are required to be communicated under professional standards.

We have identified the following significant risk(s) of material misstatement as part of our auditing planning:

We have not identified any significant risk(s) of material misstatement as a part of our audit planning.

We expect to begin our audit on approximately October 11, 2022, and issue our report on approximately December 31, 2022. Kori Sarrett is the engagement partner and is responsible for supervising the engagement and signing the report or authorizing another individual to sign it.

This information is intended solely for the use of the Board of Directors and management of Philomath School District No. 17J and is not intended to be, and should not be, used by anyone other than these specified parties.

If you have any questions, please contact my office at your convenience.

Very truly yours,

  
Accuity, LLC

**2022 / 2023 SCHOOL YEAR**  
**ENROLLMENT FIGURES as of: September 15, 2022**

	District	CPS	PES	BL	PMS	PHS	Academy	Part Time	KVCS	Part Time
Kindergarten	113	88		3			0	1	21	
1st	111	<u>81</u>		7			0	2	21	
2nd	115		90	6			1		18	
3rd	88		74	4			1		9	
4th	122		89	<u>8</u>			2		23	
5th	111		<u>95</u>				1		15	
6th	126				109		1	1	15	
7th	141				115		3	1	22	
8th	131				<u>107</u>		4	2	18	
9th	163					138	8		17	
10th	152					129	5		18	
11th	127					105	15		7	
12th	120					<u>99</u>	<u>16</u>		5	
Totals		169	348	28	331	471	57	7	209	0

**TOTAL FULL-TIME ENROLLMENT - All Schools 1,613**

**Philomath School District 17J - 2021-2022 School Year -- Summary of Enrollment**

School	09/15	10/20	11/17	12/15	01/19	02/16	03/16	04/20	05/18	06/15
CPS	169									
PES	348									
BL	28									
PMS	331									
PHS	471									
Academy	57									
KVCS	209									
SubTotal	1,613	0	0	0	0	0	0	0	0	0
Part-time students	7									
Total Enrollment	1,620									

**Philomath School District 17J - 2021-2022 School Year -- Summary of Enrollment**

School	09/16	10/21	11/18	12/16	01/20	02/16	03/14	04/21	05/19	06/16
CPS	159	161	161	160	162	161	162	165	167	167
PES	330	332	329	329	330	328	330	342	344	343
BL	23	22	23	22	21	21	21	22	22	23
PMS	331	331	331	332	335	336	336	338	342	342
PHS	435	411	399	392	389	384	380	389	384	381
Academy	91	93	98	107	98	105	107	96	96	103
KVCS	204	198	193	189	193	194	192	194	193	187
SubTotal	1,573	1,548	1,534	1,531	1,528	1,529	1,528	1,546	1,548	1,546
Part-time students	1	14	11	25	29	29	30	12	11	10
Total Enrollment	1,574	1,562	1,545	1,556	1,557	1,558	1,558	1,558	1,559	1,556



# OSBA Model Sample Policy

Code: BCBA  
Adopted:

## Student Representative to the Board

The Board has provided for a formalized ongoing method of communication with district students by establishing a position of student representative to the Board.

The student representative shall receive notice of meetings, the agenda and the appropriate agenda materials; be provided a place at the Board table; and shall have the same privileges of discussion as apply to Board members. The student representative shall not be a voting member of the Board and will not be permitted to make motions or second motions.

The student representative shall be installed on the Board through the following Oath of Office:

“I \_\_\_\_\_, will support the Constitution and the laws of the United States, the state of Oregon and the laws thereof, and the policies of the [ ] District, and will discharge the duties of Student Representative to the [ ] Board to the best of my ability.”

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

Philomath School District 17J

Code: GBL  
Adopted: 8/19/19

Personnel Records

An official personnel file will be established for each person employed by the district. Personnel files will be maintained in a central location.

All records containing employee medical condition information such as workers' compensation reports and release or permission to return to work forms will be kept confidential, in a separate file from personnel records. Such records will be released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

The superintendent will be responsible for establishing procedures regarding the control, use, safety and maintenance of all personnel records. Employees will be given a copy of evaluations, complaints and written disciplinary actions placed in their personnel file. All charges resulting in disciplinary action shall be considered a permanent part of a teacher's personnel file and shall not be removed for any reason, unless outlined in a negotiated agreement. Employees may submit a written response to any materials placed in their personnel file.

Except as provided below, or required by law, district employees' personnel records will be available for use and inspection only by the following:

- 1. The individual employee. An employee may arrange with the superintendent's office to inspect the contents of their personnel file on any day the superintendent's office is open for business;
- 2. Others designated by the employee in writing may arrange to inspect the contents of the employee's personnel file in the same manner described above;
- 3. The comptroller or auditor, when such inspection is pertinent to carrying out their respective duties, or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential. No files will be removed from their central location for personal inspection;
- 4. A Board member when specifically authorized by the Board. Information will be kept confidential. No files will be removed from their central location for personal inspection;
- 5. The superintendent and members of the central administrative staff designated by the superintendent;
- 6. District administrators and supervisors who currently or prospectively supervise the employee;
- 7. Employees of the district personnel office;
- 8. Attorneys for the district or the district's designated representative on matters of district business;

<sup>1</sup> Includes former employees.

Deleted: to be  
Deleted: staff member's

Deleted: or designee  
Deleted: his/her

Deleted: in writing

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9. Upon receiving a request from a prospective employer issued under Oregon Revised Statute (ORS) 339.374(1)(b), the district, pursuant to ORS 339.378(1), shall disclose the requested information if it has or has had an employment relationship with a person who is the subject of the request, no later than 20 days after receiving such request. The records created by the district pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);

10. Upon request from a law enforcement agency, the Oregon Department of Human Services, the Teacher Standards and Practices Commission, or the Oregon Department of Education, in conducting an investigation related to suspected abuse or suspected sexual conduct, to the extent allowable by state and federal law, including laws protecting a person from self-incrimination;

11. Upon request from a prospective employer or a former employee, authorized district officials may disclose information about a former employee's job performance to a prospective employer and such disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was knowingly false or deliberately misleading, was rendered with malicious purpose or violated any civil right of the former employee protected under ORS 659 or ORS 659A.

The superintendent may permit persons other than those specified above to use and to inspect personnel records when, in their opinion, the person requesting access has a legitimate official purpose. The superintendent will determine in each case, the appropriateness and extent of such access.

Release of personnel records to parties other than those listed above, will be in line with Board policy KBA - Public Records.

END OF POLICY

#### Legal Reference(s):

[ORS 30.178](#)  
[ORS 339.370 – 339.374](#)  
[ORS 339.378](#)  
[ORS 339.388](#)

[ORS 342.143](#)  
[ORS 342.850](#)  
[ORS 652.750](#)  
[ORS Chapter 659](#)

[ORS Chapter 659A](#)  
[OAR 581-022-2405](#)

OSEA v. Lake County Sch. District, 93 Or. App. 481 (1988).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. § 2000ff-1 (2018).

#### Cross Reference(s):

ACA - Americans with Disabilities Act

**Deleted:** <#>The disciplinary records<sup>3</sup> of a district employee convicted of a crime listed in Oregon Revised Statute (ORS) 342.143 are not exempt from disclosure under ORS 192.501 or 192.502 and shall be released to any person upon request. Prior to the release of disciplinary records the district shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a district employee who is not the subject of the disciplinary record;¶

**Deleted:** <#> or

**Deleted:** <#>a district shall provide the records of investigations of

**Deleted:** <#>child

**Deleted:** by

**Deleted:** district

**Deleted:** his/her

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¶



# 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

### COVID-19 Management Plans

September 15, 2022

#### Reminders:

While hospitalizations and ICU requirements remain lessened following the highs of COVID, variants still remain alive and well in our communities.

- Face coverings will be optional to begin the 2022-2023 school year. Face coverings will continue to be available in each school office.
- At present, Benton County is in a "low" transmission category.
- Continue to remind and reinforce appropriate hand hygiene.
- Individuals with symptoms or those testing positive for COVID must quarantine for five calendar days (Staff members will need to use sick leave). Upon return to school, individuals are encouraged to wear a mask for an additional five days.
- Quarantine is no longer required for people within the general population who have been exposed to someone who has COVID-19.

#### School-Level COVID-19 Management Plans:

- Replaces ***Ready Schools, Safe Learners Operational Blueprint***.
- Plans are required for each school and/or program.
- Plans to be submit to ODE by August 26, 2022.
- Plans brought to School Board for approval at September 15, 2022 meeting.

#### Information from ODE and OHA:

For Schools:

- Implement School-Level COVID-19 Management Plan to maintain operations while promoting equity in learning and health, particularly for groups who are at higher risk of severe illness or loss of access to education due to communicable disease.
  - Monitor COVID-19 transmission within your county.
  - As the presence illness increases in your local community, implement additional layers of protection.
  - Closely monitor unusual absenteeism or illness within a cohort and notify your LPHA (Benton County Health Department) about unusual respiratory disease activity if the following thresholds are met:
    - $\geq 30\%$  absenteeism, with at least 10 students or staff absent.
  - Maximize implementation of layered mitigation strategies before considering any shift in instructional model.
- If students or staff have COVID-like symptoms, schools must exclude the individual per OAR 333-019-0010 (3-4).

For Families and Community Members:

- If your child is sick with COVID-like symptoms, do not send them to school.
- Seek a COVID-19 test. Rapid tests are available in each school facility.

**Vaccine Updates:**

- CDC, 09/028/2022. <https://www.cdc.gov/vaccines/covid-19/clinical-considerations/interim-considerations-us.html>
- New booster recommendation for people ages 12 years and older to receive one Bivalent mRNA booster after completion of a Monovalent primary series; it replaces all prior booster recommendations for this age group.
  - Recommendations for use of a bivalent Moderna booster dose in people ages 18 years and older.
  - Recommendations for use of a bivalent Pfizer-BioNTech booster does in people ages 12 years and older.
- Students are not required to be vaccinated.
- Philomath Vaccine Clinics @ Clemens Primary School.
  - September 23, 2022 (4:00pm-7:00pm)
  - October 21, 2022 (4:00pm-7:00pm)
  - November 18, 2022 (4:00pm-7:00pm)
  - December 16, 2022 (4:00pm-7:00pm)

**Face Coverings:**

- As we watch COVID-19 transmission rates, we will continue to have face coverings available for use in each school and the district office.
- Face coverings are encouraged during times of high transmission however will not be required for the start of the 2022-2023 school year.

**School-Level COVID-19 Management Plan**  
**SY 2022-2023**



**Philomath School District 17J**

1620 Applegate Street  
Philomath, Oregon 97370

**School/District/Program Information**

District or Education Service District Name and ID: Philomath School District 17J

School or Program Name: Philomath School District Office Programs and Services

Contact Name and Title: Susan Halliday, Superintendent

Contact Phone: 541-929-3169

Contact Email: [susan.halliday@philomath.k12.or.us](mailto:susan.halliday@philomath.k12.or.us)

**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><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><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><b>Educator Vaccination</b>  <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>	



## 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:



## 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>		

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>		
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>		
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>		

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"> <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>		
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<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>		
Main Contact within Local Public Health Authority (LPHA)	<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>		
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 Consultation<sup>1</sup>, etc.)

- INSERT
- INSERT
- 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](#)

<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.	
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.	
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	

**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.)

- INSERT
- INSERT
- INSERT



**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.	
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.	
Describe how you will link staff, students and families with culturally relevant health and	

OHA/ODE Recommendation(s)	Response:
mental health services and supports.	
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	



### 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	<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?
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	
Isolation	
Symptom Screening	
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	
Cohorting	
Physical Distancing	
Hand Washing	
Cleaning and Disinfection	

OHA/ODE Recommendation(s) 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	

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

OHA/ODE Recommendation(s) 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	
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	
Symptom Screening	
COVID-19 Testing	
Airflow and Circulation	
	<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? *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).
Cohorting <sup>2</sup>	1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent 2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent
Physical Distancing	
Hand Washing	
Cleaning and Disinfection	
Training and Public Health Education	

<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

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	
Face Coverings	
Isolation	
Symptom Screening	
COVID-19 Testing	
Airflow and Circulation	
Cohorting	
Physical Distancing	
Hand Washing	

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?
Cleaning and Disinfection	
Training and Public Health Education	

## 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.

**INSERT THE LINK** where this plan is available for public viewing.

Date Last Updated: **INSERT**

Date Last Practiced: **INSERT**

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



**Philomath School District 17J**  
**1620 Applegate Street**  
**Philomath, Oregon 97370**

### **School/District/Program Information**

District or Education Service District Name and ID: Philomath School District 17J


School or Program Name: Philomath High School

Contact Name and Title: Mark Henderson, Principal

Contact Phone: 541-929-3211

Contact Email: mark.henderson@philomath.k12.or.us

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><b>Philomath School District Communicable Disease Management Plan:</b></p> <ul style="list-style-type: none"> <li>● Plan Updated on August 23, 2022.</li> <li>● Plan Posted on PSD Webpage (<a href="https://www.philomathsd.net/updates">https://www.philomathsd.net/updates</a> )</li> <li>● Approved by Philomath School Board on September 15, 2022.</li> </ul>
<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><b>Identifying, Monitoring, and Mitigating Outbreaks of Communicable Diseases:</b></p> <ul style="list-style-type: none"> <li>● Professional learning activities with staff will include training on updated COVID-19 protocols for exclusion.</li> <li>● Staff will watch for students demonstrating possible symptoms and support them in accessing the designated isolation space in each school, connecting students with appropriate staff.</li> <li>● Parents notified of exclusion responsibilities and circumstances for which a student must be picked up from school.</li> <li>● Individuals with COVID-19 should isolate for at least five (5) days. (RSSI Resiliency Framework, (03/29/2022).</li> <li>● To calculate the five-day isolation period, day 0 is the first day of symptoms or a positive test result. Day 1 is the first full day after the symptoms developed or a positive test result.</li> <li>● Isolation may end after five (5) full days if the individual is fever-free for 24 hours without the use of fever- reducing medication and other symptoms have improved.</li> </ul> <p>* Individuals are encouraged to wear a well-fitting mask around others at home and in public for five (5) additional days (day 6-10) after the end of the 5-day isolation period.</p> <ul style="list-style-type: none"> <li>● Exclusion protocols in place for sick students and staff identified at the time of arrival during school day.</li> <li>● Record and monitor students and staff being excluded.</li> <li>● Exclusion rules apply equally to all students and staff.</li> </ul>
<p><b>Isolation Space</b>  Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide</p>	<ul style="list-style-type: none"> <li>● Required Isolation Space (Separate from Health Room) for Communicable Diseases:</li> <li>● Isolation space at Philomath High School is located in the performing arts dressing room.</li> <li>● Isolation space is accessible to all students, including those with mobility or other challenges.</li> <li>● Supervision staff are highly familiar with students at school and are able to provide care for individuals.</li> <li>● Safe, comfortable spaces in each school supervised by a competent adult.</li> </ul>



## 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.

services for students with special health care needs.  
[OAR 581-022-2220](#)

- First aid supplies available for use.
- Nursing staff on call, as needed, for emergencies.
- Protocols are implemented as outlined in our Communicable Disease Management Plan.

Educator Vaccination  
[OAR 333-019-1030](#)

- All school staff and volunteers are required to provide proof of one of the following:
  - Proof of COVID-19 vaccination OR
  - Approved exception for medical or religious exception.

Emergency Plan or  
Emergency Operations Plan  
[OAR 581-022-2225](#)

- Emergency Plan located in red folder in Philomath High School Office.

Additional documents  
reference here:



## 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>	Mark Henderson - Principal	Tony Matta & Dee Dee Collins - Asst. Principals
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>	TBD	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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>	<b>Tina Hoch – District Nurse</b>  <b>Laura Bryant – District Nurse</b>	
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>	<b>Joey DiGiovannangelo – Maintenance</b>  <b>Mid Columbia Bus Co. – Transportation 541-929-5474</b>  <b>Corvallis School District – Food 541-757-5859</b>	
Communications Lead ( <i>staff member responsible for ensuring internal/external messaging is completed</i> )	<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>● Share communications in all languages relevant to the school community.</li> </ul>	<b>Mark Henderson - Principal</b>	<b>Tony Matta &amp; Dee Dee Collins - Asst. Principals</b>
District Level Leadership Support ( <i>staff member in which to consult surrounding a</i> )	<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> </ul>	<b>Susan Halliday – Superintendent</b>  <b>Tina Hoch – District Nurse</b>  <b>Laura Bryant – District Nurse</b>	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<i>communicable disease event)</i>	<ul style="list-style-type: none"> <li>● Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>		
Main Contact within Local Public Health Authority (LPHA)	<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>	<b>Benton County Health Department</b> <b>541-766-6835</b>	
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 Consultation<sup>1</sup>, etc.)

- Accommodations for Students with Disabilities:
- In accordance with federal and state law and district policy, we look at each circumstance where students with disabilities may face barriers to meeting health and safety protocols individually and make appropriate accommodations as needed to insure the continuity in educational services while mitigating potential virus spread as much as possible.
- Our special education teacher, classroom teachers, and support staff all receive training surrounding the balance between appropriate accommodations for individuals, students' rights to an education in the least restrictive environment, and mitigating virus spread to limit absences and closing cohorts. This training includes legal rights of students as well as CDC, OHA, and LPHA mitigation strategies as they relate to schools.
- PSD came back to in-person learning in May 2021 and were successful in implementing, practicing, and fine-tuning protocols.
- A multi-disciplinary team evaluates the circumstances of each student experiencing a disability and, in collaboration with parents and the student, design a plan that insures the student receives a free and appropriate education in accordance with state and federal law.

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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.



#### 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](#)

**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.	By the beginning of the 2022-2023 school year school counselors, administration, and student support teams will utilize registration information and previous academic records to identify students who experience barriers to their education or who are disproportionately impacted by COVID-19 (e.g., students at increased risk of severe COVID-19 illness due to cognitive or developmental function, students at increased risk of negative impact/complications related to immunocompromised health status, etc.).
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.	By mid-September, 2022, counselors, administrators, and teachers will reach out to students' families to begin the process of developing a plan. For students who are identified later in the process, teachers will connect with families during conferences or by special appointment. By October, counselors in partnership with the teacher will develop a plan in consultation with the student and family based on the unique needs of each student. The plan will be written and reviewed periodically throughout the year to ensure that it continues to fulfill the support needs.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	All school staff will continue professional development to assist in this work, and to implement needed support for students disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19. Selected professional development days will be dedicated to identification and support strategies school staff can use to serve ALL students.

# 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.)

- Benton County Mental Health
- Trillium Family Services



**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.	Level of Implementation: High Inservice Focus: Whole-Learner Education <ul style="list-style-type: none"> <li>o Academic Development</li> <li>o Cognitive Development</li> <li>o Identity Development</li> <li>o Mental Health</li> <li>o Physical Health</li> <li>o Social Emotional Development</li> </ul> Multiple entries into each school, designed to support welcoming and affirmation. Slow Start:

OHA/ODE Recommendation(s)	Response:
	<ul style="list-style-type: none"> <li>o September 6, 2022</li> <li>BES: Kinder Only</li> <li>CPS: Assessment Day (Appointment)</li> <li>PES: 2nd Grade Only</li> <li>PMS: 6th Grade Only</li> <li>PHS: 9th Grade Only</li> <li>PA: New Students Only</li> <li>o September 8, 2021</li> <li>CPS: Assessment Day (Appointment)</li> <li>All Other Schools: All Students</li> <li>Elementary Homeroom; Secondary Advisor.</li> <li>Primary – Photo booths on first days of school (allow photos with parents who will be unable to enter the school facility to drop off students).</li> <li>Outside learning opportunities.</li> <li>SEL lessons from counselors and in classrooms.</li> <li>Awarded \$10K from OEA Choice Trust for staff relationship-building and support.</li> </ul>
<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>	<p>Level of Implementation: In Process</p> <p>Coordinate communication and partnership:</p> <ul style="list-style-type: none"> <li>o School Counselors (All Schools)</li> <li>o Benton County Mental Health Partnership</li> <li>o Trillium Family Services Partnership</li> <li>o Family Support Liaison</li> <li>o Additional staff (SIA funds)</li> </ul> <p>SEL lessons from counselors and in classrooms.</p> <p>Implementation of DESSA Screener (K-8) for SEL.</p> <p>Middle and High School athletic participation fees waived for all students (SIA funds).</p> <p>Whole-learner emphasis in all classrooms, schools, and other facilities.</p>

OHA/ODE Recommendation(s)	Response:
	<p>Staff professional learning related to positive school culture for staff and students.</p> <p>EAP (Employee Assistance Program) available for staff members.</p>
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>Level of Implementation: High</p> <p>Connections to the following:</p> <ul style="list-style-type: none"> <li>o School Counselors</li> <li>o District Nursing Staff</li> <li>o Philomath Food Bank</li> <li>o June's Kids Closet</li> <li>o Operation School Bell</li> <li>o Benton County Health Department</li> <li>o Trillium Family Services</li> <li>o Old Mill Center for Children &amp; Families</li> <li>o Employee Assistance Program (EAP)</li> </ul> <p>Collaboration with Benton County Health Department in development of Communicable Disease Management Plan.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>Schools will prioritize and encourage communication strategies with counselors, administration, and staff. Various homeroom lessons will focus on removing the stigma around mental health and the importance of emotional well-being and belonging.</p>



### 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	<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?
COVID-19 Vaccination	<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.</i></p> <p>Philomath School District will provide the following information on the district website.</p> <ul style="list-style-type: none"> <li>● Safe Return to In Person Instruction &amp; Continuity of Services Plan</li> <li>● Benton County Covid 19 Metrics</li> <li>● Communicable Disease Management Plan</li> <li>● Safe Return Plan</li> </ul>
Face Coverings	For all individuals, the use of face coverings is not required, however their use is welcomed.
Isolation	Per OAR 581-022-2220 schools must maintain supervised space to isolate the sick that is separate from the space where other health care tasks take place. Isolation rooms are identified in Table 1 of this document. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.
Symptom Screening	In communication with families the school will include information to watch their student for symptoms of communicable disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present, families are asked to keep their student home and get tested for COVID-19.
COVID-19 Testing	<p><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></p> <ul style="list-style-type: none"> <li>● Philomath School District has hosted 16 vaccination clinics entering the 2022 / 2023 school year. Additional clinics will be offered, times TBD. PSD and local vaccination clinics are advertised on school websites and through social media communication.</li> <li>● PCR testing is completed in partnership with Willamette Valley Toxicology.</li> <li>● Testing completed only for students with appropriate permissions (active consent).</li> <li>● District posts weekly COVID case counts on the district web page.</li> </ul>



OHA/ODE Recommendation(s) 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?
Airflow and Circulation	District maintenance department tests and screens airflow and circulation effectiveness on a regular basis. The department also addresses any student, staff, or public concerns pertaining to issues with airflow and circulation.
Cohorting	Staff will use daily attendance (Wazzle Gradebook) to maintain daily cohort data. Others entering the classroom outside the cohort will be responsible for maintaining tracking data. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.
Physical Distancing	Physical distancing is encouraged but not required.
Hand Washing	<p>During the first month, the school will teach and reinforce proper handwashing and covering coughs and sneezes to lower the risk of spreading viruses, including the virus that causes COVID-19. Throughout the year, the school will monitor and reinforce these behaviors. Handwashing will be done before and after meal or snack times and after recess and after using the bathroom.</p> <ul style="list-style-type: none"> <li>• Teachers will teach proper handwashing, covering coughs, and sneeze techniques to lower the risk of spreading viruses.</li> <li>• Schools will provide adequate hand washing supplies, including soap and water to all school sinks and classrooms.</li> <li>• Every classroom will also have a supply of hand sanitizer containing at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger.</li> </ul>
Cleaning and Disinfection	Custodial staff maintain a comprehensive cleaning and disinfection schedule conducted on a daily basis. Surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) will be cleaned daily to reduce the risk of germs spreading by touching surfaces.
Training and Public Health Education	The school posts weekly updates of COVID-19 cases within the school community located on the district website. These communications are meant to provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school.

Table 6.

## COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) 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>
COVID-19 Vaccination	<ul style="list-style-type: none"> <li>● Additional onsite vaccination clinics will be planned.               <ul style="list-style-type: none"> <li>○ August 26, 2022</li> <li>○ September 23, 2022</li> <li>○ October 21, 2022</li> <li>○ November 18, 2022</li> <li>○ December 16, 2022</li> </ul> </li> <li>● Information will be shared with families concerning various vaccination sites.</li> </ul>
Face Coverings	<p><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></p> <p>In accordance with ODE and Benton County Health Services, Philomath School District will strongly recommend universal indoor masking. Signage will be posted at all entrance doors, and face coverings will continue to be available at entrance doors. Per ORS 333-019-1015 face covering is required within health care spaces. These spaces within the school are designated by signage.</p>
Isolation	<p>Schools will begin to prepare for additional spaces identified for isolation use during an active outbreak. Communication will be sent to the school community concerning isolation protocols for sick students and staff identified at the time of arrival or during the school day. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.</p>
Symptom Screening	<p>During periods of high transmission:</p> <p>PSD will send a message to families about the active outbreak or COVID-19 Community Level categorization of high.</p> <p>In family communications these messages will be reinforced:</p>

<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).
	<p>Watch for symptoms of infectious disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present students should stay home and get tested for COVID-19.</p> <p>Staying home when sick can lower the risk of spreading infectious diseases, including the virus that causes COVID-19, to other people.</p> <ul style="list-style-type: none"> <li>• The school has adopted flexible, non-punitive, and supportive policies and practices, designed to encourage sick individuals to stay home without negative impacts.</li> </ul>
COVID-19 Testing	<ul style="list-style-type: none"> <li>• Additional onsite vaccination clinics will be planned.</li> <li>• Information will be shared with families concerning various vaccination sites.</li> </ul>
Airflow and Circulation	<p><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></p> <p>In accordance with ODE and Benton County Health Services, Philomath School District will strongly recommend universal indoor masking. Signage will be posted at all entrance doors, and face coverings will continue to be available at entrance doors. Per ORS 333-019-1015 face covering is required within health care spaces. These spaces within the school are designated by signage.</p>
Cohorting <sup>2</sup>	<p>Schools will begin to prepare for additional spaces identified for isolation use during an active outbreak. Communication will be sent to the school community concerning isolation protocols for sick students and staff identified at the time of arrival or during the school day. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.</p>

<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.

<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).
Physical Distancing	<p>During periods of high transmission:</p> <p>PSD will send a message to families about the active outbreak or COVID-19 Community Level categorization of high.</p> <p>In family communications these messages will be reinforced:</p> <p>Watch for symptoms of infectious disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present students should stay home and get tested for COVID-19.</p> <p>Staying home when sick can lower the risk of spreading infectious diseases, including the virus that causes COVID-19, to other people.</p> <ul style="list-style-type: none"> <li>● The school has adopted flexible, non-punitive, and supportive policies and practices, designed to encourage sick individuals to stay home without negative impacts.</li> </ul>
Hand Washing	<ul style="list-style-type: none"> <li>● Teachers will reteach proper handwashing and covering coughs and sneezes. Additionally, teachers will ensure that every student washes their hands when entering the classroom, before and after meal or snack times and after recess.</li> <li>● PSD maintenance will restock hand washing supplies, including soap and water. Every classroom will also have a restocked supply of hand sanitizer containing at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger.</li> </ul>
Cleaning and Disinfection	<p>Custodial staff will ensure clean surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) to reduce the risk of germs spreading by touching surfaces. If a classroom has had a sick person or someone who tested positive for Covid 19, the custodial staff will ensure the space will be cleaned and disinfected.</p>

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><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?</p> <p>*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).</p>
<p>Training and Public Health Education</p>	<p>PSD will continue communication protocol which includes informing families of COVID-19 cases within the school community. These communications provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school. Health and safety protocols are reviewed and strengthened with school staff and an emphasis will be placed on reteaching health and safety protocols to students.</p>

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	Vaccination locations and times will be shared, including potential district sponsored events. Information will be shared educating the public on the benefits of vaccinations and boosters against the spread of Covid 19.
Face Coverings	Face coverings will continue to be optional yet welcomed.
Isolation	Isolation rooms will return to low impact status. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.
Symptom Screening	In communication with families the school will include information to watch their student for symptoms of communicable disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present, families are asked to keep their student home and get tested for COVID-19.
COVID-19 Testing	<ul style="list-style-type: none"> <li>• PSD and local vaccination clinics are advertised on school websites and through social media communication.</li> <li>• PCR testing is completed in partnership with Willamette Valley Toxicology.</li> <li>• Testing completed only for students with appropriate permissions (active consent).</li> <li>• District will continue to post weekly COVID case counts on the district web page.</li> </ul>
Airflow and Circulation	District maintenance department will continue to test and screen airflow and circulation effectiveness on a regular basis. The department also addresses any student, staff, or public concerns pertaining to issues with airflow and circulation.
Cohorting	PSD will encourage a return to normal classroom operations including a return to group activities and enhanced student interaction. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.

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?
Physical Distancing	PSD schools will continue to encourage basic physical distancing through school announcements and signage.
Hand Washing	PSD schools will continue to monitor and reinforce hygiene behaviors. Handwashing will be done before and after meal or snack times and after recess and after using the bathroom. Signage will remain throughout PSD schools.
Cleaning and Disinfection	PSD school custodial staff will continue to ensure clean surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) daily to reduce the risk of germs spreading by touching surfaces.
Training and Public Health Education	PSD will communicate to families the process of return to baseline activities. These communications will provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts. Schools will reach out to all staff to answer any questions or hear any suggestions that could be implemented moving forward.

## 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.

**INSERT THE LINK** where this plan is available for public viewing. [Philomath School District Communicable Disease Management Plan](#)

Date Last Updated: **08/01/2022**

Date Last Practiced: **06/30/2022**

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



**Philomath School District 17J**  
**1620 Applegate Street**  
**Philomath, Oregon 97370**

### **School/District/Program Information**

District or Education Service District Name and ID: Philomath School District 17J

School or Program Name: Philomath Academy


Contact Name and Title: Dan Johnson - Principal

Contact Phone: 541-929-8729

Contact Email: dan.johnson@philomath.k12.or.us



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><b>Philomath School District Communicable Disease Management Plan:</b></p> <ul style="list-style-type: none"> <li>• Plan Updated on August 23, 2022.</li> <li>• Plan Posted on PSD Webpage (<a href="https://www.philomathsd.net/updates">https://www.philomathsd.net/updates</a> )</li> <li>• Approved by Philomath School Board on September 15, 2022.</li> </ul>
<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><b>Identifying, Monitoring, and Mitigating Outbreaks of Communicable Diseases:</b></p> <ul style="list-style-type: none"> <li>• Professional learning activities with staff will include training on updated COVID-19 protocols for exclusion.</li> <li>• Staff will watch for students demonstrating possible symptoms and support them in accessing the designated isolation space in each school, connecting students with appropriate staff.</li> <li>• Parents notified of exclusion responsibilities and circumstances for which a student must be picked up from school.</li> <li>• Individuals with COVID-19 should isolate for at least five (5) days. (RSSI Resiliency Framework, (03/29/2022).</li> <li>• To calculate the five-day isolation period, day 0 is the first day of symptoms or a positive test result. Day 1 is the first full day after the symptoms developed or a positive test result.</li> <li>• Isolation may end after five (5) full days if the individual is fever-free for 24 hours without the use of fever-reducing medication and other symptoms have improved.</li> </ul> <p>* Individuals are encouraged to wear a well-fitting mask around others at home and in public for five (5) additional days (day 6-10) after the end of the 5-day isolation period.</p> <ul style="list-style-type: none"> <li>• Exclusion protocols in place for sick students and staff identified at the time of arrival during school day.</li> <li>• Record and monitor students and staff being excluded.</li> <li>• Exclusion rules apply equally to all students and staff.</li> </ul>
<p><b>Isolation Space</b>  Requires a prevention-oriented health services program including a dedicated space to isolate</p>	<p><b>Required Isolation Space (Separate from Health Room) for Communicable Diseases:</b></p> <ul style="list-style-type: none"> <li>• Isolation space at Philomath Academy located in the performing arts dressing room at the high school.</li> <li>• Isolation space is accessible to all students, including those with mobility or other challenges.</li> <li>• Supervision staff are highly familiar with students at school and are able to provide care for individuals.</li> </ul>



## 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.

sick students and to provide services for students with special health care needs.  
[OAR 581-022-2220](#)

- Safe, comfortable spaces in each school supervised by a competent adult.
- First aid supplies available for use.
- Nursing staff on call, as needed, for emergencies.
- Protocols are implemented as outlined in our Communicable Disease Management Plan.

**Educator Vaccination**  
[OAR 333-019-1030](#)

- All school staff and volunteers are required to provide proof of one of the following:
  - Proof of COVID-19 vaccination OR
  - Approved exception for medical or religious exception.

**Emergency Plan or  
Emergency Operations Plan**  
[OAR 581-022-2225](#)

- Emergency Plan located in red folder in Philomath Academy Office.

**Additional documents  
reference here:**



## 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>	Dan Johnson - Principal	
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>	Jennifer House - Teacher	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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>	<b>Tina Hoch – District Nurse</b>  <b>Laura Bryant – District Nurse</b>	
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>	<b>Joey DiGiovannangelo – Maintenance</b>  <b>Mid Columbia Bus Co. – Transportation 541 -929-5474</b>  <b>Corvallis School District – Food 541-757-5859</b>	
Communications Lead ( <i>staff member responsible for ensuring internal/external messaging is completed</i> )	<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>● Share communications in all languages relevant to the school community.</li> </ul>	<b>Dan Johnson - Principal</b>	
District Level Leadership Support ( <i>staff member in which to consult surrounding a</i>	<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> </ul>	<b>Susan Halliday – Superintendent</b>  <b>Tina Hoch – District Nurse</b>  <b>Laura Bryant – District Nurse</b>	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<i>communicable disease event)</i>	<ul style="list-style-type: none"> <li>● Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>		
Main Contact within Local Public Health Authority (LPHA)	<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>	<b>Benton County Health Department</b> <b>541-766-6835</b>	
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 Consultation<sup>1</sup>, etc.)

- Accommodations for Students with Disabilities:
- In accordance with federal and state law and district policy, we look at each circumstance where students with disabilities may face barriers to meeting health and safety protocols individually and make appropriate accommodations as needed to insure the continuity in educational services while mitigating potential virus spread as much as possible.
- Our special education teacher, classroom teachers, and support staff all receive training surrounding the balance between appropriate accommodations for individuals, students' rights to an education in the least restrictive environment, and mitigating virus spread to limit absences and closing cohorts. This training includes legal rights of students as well as CDC, OHA, and LPHA mitigation strategies as they relate to schools.
- PSD came back to in-person learning in May 2021 and were successful in implementing, practicing, and fine-tuning protocols.
- A multi-disciplinary team evaluates the circumstances of each student experiencing a disability and, in collaboration with parents and the student, design a plan that insures the student receives a free and appropriate education in accordance with state and federal law.

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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.



#### 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](#)

**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.	By the beginning of the 2022-2023 school year school counselors, administration, and student support teams will utilize registration information and previous academic records to identify students who experience barriers to their education or who are disproportionately impacted by COVID-19 (e.g., students at increased risk of severe COVID-19 illness due to cognitive or developmental function, students at increased risk of negative impact/complications related to immunocompromised health status, etc.).
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.	By mid-September, 2022, counselors, administrators, and teachers will reach out to students' families to begin the process of developing a plan. For students who are identified later in the process, teachers will connect with families during conferences or by special appointment. By October, counselors in partnership with the teacher will develop a plan in consultation with the student and family based on the unique needs of each student. The plan will be written and reviewed periodically throughout the year to ensure that it continues to fulfill the support needs.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	All school staff will continue professional development to assist in this work, and to implement needed support for students disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19. Selected professional development days will be dedicated to identification and support strategies school staff can use to serve ALL students.




# 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.)

- Benton County Mental Health
- Trillium Family Services



**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.	Level of Implementation: High Inservice Focus: Whole-Learner Education <ul style="list-style-type: none"> <li>o Academic Development</li> <li>o Cognitive Development</li> <li>o Identity Development</li> <li>o Mental Health</li> <li>o Physical Health</li> <li>o Social Emotional Development</li> </ul> Multiple entries into each school, designed to support welcoming and affirmation. Slow Start:

OHA/ODE Recommendation(s)	Response:
	<ul style="list-style-type: none"> <li>o September 6, 2022</li> <li>BES: Kinder Only</li> <li>CPS: Assessment Day (Appointment)</li> <li>PES: 2 nd Grade Only</li> <li>PMS: 6 th Grade Only</li> <li>PHS: 9 th Grade Only</li> <li>PA: New Students Only</li> <li>o September 8, 2021</li> <li>CPS: Assessment Day (Appointment)</li> <li>All Other Schools: All Students</li> <li>Elementary Homeroom; Secondary Advisor.</li> <li>Primary – Photo booths on first days of school (allow photos with parents who will be unable to enter the school facility to drop off students).</li> <li>Outside learning opportunities.</li> <li>SEL lessons from counselors and in classrooms.</li> <li>Awarded \$10K from OEA Choice Trust for staff relationship-building and support.</li> </ul>
<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>	<p>Level of Implementation: In Process</p> <p>Coordinate communication and partnership:</p> <ul style="list-style-type: none"> <li>o School Counselors (All Schools)</li> <li>o Benton County Mental Health Partnership</li> <li>o Trillium Family Services Partnership</li> <li>o Family Support Liaison</li> <li>o Additional staff (SIA funds)</li> </ul> <p>SEL lessons from counselors and in classrooms.</p> <p>Implementation of DESSA Screener (K-8) for SEL.</p> <p>Middle and High School athletic participation fees waived for all students (SIA funds).</p> <p>Whole-learner emphasis in all classrooms, schools, and other facilities.</p>

OHA/ODE Recommendation(s)	Response:
	<p>Staff professional learning related to positive school culture for staff and students.</p> <p>EAP (Employee Assistance Program) available for staff members.</p>
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	<p>Level of Implementation: High</p> <p>Connections to the following:</p> <ul style="list-style-type: none"> <li>o School Counselors</li> <li>o District Nursing Staff</li> <li>o Philomath Food Bank</li> <li>o June's Kids Closet</li> <li>o Operation School Bell</li> <li>o Benton County Health Department</li> <li>o Trillium Family Services</li> <li>o Old Mill Center for Children &amp; Families</li> <li>o Employee Assistance Program (EAP)</li> </ul> <p>Collaboration with Benton County Health Department in development of Communicable Disease Management Plan.</p>
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	<p>Schools will prioritize and encourage communication strategies with counselors, administration, and staff. Various homeroom lessons will focus on removing the stigma around mental health and the importance of emotional well-being and belonging.</p>



### 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	<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?
COVID-19 Vaccination	<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.</i></p> <p>Philomath School District will provide the following information on the district website.</p> <ul style="list-style-type: none"> <li>● Safe Return to In Person Instruction &amp; Continuity of Services Plan</li> <li>● Benton County Covid 19 Metrics</li> <li>● Communicable Disease Management Plan</li> <li>● Safe Return Plan</li> </ul>
Face Coverings	For all individuals, the use of face coverings is not required, however their use is welcomed.
Isolation	Per OAR 581-022-2220 schools must maintain supervised space to isolate the sick that is separate from the space where other health care tasks take place. Isolation rooms are identified in Table 1 of this document. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.
Symptom Screening	In communication with families the school will include information to watch their student for symptoms of communicable disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present, families are asked to keep their student home and get tested for COVID-19.
COVID-19 Testing	<p><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></p> <ul style="list-style-type: none"> <li>● Philomath School District has hosted 16 vaccination clinics entering the 2022 / 2023 school year. Additional clinics will be offered, times TBD. PSD and local vaccination clinics are advertised on school websites and through social media communication.</li> <li>● PCR testing is completed in partnership with Willamette Valley Toxicology.</li> <li>● Testing completed only for students with appropriate permissions (active consent).</li> <li>● District posts weekly COVID case counts on the district web page.</li> </ul>

OHA/ODE Recommendation(s) 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?
Airflow and Circulation	District maintenance department tests and screens airflow and circulation effectiveness on a regular basis. The department also addresses any student, staff, or public concerns pertaining to issues with airflow and circulation.
Cohorting	Staff will use daily attendance (Wazzle Gradebook) to maintain daily cohort data. Others entering the classroom outside the cohort will be responsible for maintaining tracking data. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.
Physical Distancing	Physical distancing is encouraged but not required.
Hand Washing	<p>During the first month, the school will teach and reinforce proper handwashing and covering coughs and sneezes to lower the risk of spreading viruses, including the virus that causes COVID-19. Throughout the year, the school will monitor and reinforce these behaviors. Handwashing will be done before and after meal or snack times and after recess and after using the bathroom.</p> <ul style="list-style-type: none"> <li>• Teachers will teach proper handwashing, covering coughs, and sneeze techniques to lower the risk of spreading viruses.</li> <li>• Schools will provide adequate hand washing supplies, including soap and water to all school sinks and classrooms.</li> <li>• Every classroom will also have a supply of hand sanitizer containing at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger.</li> </ul>
Cleaning and Disinfection	Custodial staff maintain a comprehensive cleaning and disinfection schedule conducted on a daily basis. Surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) will be cleaned daily to reduce the risk of germs spreading by touching surfaces.
Training and Public Health Education	The school posts weekly updates of COVID-19 cases within the school community located on the district website. These communications are meant to provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school.

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? <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>
COVID-19 Vaccination	<ul style="list-style-type: none"> <li>● Additional onsite vaccination clinics will be planned.               <ul style="list-style-type: none"> <li>○ August 26, 2022</li> <li>○ September 23, 2022</li> <li>○ October 21, 2022</li> <li>○ November 18, 2022</li> <li>○ December 16, 2022</li> </ul> </li> <li>● Information will be shared with families concerning various vaccination sites.</li> </ul>
Face Coverings	<p><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></p> <p>In accordance with ODE and Benton County Health Services, Philomath School District will strongly recommend universal indoor masking. Signage will be posted at all entrance doors, and face coverings will continue to be available at entrance doors. Per ORS 333-019-1015 face covering is required within health care spaces. These spaces within the school are designated by signage.</p>
Isolation	<p>Schools will begin to prepare for additional spaces identified for isolation use during an active outbreak. Communication will be sent to the school community concerning isolation protocols for sick students and staff identified at the time of arrival or during the school day. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.</p>
Symptom Screening	<p>During periods of high transmission:</p> <p>PSD will send a message to families about the active outbreak or COVID-19 Community Level categorization of high.</p> <p>In family communications these messages will be reinforced:</p>

<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).
	<p>Watch for symptoms of infectious disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present students should stay home and get tested for COVID-19.</p> <p>Staying home when sick can lower the risk of spreading infectious diseases, including the virus that causes COVID-19, to other people.</p> <ul style="list-style-type: none"> <li>• The school has adopted flexible, non-punitive, and supportive policies and practices, designed to encourage sick individuals to stay home without negative impacts.</li> </ul>
COVID-19 Testing	<ul style="list-style-type: none"> <li>• Send a message to families offering the opportunity to opt-in to the diagnostic testing or screening programs by completing consent forms.</li> <li>• Offer enhanced opportunities for rapid Covid 19 testing at school sites.</li> </ul>
Airflow and Circulation	PSD maintenance department will ensure that HVAC systems are optimizing ventilation by checking service records and code recommendations. An extra effort will be made to increase ventilation and outdoor air supply by opening windows and doors, using fans and air purifying units. Plans for lessons, lunches, and activities moving outdoors or to larger spaces will be considered.
Cohorting <sup>2</sup>	<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"> <li><i>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i></li> <li><i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i></li> </ol> <p>Staff will continue to maintain an enforced seating chart and keep accurate records of student surroundings during high transmission. Athletic contact, transportation, eating cohorts will also be investigated. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.</p>

<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.



<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).
Physical Distancing	PSD schools will retrain teachers and students about the importance of physical distancing. The following steps will be taken: <ul style="list-style-type: none"> <li>• All school waiting spaces, eating spaces, and classroom desks will be spaced at least 3 feet between students.</li> <li>• Where lines need to form, spaces will be marked reminding those waiting to maintain distance.</li> <li>• When and where possible indoor activities will be moved outdoors to increase distance and ventilation.</li> </ul>
Hand Washing	<ul style="list-style-type: none"> <li>• Teachers will reteach proper handwashing and covering coughs and sneezes. Additionally, teachers will ensure that every student washes their hands when entering the classroom, before and after meal or snack times and after recess.</li> <li>• PSD maintenance will restock hand washing supplies, including soap and water. Every classroom will also have a restocked supply of hand sanitizer containing at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger.</li> </ul>
Cleaning and Disinfection	Custodial staff will ensure clean surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) to reduce the risk of germs spreading by touching surfaces. If a classroom has had a sick person or someone who tested positive for Covid 19, the custodial staff will ensure the space will be cleaned and disinfected.
Training and Public Health Education	PSD will continue communication protocol which includes informing families of COVID-19 cases within the school community. These communications provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school. Health and safety protocols are reviewed and strengthened with school staff and an emphasis will be placed on reteaching health and safety protocols to students.

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	PSD will share updated Covid 19 statistics on the school website and through parental communication. Vaccination locations and times will be shared, including potential district sponsored events. Information will be shared educating the public on the benefits of vaccinations and boosters against the spread of Covid 19.
Face Coverings	Face coverings will continue to be optional yet welcomed.
Isolation	Isolation rooms will return to low impact status. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.
Symptom Screening	In communication with families the school will include information to watch their student for symptoms of communicable disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present, families are asked to keep their student home and get tested for COVID-19.
COVID-19 Testing	<ul style="list-style-type: none"> <li>● PSD and local vaccination clinics are advertised on school websites and through social media communication.</li> <li>● PCR testing is completed in partnership with Willamette Valley Toxicology.</li> <li>● Testing completed only for students with appropriate permissions (active consent).</li> <li>● District will continue to post weekly COVID case counts on the district web page.</li> </ul>
Airflow and Circulation	District maintenance department will continue to test and screen airflow and circulation effectiveness on a regular basis. The department also addresses any student, staff, or public concerns pertaining to issues with airflow and circulation.
Cohorting	PSD will encourage a return to normal classroom operations including a return to group activities and enhanced student interaction. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.

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?
Physical Distancing	PSD schools will continue to encourage basic physical distancing through school announcements and signage.
Hand Washing	PSD schools will continue to monitor and reinforce hygiene behaviors. Handwashing will be done before and after meal or snack times and after recess and after using the bathroom. Signage will remain throughout PSD schools.
Cleaning and Disinfection	PSD school custodial staff will continue to ensure clean surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) daily to reduce the risk of germs spreading by touching surfaces.
Training and Public Health Education	PSD will communicate to families the process of return to baseline activities. These communications will provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts. Schools will reach out to all staff to answer any questions or hear any suggestions that could be implemented moving forward.

## 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.

**INSERT THE LINK** where this plan is available for public viewing. [Philomath School District Communicable Disease Management Plan](#)

Date Last Updated: **08/01/2022**

Date Last Practiced: **06/30/2022**

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



**Philomath School District 17J**  
**1620 Applegate Street**  
**Philomath, Oregon 97370**

### **School/District/Program Information**

District or Education Service District Name and ID: Philomath School District 17J


School or Program Name: Philomath Middle School

Contact Name and Title: Steve Bell, Principal

Contact Phone: 541-929-3167

Contact Email: steve.bell@philomath.k12.or.us

Table 1.

	<h2>Policies, protocols, procedures and plans already in place</h2> <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><b>Philomath School District Communicable Disease Management Plan:</b></p> <ul style="list-style-type: none"> <li>• Plan Updated on August 23, 2022.</li> <li>• Plan Posted on PSD Webpage (<a href="https://www.philomathsd.net/updates">https://www.philomathsd.net/updates</a> )</li> <li>• Approved by Philomath School Board on September 15, 2022.</li> </ul>
<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><b>Identifying, Monitoring, and Mitigating Outbreaks of Communicable Diseases:</b></p> <ul style="list-style-type: none"> <li>• Professional learning activities with staff will include training on updated COVID-19 protocols for exclusion.</li> <li>• Staff will watch for students demonstrating possible symptoms and support them in accessing the designated isolation space in each school, connecting students with appropriate staff.</li> <li>• Parents notified of exclusion responsibilities and circumstances for which a student must be picked up from school.</li> <li>• Individuals with COVID-19 should isolate for at least five (5) days. (RSSI Resiliency Framework, (03/29/2022).</li> <li>• To calculate the five-day isolation period, day 0 is the first day of symptoms or a positive test result. Day 1 is the first full day after the symptoms developed or a positive test result.</li> <li>• Isolation may end after five (5) full days if the individual is fever-free for 24 hours without the use of fever-reducing medication and other symptoms have improved.</li> </ul> <p>* Individuals are encouraged to wear a well-fitting mask around others at home and in public for five (5) additional days (day 6-10) after the end of the 5-day isolation period.</p> <ul style="list-style-type: none"> <li>• Exclusion protocols in place for sick students and staff identified at the time of arrival during school day.</li> <li>• Record and monitor students and staff being excluded.</li> <li>• Exclusion rules apply equally to all students and staff.</li> </ul>
<p><b>Isolation Space</b>            Requires a prevention-oriented health services program including a dedicated space to isolate</p>	<p><b>Required Isolation Space (Separate from Health Room) for Communicable Diseases:</b></p> <ul style="list-style-type: none"> <li>• Isolation space at Philomath Middle School located in the front office area, secondary location in school annex.</li> <li>• Isolation space is accessible to all students, including those with mobility or other challenges.</li> </ul>



## 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.

sick students and to provide services for students with special health care needs.  
[OAR 581-022-2220](#)

- Supervision staff are highly familiar with students at school and are able to provide care for individuals.
- Safe, comfortable spaces in each school supervised by a competent adult.
- First aid supplies available for use.
- Nursing staff on call, as needed, for emergencies.
- Protocols are implemented as outlined in our Communicable Disease Management Plan.

**Educator Vaccination**  
[OAR 333-019-1030](#)

- All school staff and volunteers are required to provide proof of one of the following:
  - Proof of COVID-19 vaccination OR
  - Approved exception for medical or religious exception.

**Emergency Plan or  
Emergency Operations Plan**  
[OAR 581-022-2225](#)

- Emergency Plan located in red folder in Philomath Middle School Office.

**Additional documents  
reference here:**



## 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>	Steve Bell – Principal	Jamon Ellingson & Chad Matthews - Asst. Principals
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>	Greg Hudson	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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>	<b>Tina Hoch – District Nurse</b>  <b>Laura Bryant – District Nurse</b>	
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>	<b>Joey DiGiovannangelo – Maintenance</b>  <b>Mid Columbia Bus Co. – Transportation 541-929-5474</b>  <b>Corvallis School District – Food 541-757-5859</b>	
Communications Lead ( <i>staff member responsible for ensuring internal/external messaging is completed</i> )	<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 the school community.</li> </ul>	<b>Steve Bell - Principal</b>	<b>Jamon Ellingson &amp; Chad Matthews - Asst. Principals</b>
District Level Leadership Support ( <i>staff member in which to consult surrounding a communicable disease event</i> )	<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> </ul>	<b>Susan Halliday – Superintendent</b>  <b>Tina Hoch – District Nurse</b>  <b>Laura Bryant – District Nurse</b>	



School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> <li>● Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>		
Main Contact within Local Public Health Authority (LPHA)	<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>	<b>Benton County Health Department</b> <b>541-766-6835</b>	
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 Consultation<sup>1</sup>, etc.)

- Accommodations for Students with Disabilities:
- In accordance with federal and state law and district policy, we look at each circumstance where students with disabilities may face barriers to meeting health and safety protocols individually and make appropriate accommodations as needed to insure the continuity in educational services while mitigating potential virus spread as much as possible.
- Our special education teacher, classroom teachers, and support staff all receive training surrounding the balance between appropriate accommodations for individuals, students' rights to an education in the least restrictive environment, and mitigating virus spread to limit absences and closing cohorts. This training includes legal rights of students as well as CDC, OHA, and LPHA mitigation strategies as they relate to schools.
- PSD came back to in-person learning in May 2021 and were successful in implementing, practicing, and fine-tuning protocols.
- A multi-disciplinary team evaluates the circumstances of each student experiencing a disability and, in collaboration with parents and the student, design a plan that insures the student receives a free and appropriate education in accordance with state and federal law.

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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.



#### 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](#)

**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.	By the beginning of the 2022-2023 school year school counselors, administration, and student support teams will utilize registration information and previous academic records to identify students who experience barriers to their education or who are disproportionately impacted by COVID-19 (e.g., students at increased risk of severe COVID-19 illness due to cognitive or developmental function, students at increased risk of negative impact/complications related to immunocompromised health status, etc.).
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.	By mid-September, 2022, counselors, administrators, and teachers will reach out to students' families to begin the process of developing a plan. For students who are identified later in the process, teachers will connect with families during conferences or by special appointment. By October, counselors in partnership with the teacher will develop a plan in consultation with the student and family based on the unique needs of each student. The plan will be written and reviewed periodically throughout the year to ensure that it continues to fulfill the support needs.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	All school staff will continue professional development to assist in this work, and to implement needed support for students disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19. Selected professional development days will be dedicated to identification and support strategies school staff can use to serve ALL students.

# 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

- Benton County Mental Health
- Trillium Family Services



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.	Level of Implementation: High Inservice Focus: Whole-Learner Education <ul style="list-style-type: none"> <li>o Academic Development</li> <li>o Cognitive Development</li> <li>o Identity Development</li> <li>o Mental Health</li> <li>o Physical Health</li> <li>o Social Emotional Development</li> </ul> Multiple entries into each school, designed to support welcoming and affirmation. Slow Start:

OHA/ODE Recommendation(s)	Response:
	<ul style="list-style-type: none"> <li>o September 6, 2022</li> <li>BES: Kinder Only</li> <li>CPS: Assessment Day (Appointment)</li> <li>PES: 2 nd Grade Only</li> <li>PMS: 6 th Grade Only</li> <li>PHS: 9 th Grade Only</li> <li>PA: New Students Only</li> <li>o September 8, 2021</li> <li>CPS: Assessment Day (Appointment)</li> <li>All Other Schools: All Students</li> <li>Elementary Homeroom; Secondary Advisor.</li> <li>Primary – Photo booths on first days of school (allow photos with parents who will be unable to enter the school facility to drop off students).</li> <li>Outside learning opportunities.</li> <li>SEL lessons from counselors and in classrooms.</li> <li>Awarded \$10K from OEA Choice Trust for staff relationship-building and support.</li> </ul>
<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>	<p>Level of Implementation: In Process</p> <p>Coordinate communication and partnership:</p> <ul style="list-style-type: none"> <li>o School Counselors (All Schools)</li> <li>o Benton County Mental Health Partnership</li> <li>o Trillium Family Services Partnership</li> <li>o Family Support Liaison</li> <li>o Additional staff (SIA funds)</li> </ul> <p>SEL lessons from counselors and in classrooms.</p> <p>Implementation of DESSA Screener (K-8) for SEL.</p> <p>Middle and High School athletic participation fees waived for all students (SIA funds).</p> <p>Whole-learner emphasis in all classrooms, schools, and other facilities.</p>

OHA/ODE Recommendation(s)	Response:
	<p>Staff professional learning related to positive school culture for staff and students.</p> <p>EAP (Employee Assistance Program) available for staff members.</p>
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>Level of Implementation: High</p> <p>Connections to the following:</p> <ul style="list-style-type: none"> <li>o School Counselors</li> <li>o District Nursing Staff</li> <li>o Philomath Food Bank</li> <li>o June's Kids Closet</li> <li>o Operation School Bell</li> <li>o Benton County Health Department</li> <li>o Trillium Family Services</li> <li>o Old Mill Center for Children &amp; Families</li> <li>o Employee Assistance Program (EAP)</li> </ul> <p>Collaboration with Benton County Health Department in development of Communicable Disease Management Plan.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>Schools will prioritize and encourage communication strategies with counselors, administration, and staff. Various homeroom lessons will focus on removing the stigma around mental health and the importance of emotional well-being and belonging.</p>



### 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	<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.</i></p> <p>Philomath School District will provide the following information on the district website.</p> <ul style="list-style-type: none"> <li>● Safe Return to In Person Instruction &amp; Continuity of Services Plan</li> <li>● Benton County Covid 19 Metrics</li> <li>● Communicable Disease Management Plan</li> <li>● Safe Return Plan</li> </ul>
Face Coverings	<p>For all individuals, the use of face coverings is not required, however their use is welcomed.</p>
Isolation	<p>Per OAR 581-022-2220 schools must maintain supervised space to isolate the sick that is separate from the space where other health care tasks take place. Isolation rooms are identified in Table 1 of this document. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.</p>
Symptom Screening	<p>In communication with families the school will include information to watch their student for symptoms of communicable disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present, families are asked to keep their student home and get tested for COVID-19.</p>
COVID-19 Testing	<p><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></p> <ul style="list-style-type: none"> <li>● Philomath School District has hosted 16 vaccination clinics entering the 2022 / 2023 school year. Additional clinics will be offered, times TBD. PSD and local vaccination clinics are advertised on school websites and through social media communication.</li> <li>● PCR testing is completed in partnership with Willamette Valley Toxicology.</li> <li>● Testing completed only for students with appropriate permissions (active consent).</li> <li>● District posts weekly COVID case counts on the district web page.</li> </ul>

OHA/ODE Recommendation(s) 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?
Airflow and Circulation	District maintenance department tests and screens airflow and circulation effectiveness on a regular basis. The department also addresses any student, staff, or public concerns pertaining to issues with airflow and circulation.
Cohorting	Staff will use daily attendance (Wazzle Gradebook) to maintain daily cohort data. Others entering the classroom outside the cohort will be responsible for maintaining tracking data. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.
Physical Distancing	Physical distancing is encouraged but not required.
Hand Washing	<p>During the first month, the school will teach and reinforce proper handwashing and covering coughs and sneezes to lower the risk of spreading viruses, including the virus that causes COVID-19. Throughout the year, the school will monitor and reinforce these behaviors. Handwashing will be done before and after meal or snack times and after recess and after using the bathroom.</p> <ul style="list-style-type: none"> <li>• Teachers will teach proper handwashing, covering coughs, and sneeze techniques to lower the risk of spreading viruses.</li> <li>• Schools will provide adequate hand washing supplies, including soap and water to all school sinks and classrooms.</li> <li>• Every classroom will also have a supply of hand sanitizer containing at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger.</li> </ul>
Cleaning and Disinfection	Custodial staff maintain a comprehensive cleaning and disinfection schedule conducted on a daily basis. Surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) will be cleaned daily to reduce the risk of germs spreading by touching surfaces.
Training and Public Health Education	The school posts weekly updates of COVID-19 cases within the school community located on the district website. These communications are meant to provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school.

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	<ul style="list-style-type: none"> <li>● Additional onsite vaccination clinics will be planned. <ul style="list-style-type: none"> <li>○ August 26, 2022</li> <li>○ September 23, 2022</li> <li>○ October 21, 2022</li> <li>○ November 18, 2022</li> <li>○ December 16, 2022</li> </ul> </li> <li>● Information will be shared with families concerning various vaccination sites.</li> </ul>
Face Coverings	<p><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></p> <p>In accordance with ODE and Benton County Health Services, Philomath School District will strongly recommend universal indoor masking. Signage will be posted at all entrance doors, and face coverings will continue to be available at entrance doors. Per ORS 333-019-1015 face covering is required within health care spaces. These spaces within the school are designated by signage.</p>
Isolation	<p>Schools will begin to prepare for additional spaces identified for isolation use during an active outbreak. Communication will be sent to the school community concerning isolation protocols for sick students and staff identified at the time of arrival or during the school day. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.</p>
Symptom Screening	<p>During periods of high transmission:</p> <p>PSD will send a message to families about the active outbreak or COVID-19 Community Level categorization of high.</p> <p>In family communications these messages will be reinforced:</p>

<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).
	<p>Watch for symptoms of infectious disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present students should stay home and get tested for COVID-19.</p> <p>Staying home when sick can lower the risk of spreading infectious diseases, including the virus that causes COVID-19, to other people.</p> <ul style="list-style-type: none"> <li>• The school has adopted flexible, non-punitive, and supportive policies and practices, designed to encourage sick individuals to stay home without negative impacts.</li> </ul>
COVID-19 Testing	<ul style="list-style-type: none"> <li>• Send a message to families offering the opportunity to opt-in to the diagnostic testing or screening programs by completing consent forms.</li> <li>• Offer enhanced opportunities for rapid Covid 19 testing at school sites.</li> </ul>
Airflow and Circulation	PSD maintenance department will ensure that HVAC systems are optimizing ventilation by checking service records and code recommendations. An extra effort will be made to increase ventilation and outdoor air supply by opening windows and doors, using fans and air purifying units. Plans for lessons, lunches, and activities moving outdoors or to larger spaces will be considered.
Cohorting <sup>2</sup>	Schools will begin to prepare for additional spaces identified for isolation use during an active outbreak. Communication will be sent to the school community concerning isolation protocols for sick students and staff identified at the time of arrival or during the school day. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.

<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.

<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).
Physical Distancing	<p>During periods of high transmission:</p> <p>PSD will send a message to families about the active outbreak or COVID-19 Community Level categorization of high.</p> <p>In family communications these messages will be reinforced:</p> <p>Watch for symptoms of infectious disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present students should stay home and get tested for COVID-19.</p> <p>Staying home when sick can lower the risk of spreading infectious diseases, including the virus that causes COVID-19, to other people.</p> <ul style="list-style-type: none"> <li>● The school has adopted flexible, non-punitive, and supportive policies and practices, designed to encourage sick individuals to stay home without negative impacts.</li> </ul>
Hand Washing	<ul style="list-style-type: none"> <li>● Teachers will reteach proper handwashing and covering coughs and sneezes. Additionally, teachers will ensure that every student washes their hands when entering the classroom, before and after meal or snack times and after recess.</li> <li>● PSD maintenance will restock hand washing supplies, including soap and water. Every classroom will also have a restocked supply of hand sanitizer containing at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger.</li> </ul>
Cleaning and Disinfection	<p>Custodial staff will ensure clean surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) to reduce the risk of germs spreading by touching surfaces. If a classroom has had a sick person or someone who tested positive for Covid 19, the custodial staff will ensure the space will be cleaned and disinfected.</p>

<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).
Training and Public Health Education	PSD will continue communication protocol which includes informing families of COVID-19 cases within the school community. These communications provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school. Health and safety protocols are reviewed and strengthened with school staff and an emphasis will be placed on reteaching health and safety protocols to students.

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	PSD will share updated Covid 19 statistics on the school website and through parental communication. Vaccination locations and times will be shared, including potential district sponsored events. Information will be shared educating the public on the benefits of vaccinations and boosters against the spread of Covid 19.
Face Coverings	Face coverings will continue to be optional yet welcomed.
Isolation	Isolation rooms will return to low impact status. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.
Symptom Screening	In communication with families the school will include information to watch their student for symptoms of communicable disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present, families are asked to keep their student home and get tested for COVID-19.
COVID-19 Testing	<ul style="list-style-type: none"> <li>● PSD and local vaccination clinics are advertised on school websites and through social media communication.</li> <li>● PCR testing is completed in partnership with Willamette Valley Toxicology.</li> <li>● Testing completed only for students with appropriate permissions (active consent).</li> <li>● District will continue to post weekly COVID case counts on the district web page.</li> </ul>
Airflow and Circulation	District maintenance department will continue to test and screen airflow and circulation effectiveness on a regular basis. The department also addresses any student, staff, or public concerns pertaining to issues with airflow and circulation.
Cohorting	PSD will encourage a return to normal classroom operations including a return to group activities and enhanced student interaction. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.

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?
Physical Distancing	PSD schools will continue to encourage basic physical distancing through school announcements and signage.
Hand Washing	PSD schools will continue to monitor and reinforce hygiene behaviors. Handwashing will be done before and after meal or snack times and after recess and after using the bathroom. Signage will remain throughout PSD schools.
Cleaning and Disinfection	PSD school custodial staff will continue to ensure clean surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) daily to reduce the risk of germs spreading by touching surfaces.
Training and Public Health Education	PSD will communicate to families the process of return to baseline activities. These communications will provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts. Schools will reach out to all staff to answer any questions or hear any suggestions that could be implemented moving forward.

## 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.

**INSERT THE LINK** where this plan is available for public viewing. [Philomath School District Communicable Disease Management Plan](#)

Date Last Updated: **08/01/2022**

Date Last Practiced: **06/30/2022**



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



**Philomath School District 17J**  
**1620 Applegate Street**  
**Philomath, Oregon 97370**

### **School/District/Program Information**

District or Education Service District Name and ID: Philomath School District 17J


School or Program Name: Philomath Elementary School

Contact Name and Title: Bryan Traylor, Principal

Contact Phone: 541-929-3253

Contact Email: bryan.traylor@philomath.k12.or.us

Table 1.

	<h2>Policies, protocols, procedures and plans already in place</h2> <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><b>Philomath School District Communicable Disease Management Plan:</b></p> <ul style="list-style-type: none"> <li>• Plan Updated on August 23, 2022.</li> <li>• Plan Posted on PSD Webpage (<a href="https://www.philomathsd.net/updates">https://www.philomathsd.net/updates</a>)</li> <li>• Approved by Philomath School Board on September 15, 2022.</li> </ul>
<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><b>Identifying, Monitoring, and Mitigating Outbreaks of Communicable Diseases:</b></p> <ul style="list-style-type: none"> <li>• Professional learning activities with staff will include training on updated COVID-19 protocols for exclusion.</li> <li>• Staff will watch for students demonstrating possible symptoms and support them in accessing the designated isolation space in each school, connecting students with appropriate staff.</li> <li>• Parents notified of exclusion responsibilities and circumstances for which a student must be picked up from school.</li> <li>• Individuals with COVID-19 should isolate for at least five (5) days. (RSSL Resiliency Framework, (03/29/2022).</li> <li>• To calculate the five-day isolation period, day 0 is the first day of symptoms or a positive test result. Day 1 is the first full day after the symptoms developed or a positive test result.</li> <li>• Isolation may end after five (5) full days if the individual is fever-free for 24 hours without the use of fever-reducing medication and other symptoms have improved.</li> </ul> <p><b>* Individuals are encouraged to wear a well-fitting mask around others at home and in public for five (5) additional days (day 6-10) after the end of the 5-day isolation period.</b></p> <ul style="list-style-type: none"> <li>• Exclusion protocols in place for sick students and staff identified at the time of arrival during school day.</li> <li>• Record and monitor students and staff being excluded.</li> <li>• Exclusion rules apply equally to all students and staff.</li> </ul>
<p><b>Isolation Space</b>  Requires a prevention-oriented health services program including a</p>	<p><b>Required Isolation Space (Separate from Health Room) for Communicable Diseases:</b></p> <ul style="list-style-type: none"> <li>• Isolation space at Blodgett Elementary School located in the private office next to the teacher's room.</li> <li>• Isolation space is accessible to all students, including those with mobility or other challenges.</li> <li>• Supervision staff are highly familiar with students at school and are able to provide care for individuals.</li> </ul>



## 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.

dedicated space to isolate sick students and to provide services for students with special health care needs.

[OAR 581-022-2220](#)

- Safe, comfortable spaces in each school supervised by a competent adult.
- First aid supplies available for use.
- Nursing staff on call, as needed, for emergencies.
- Protocols are implemented as outlined in our Communicable Disease Management Plan.

**Educator Vaccination**

[OAR 333-019-1030](#)

- All school staff and volunteers are required to provide proof of one of the following:
  - Proof of COVID-19 vaccination OR
  - Approved exception for medical or religious exception.

**Emergency Plan or  
Emergency Operations Plan**

[OAR 581-022-2225](#)

- Emergency Plan located in red folder in Philomath Elementary School Office.

**Additional documents  
reference here:**



## 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>	Bryan Traylor – Principal	Mike McDonough - Asst. Principal
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 events, informing continuous improvement of the planning, prevention, response, and recovery system.</li></ul>	Emily Helpenstell - Teacher	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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>	<p>Tina Hoch – District Nurse</p> <p>Laura Bryant – District Nurse</p>	
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>	<p>Joey DiGiovannangelo – Maintenance</p> <p>Mid Columbia Bus Co. – Transportation 541 -929-5474</p> <p>Corvallis School District – Food 541-757-5859</p>	
Communications Lead ( <i>staff member responsible for ensuring internal/external messaging is completed</i> )	<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 the school community.</li> </ul>	<p>Bryan Traylor – Principal</p>	<p>Mike McDonough - Asst. Principal</p>
District Level Leadership Support ( <i>staff member in which to consult surrounding a</i>	<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> </ul>	<p>Susan Halliday – Superintendent</p> <p>Tina Hoch – District Nurse</p> <p>Laura Bryant – District Nurse</p>	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<i>communicable disease event)</i>	<ul style="list-style-type: none"> <li>● Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>		
Main Contact within Local Public Health Authority (LPHA)	<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>	<b>Benton County Health Department</b> <b>541-766-6835</b>	
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 Consultation<sup>1</sup>, etc.)

- Accommodations for Students with Disabilities:
- In accordance with federal and state law and district policy, we look at each circumstance where students with disabilities may face barriers to meeting health and safety protocols individually and make appropriate accommodations as needed to insure the continuity in educational services while mitigating potential virus spread as much as possible.
- Our special education teacher, classroom teachers, and support staff all receive training surrounding the balance between appropriate accommodations for individuals, students' rights to an education in the least restrictive environment, and mitigating virus spread to limit absences and closing cohorts. This training includes legal rights of students as well as CDC, OHA, and LPHA mitigation strategies as they relate to schools.
- PSD came back to in-person learning in May 2021 and were successful in implementing, practicing, and fine-tuning protocols.
- A multi-disciplinary team evaluates the circumstances of each student experiencing a disability and, in collaboration with parents and the student, design a plan that insures the student receives a free and appropriate education in accordance with state and federal law.

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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.



#### 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](#)



**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.	By the beginning of the 2022-2023 school year school counselors, administration, and student support teams will utilize registration information and previous academic records to identify students who experience barriers to their education or who are disproportionately impacted by COVID-19 (e.g., students at increased risk of severe COVID-19 illness due to cognitive or developmental function, students at increased risk of negative impact/complications related to immunocompromised health status, etc.).
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.	By mid-September, 2022, counselors, administrators, and teachers will reach out to students' families to begin the process of developing a plan. For students who are identified later in the process, teachers will connect with families during conferences or by special appointment. By October, counselors in partnership with the teacher will develop a plan in consultation with the student and family based on the unique needs of each student. The plan will be written and reviewed periodically throughout the year to ensure that it continues to fulfill the support needs.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	All school staff will continue professional development to assist in this work, and to implement needed support for students disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19. Selected professional development days will be dedicated to identification and support strategies school staff can use to serve ALL students.

## 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.)

- Benton County Mental Health
- Trillium Family Services



### 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>Level of Implementation: High</p> <p>Inservice Focus: Whole-Learner Education</p> <ul style="list-style-type: none"> <li>o Academic Development</li> <li>o Cognitive Development</li> <li>o Identity Development</li> <li>o Mental Health</li> <li>o Physical Health</li> <li>o Social Emotional Development</li> </ul> <p>Multiple entries into each school, designed to support welcoming and affirmation.</p> <p>Slow Start:</p>

OHA/ODE Recommendation(s)	Response:
	<ul style="list-style-type: none"> <li>o September 6, 2022</li> <li>BES: Kinder Only</li> <li>CPS: Assessment Day (Appointment)</li> <li>PES: 2 nd Grade Only</li> <li>PMS: 6 th Grade Only</li> <li>PHS: 9 th Grade Only</li> <li>PA: New Students Only</li> <li>o September 8, 2021</li> <li>CPS: Assessment Day (Appointment)</li> <li>All Other Schools: All Students</li> <li>Elementary Homeroom; Secondary Advisor.</li> <li>Primary – Photo booths on first days of school (allow photos with parents who will be unable to enter the school facility to drop off students).</li> <li>Outside learning opportunities.</li> <li>SEL lessons from counselors and in classrooms.</li> <li>Awarded \$10K from OEA Choice Trust for staff relationship-building and support.</li> </ul>
<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>	<p>Level of Implementation: In Process</p> <p>Coordinate communication and partnership:</p> <ul style="list-style-type: none"> <li>o School Counselors (All Schools)</li> <li>o Benton County Mental Health Partnership</li> <li>o Trillium Family Services Partnership</li> <li>o Family Support Liaison</li> <li>o Additional staff (SIA funds)</li> </ul> <p>SEL lessons from counselors and in classrooms.</p> <p>Implementation of DESSA Screener (K-8) for SEL.</p> <p>Middle and High School athletic participation fees waived for all students (SIA funds).</p> <p>Whole-learner emphasis in all classrooms, schools, and other facilities.</p>

OHA/ODE Recommendation(s)	Response:
	<p>Staff professional learning related to positive school culture for staff and students.</p> <p>EAP (Employee Assistance Program) available for staff members.</p>
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>Level of Implementation: High</p> <p>Connections to the following:</p> <ul style="list-style-type: none"> <li>o School Counselors</li> <li>o District Nursing Staff</li> <li>o Philomath Food Bank</li> <li>o June’s Kids Closet</li> <li>o Operation School Bell</li> <li>o Benton County Health Department</li> <li>o Trillium Family Services</li> <li>o Old Mill Center for Children &amp; Families</li> <li>o Employee Assistance Program (EAP)</li> </ul> <p>Collaboration with Benton County Health Department in development of Communicable Disease Management Plan.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>Schools will prioritize and encourage communication strategies with counselors, administration, and staff. Various homeroom lessons will focus on removing the stigma around mental health and the importance of emotional well-being and belonging.</p>



### 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	<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.</i></p> <p>Philomath School District will provide the following information on the district website.</p> <ul style="list-style-type: none"> <li>● Safe Return to In Person Instruction &amp; Continuity of Services Plan</li> <li>● Benton County Covid 19 Metrics</li> <li>● Communicable Disease Management Plan</li> <li>● Safe Return Plan</li> </ul>
Face Coverings	For all individuals, the use of face coverings is not required, however their use is welcomed.
Isolation	Per OAR 581-022-2220 schools must maintain supervised space to isolate the sick that is separate from the space where other health care tasks take place. Isolation rooms are identified in Table 1 of this document. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.
Symptom Screening	In communication with families the school will include information to watch their student for symptoms of communicable disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present, families are asked to keep their student home and get tested for COVID-19.
COVID-19 Testing	<p><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></p> <ul style="list-style-type: none"> <li>● Philomath School District has hosted 16 vaccination clinics entering the 2022 / 2023 school year. Additional clinics will be offered, times TBD. PSD and local vaccination clinics are advertised on school websites and through social media communication.</li> <li>● PCR testing is completed in partnership with Willamette Valley Toxicology.</li> <li>● Testing completed only for students with appropriate permissions (active consent).</li> <li>● District posts weekly COVID case counts on the district web page.</li> </ul>

OHA/ODE Recommendation(s) 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?
Airflow and Circulation	District maintenance department tests and screens airflow and circulation effectiveness on a regular basis. The department also addresses any student, staff, or public concerns pertaining to issues with airflow and circulation.
Cohorting	Staff will use daily attendance (Wazzle Gradebook) to maintain daily cohort data. Others entering the classroom outside the cohort will be responsible for maintaining tracking data. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.
Physical Distancing	Physical distancing is encouraged but not required.
Hand Washing	<p>During the first month, the school will teach and reinforce proper handwashing and covering coughs and sneezes to lower the risk of spreading viruses, including the virus that causes COVID-19. Throughout the year, the school will monitor and reinforce these behaviors. Handwashing will be done before and after meal or snack times and after recess and after using the bathroom.</p> <ul style="list-style-type: none"> <li>• Teachers will teach proper handwashing, covering coughs, and sneeze techniques to lower the risk of spreading viruses.</li> <li>• Schools will provide adequate hand washing supplies, including soap and water to all school sinks and classrooms.</li> <li>• Every classroom will also have a supply of hand sanitizer containing at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger.</li> </ul>
Cleaning and Disinfection	Custodial staff maintain a comprehensive cleaning and disinfection schedule conducted on a daily basis. Surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) will be cleaned daily to reduce the risk of germs spreading by touching surfaces.
Training and Public Health Education	The school posts weekly updates of COVID-19 cases within the school community located on the district website. These communications are meant to provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school.

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	<ul style="list-style-type: none"> <li>● Additional onsite vaccination clinics will be planned. <ul style="list-style-type: none"> <li>○ August 26, 2022</li> <li>○ September 23, 2022</li> <li>○ October 21, 2022</li> <li>○ November 18, 2022</li> <li>○ December 16, 2022</li> </ul> </li> <li>● Information will be shared with families concerning various vaccination sites.</li> </ul>
Face Coverings	<p><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></p> <p>In accordance with ODE and Benton County Health Services, Philomath School District will strongly recommend universal indoor masking. Signage will be posted at all entrance doors, and face coverings will continue to be available at entrance doors. Per ORS 333-019-1015 face covering is required within health care spaces. These spaces within the school are designated by signage.</p>
Isolation	<p>Schools will begin to prepare for additional spaces identified for isolation use during an active outbreak. Communication will be sent to the school community concerning isolation protocols for sick students and staff identified at the time of arrival or during the school day. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.</p>
Symptom Screening	<p>During periods of high transmission:</p> <p>PSD will send a message to families about the active outbreak or COVID-19 Community Level categorization of high.</p> <p>In family communications these messages will be reinforced:</p>



<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).
	<p>Watch for symptoms of infectious disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present students should stay home and get tested for COVID-19.</p> <p>Staying home when sick can lower the risk of spreading infectious diseases, including the virus that causes COVID-19, to other people.</p> <ul style="list-style-type: none"> <li>• The school has adopted flexible, non-punitive, and supportive policies and practices, designed to encourage sick individuals to stay home without negative impacts.</li> </ul>
COVID-19 Testing	<ul style="list-style-type: none"> <li>• Send a message to families offering the opportunity to opt-in to the diagnostic testing or screening programs by completing consent forms.</li> <li>• Offer enhanced opportunities for rapid Covid 19 testing at school sites.</li> </ul>
Airflow and Circulation	<p><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></p> <p>In accordance with ODE and Benton County Health Services, Philomath School District will strongly recommend universal indoor masking. Signage will be posted at all entrance doors, and face coverings will continue to be available at entrance doors. Per ORS 333-019-1015 face covering is required within health care spaces. These spaces within the school are designated by signage.</p>
Cohorting <sup>2</sup>	<p>Schools will begin to prepare for additional spaces identified for isolation use during an active outbreak. Communication will be sent to the school community concerning isolation protocols for sick students and staff identified at the time of arrival or during the school day. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.</p>

<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.

<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).
Physical Distancing	<p>During periods of high transmission:</p> <p>PSD will send a message to families about the active outbreak or COVID-19 Community Level categorization of high.</p> <p>In family communications these messages will be reinforced:</p> <p>Watch for symptoms of infectious disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present students should stay home and get tested for COVID-19.</p> <p>Staying home when sick can lower the risk of spreading infectious diseases, including the virus that causes COVID-19, to other people.</p> <ul style="list-style-type: none"> <li>● The school has adopted flexible, non-punitive, and supportive policies and practices, designed to encourage sick individuals to stay home without negative impacts.</li> </ul>
Hand Washing	<ul style="list-style-type: none"> <li>● Teachers will reteach proper handwashing and covering coughs and sneezes. Additionally, teachers will ensure that every student washes their hands when entering the classroom, before and after meal or snack times and after recess.</li> <li>● PSD maintenance will restock hand washing supplies, including soap and water. Every classroom will also have a restocked supply of hand sanitizer containing at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger.</li> </ul>
Cleaning and Disinfection	<p>Custodial staff will ensure clean surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) to reduce the risk of germs spreading by touching surfaces. If a classroom has had a sick person or someone who tested positive for Covid 19, the custodial staff will ensure the space will be cleaned and disinfected.</p>

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><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?</p> <p>*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).</p>
<p>Training and Public Health Education</p>	<p>PSD will continue communication protocol which includes informing families of COVID-19 cases within the school community. These communications provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school. Health and safety protocols are reviewed and strengthened with school staff and an emphasis will be placed on reteaching health and safety protocols to students.</p>

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	Vaccination locations and times will be shared, including potential district sponsored events. Information will be shared educating the public on the benefits of vaccinations and boosters against the spread of Covid 19.
Face Coverings	Face coverings will continue to be optional yet welcomed.
Isolation	Isolation rooms will return to low impact status. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.
Symptom Screening	In communication with families the school will include information to watch their student for symptoms of communicable disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present, families are asked to keep their student home and get tested for COVID-19.
COVID-19 Testing	<ul style="list-style-type: none"> <li>● PSD and local vaccination clinics are advertised on school websites and through social media communication.</li> <li>● PCR testing is completed in partnership with Willamette Valley Toxicology.</li> <li>● Testing completed only for students with appropriate permissions (active consent).</li> <li>● District will continue to post weekly COVID case counts on the district web page.</li> </ul>
Airflow and Circulation	District maintenance department will continue to test and screen airflow and circulation effectiveness on a regular basis. The department also addresses any student, staff, or public concerns pertaining to issues with airflow and circulation.
Cohorting	PSD will encourage a return to normal classroom operations including a return to group activities and enhanced student interaction. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.

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?
Physical Distancing	PSD schools will continue to encourage basic physical distancing through school announcements and signage.
Hand Washing	PSD schools will continue to monitor and reinforce hygiene behaviors. Handwashing will be done before and after meal or snack times and after recess and after using the bathroom. Signage will remain throughout PSD schools.
Cleaning and Disinfection	PSD school custodial staff will continue to ensure clean surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) daily to reduce the risk of germs spreading by touching surfaces.
Training and Public Health Education	PSD will communicate to families the process of return to baseline activities. These communications will provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts. Schools will reach out to all staff to answer any questions or hear any suggestions that could be implemented moving forward.

## 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.

**INSERT THE LINK** where this plan is available for public viewing. [Philomath School District Communicable Disease Management Plan](#)

Date Last Updated: **08/01/2022**

Date Last Practiced:**06/30/2022**

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



**Philomath School District 17J**  
**1620 Applegate Street**  
**Philomath, Oregon 97370**

### **School/District/Program Information**

District or Education Service District Name and ID: Philomath School District 19J


School or Program Name: Clemens Primary School

Contact Name and Title: Abby Couture - Principal

Contact Phone: 541-929-2082

Contact Email: abby.couture@philomath.k12.or.us

Table 1.

	<h2>Policies, protocols, procedures and plans already in place</h2> <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><b>Philomath School District Communicable Disease Management Plan:</b></p> <ul style="list-style-type: none"> <li>• Plan Updated on August 23, 2022.</li> <li>• Plan Posted on PSD Webpage (<a href="https://www.philomathsd.net/updates">https://www.philomathsd.net/updates</a> )</li> <li>• Approved by Philomath School Board on September 15, 2022.</li> </ul>
<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><b>Identifying, Monitoring, and Mitigating Outbreaks of Communicable Diseases:</b></p> <ul style="list-style-type: none"> <li>• Professional learning activities with staff will include training on updated COVID-19 protocols for exclusion.</li> <li>• Staff will watch for students demonstrating possible symptoms and support them in accessing the designated isolation space in each school, connecting students with appropriate staff.</li> <li>• Parents notified of exclusion responsibilities and circumstances for which a student must be picked up from school.</li> <li>• Individuals with COVID-19 should isolate for at least five (5) days. (RSSI Resiliency Framework, (03/29/2022).</li> <li>• To calculate the five-day isolation period, day 0 is the first day of symptoms or a positive test result. Day 1 is the first full day after the symptoms developed or a positive test result.</li> <li>• Isolation may end after five (5) full days if the individual is fever-free for 24 hours without the use of fever-reducing medication and other symptoms have improved.</li> </ul> <p>* Individuals are encouraged to wear a well-fitting mask around others at home and in public for five (5) additional days (day 6-10) after the end of the 5-day isolation period.</p> <ul style="list-style-type: none"> <li>• Exclusion protocols in place for sick students and staff identified at the time of arrival during school day.</li> <li>• Record and monitor students and staff being excluded.</li> <li>• Exclusion rules apply equally to all students and staff.</li> </ul>
<p><b>Isolation Space</b>            Requires a prevention-oriented health services program including a dedicated space to isolate</p>	<p><b>Required Isolation Space (Separate from Health Room) for Communicable Diseases:</b></p> <ul style="list-style-type: none"> <li>• Isolation space at Clemens Primary School located in the private office next to Sensory Room.</li> <li>• Isolation space is accessible to all students, including those with mobility or other challenges.</li> <li>• Supervision staff are highly familiar with students at school and are able to provide care for individuals.</li> </ul>



## 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.

sick students and to provide services for students with special health care needs.  
[OAR 581-022-2220](#)

- Safe, comfortable spaces in each school supervised by a competent adult.
- First aid supplies available for use.
- Nursing staff on call, as needed, for emergencies.
- Protocols are implemented as outlined in our Communicable Disease Management Plan.

**Educator Vaccination**  
[OAR 333-019-1030](#)

- All school staff and volunteers are required to provide proof of one of the following:
  - Proof of COVID-19 vaccination OR
  - Approved exception for medical or religious exception.

**Emergency Plan or  
Emergency Operations Plan**  
[OAR 581-022-2225](#)

Emergency Plan located in red folder in Clemens Primary School Office.

**Additional documents  
reference here:**





## 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>	Abby Couture - Principal	
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>	Char Opheim - Teacher	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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>	<b>Tina Hoch – District Nurse</b>  <b>Laura Bryant – District Nurse</b>	
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>	<b>Joey DiGiovannangelo – Maintenance</b>  <b>Mid Columbia Bus Co. – Transportation 541 -929-5474</b>  <b>Corvallis School District – Food 541-757-5859</b>	
Communications Lead ( <i>staff member responsible for ensuring internal/external messaging is completed</i> )	<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>● Share communications in all languages relevant to the school community.</li> </ul>	<b>Abby Couture - Principal</b>	
District Level Leadership Support ( <i>staff member in which to consult surrounding a</i>	<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> </ul>	<b>Susan Halliday – Superintendent</b>  <b>Tina Hoch – District Nurse</b>  <b>Laura Bryant – District Nurse</b>	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<i>communicable disease event)</i>	<ul style="list-style-type: none"> <li>● Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>		
Main Contact within Local Public Health Authority (LPHA)	<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>	<b>Benton County Health Department</b> <b>541-766-6835</b>	
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 Consultation<sup>1</sup>, etc.)

- Accommodations for Students with Disabilities:
- In accordance with federal and state law and district policy, we look at each circumstance where students with disabilities may face barriers to meeting health and safety protocols individually and make appropriate accommodations as needed to insure the continuity in educational services while mitigating potential virus spread as much as possible.
- Our special education teacher, classroom teachers, and support staff all receive training surrounding the balance between appropriate accommodations for individuals, students' rights to an education in the least restrictive environment, and mitigating virus spread to limit absences and closing cohorts. This training includes legal rights of students as well as CDC, OHA, and LPHA mitigation strategies as they relate to schools.
- PSD came back to in-person learning in May 2021 and were successful in implementing, practicing, and fine-tuning protocols.
- A multi-disciplinary team evaluates the circumstances of each student experiencing a disability and, in collaboration with parents and the student, design a plan that insures the student receives a free and appropriate education in accordance with state and federal law.

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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.



#### **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](#)

**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.	By the beginning of the 2022-2023 school year school counselors, administration, and student support teams will utilize registration information and previous academic records to identify students who experience barriers to their education or who are disproportionately impacted by COVID-19 (e.g., students at increased risk of severe COVID-19 illness due to cognitive or developmental function, students at increased risk of negative impact/complications related to immunocompromised health status, etc.).
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.	By mid-September, 2022, counselors, administrators, and teachers will reach out to students' families to begin the process of developing a plan. For students who are identified later in the process, teachers will connect with families during conferences or by special appointment. By October, counselors in partnership with the teacher will develop a plan in consultation with the student and family based on the unique needs of each student. The plan will be written and reviewed periodically throughout the year to ensure that it continues to fulfill the support needs.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	All school staff will continue professional development to assist in this work, and to implement needed support for students disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19. Selected professional development days will be dedicated to identification and support strategies school staff can use to serve ALL students.

## 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.)

- Benton County Mental Health
- Trillium Family Services



### 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>Level of Implementation: High</p> <p>Inservice Focus: Whole-Learner Education</p> <ul style="list-style-type: none"> <li>o Academic Development</li> <li>o Cognitive Development</li> <li>o Identity Development</li> <li>o Mental Health</li> <li>o Physical Health</li> <li>o Social Emotional Development</li> </ul> <p>Multiple entries into each school, designed to support welcoming and affirmation.</p> <p>Slow Start:</p>

OHA/ODE Recommendation(s)	Response:
	<ul style="list-style-type: none"> <li>o September 6, 2022</li> <li>BES: Kinder Only</li> <li>CPS: Assessment Day (Appointment)</li> <li>PES: 2 nd Grade Only</li> <li>PMS: 6 th Grade Only</li> <li>PHS: 9 th Grade Only</li> <li>PA: New Students Only</li> <li>o September 8, 2021</li> <li>CPS: Assessment Day (Appointment)</li> <li>All Other Schools: All Students</li> <li>Elementary Homeroom; Secondary Advisor.</li> <li>Primary – Photo booths on first days of school (allow photos with parents who will be unable to enter the school facility to drop off students).</li> <li>Outside learning opportunities.</li> <li>SEL lessons from counselors and in classrooms.</li> <li>Awarded \$10K from OEA Choice Trust for staff relationship-building and support.</li> </ul>
<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>	<p>Level of Implementation: In Process</p> <p>Coordinate communication and partnership:</p> <ul style="list-style-type: none"> <li>o School Counselors (All Schools)</li> <li>o Benton County Mental Health Partnership</li> <li>o Trillium Family Services Partnership</li> <li>o Family Support Liaison</li> <li>o Additional staff (SIA funds)</li> </ul> <p>SEL lessons from counselors and in classrooms.</p> <p>Implementation of DESSA Screener (K-8) for SEL.</p> <p>Middle and High School athletic participation fees waived for all students (SIA funds).</p> <p>Whole-learner emphasis in all classrooms, schools, and other facilities.</p>



OHA/ODE Recommendation(s)	Response:
	<p>Staff professional learning related to positive school culture for staff and students.</p> <p>EAP (Employee Assistance Program) available for staff members.</p>
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>Level of Implementation: High</p> <p>Connections to the following:</p> <ul style="list-style-type: none"> <li>o School Counselors</li> <li>o District Nursing Staff</li> <li>o Philomath Food Bank</li> <li>o June’s Kids Closet</li> <li>o Operation School Bell</li> <li>o Benton County Health Department</li> <li>o Trillium Family Services</li> <li>o Old Mill Center for Children &amp; Families</li> <li>o Employee Assistance Program (EAP)</li> </ul> <p>Collaboration with Benton County Health Department in development of Communicable Disease Management Plan.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>Schools will prioritize and encourage communication strategies with counselors, administration, and staff. Various homeroom lessons will focus on removing the stigma around mental health and the importance of emotional well-being and belonging.</p>



### 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	<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.</i></p> <p>Philomath School District will provide the following information on the district website.</p> <ul style="list-style-type: none"> <li>● Safe Return to In Person Instruction &amp; Continuity of Services Plan</li> <li>● Benton County Covid 19 Metrics</li> <li>● Communicable Disease Management Plan</li> <li>● Safe Return Plan</li> </ul>
Face Coverings	For all individuals, the use of face coverings is not required, however their use is welcomed.
Isolation	Per OAR 581-022-2220 schools must maintain supervised space to isolate the sick that is separate from the space where other health care tasks take place. Isolation rooms are identified in Table 1 of this document. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.
Symptom Screening	In communication with families the school will include information to watch their student for symptoms of communicable disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present, families are asked to keep their student home and get tested for COVID-19.
COVID-19 Testing	<p><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></p> <ul style="list-style-type: none"> <li>● Philomath School District has hosted 16 vaccination clinics entering the 2022 / 2023 school year. Additional clinics will be offered, times TBD. PSD and local vaccination clinics are advertised on school websites and through social media communication.</li> <li>● PCR testing is completed in partnership with Willamette Valley Toxicology.</li> <li>● Testing completed only for students with appropriate permissions (active consent).</li> <li>● District posts weekly COVID case counts on the district web page.</li> </ul>

OHA/ODE Recommendation(s) 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?
Airflow and Circulation	District maintenance department tests and screens airflow and circulation effectiveness on a regular basis. The department also addresses any student, staff, or public concerns pertaining to issues with airflow and circulation.
Cohorting	Staff will use daily attendance (Wazzle Gradebook) to maintain daily cohort data. Others entering the classroom outside the cohort will be responsible for maintaining tracking data. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.
Physical Distancing	Physical distancing is encouraged but not required.
Hand Washing	<p>During the first month, the school will teach and reinforce proper handwashing and covering coughs and sneezes to lower the risk of spreading viruses, including the virus that causes COVID-19. Throughout the year, the school will monitor and reinforce these behaviors. Handwashing will be done before and after meal or snack times and after recess and after using the bathroom.</p> <ul style="list-style-type: none"> <li>• Teachers will teach proper handwashing, covering coughs, and sneeze techniques to lower the risk of spreading viruses.</li> <li>• Schools will provide adequate hand washing supplies, including soap and water to all school sinks and classrooms.</li> <li>• Every classroom will also have a supply of hand sanitizer containing at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger.</li> </ul>
Cleaning and Disinfection	Custodial staff maintain a comprehensive cleaning and disinfection schedule conducted on a daily basis. Surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) will be cleaned daily to reduce the risk of germs spreading by touching surfaces.
Training and Public Health Education	The school posts weekly updates of COVID-19 cases within the school community located on the district website. These communications are meant to provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school.

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	<ul style="list-style-type: none"> <li>● Additional onsite vaccination clinics will be planned. <ul style="list-style-type: none"> <li>○ August 26, 2022</li> <li>○ September 23, 2022</li> <li>○ October 21, 2022</li> <li>○ November 18, 2022</li> <li>○ December 16, 2022</li> </ul> </li> <li>● Information will be shared with families concerning various vaccination sites.</li> </ul>
Face Coverings	<p><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></p> <p>In accordance with ODE and Benton County Health Services, Philomath School District will strongly recommend universal indoor masking. Signage will be posted at all entrance doors, and face coverings will continue to be available at entrance doors. Per ORS 333-019-1015 face covering is required within health care spaces. These spaces within the school are designated by signage.</p>
Isolation	<p>Schools will begin to prepare for additional spaces identified for isolation use during an active outbreak. Communication will be sent to the school community concerning isolation protocols for sick students and staff identified at the time of arrival or during the school day. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.</p>
Symptom Screening	<p>During periods of high transmission:</p> <p>PSD will send a message to families about the active outbreak or COVID-19 Community Level categorization of high.</p> <p>In family communications these messages will be reinforced:</p>

<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).
	<p>Watch for symptoms of infectious disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present students should stay home and get tested for COVID-19.</p> <p>Staying home when sick can lower the risk of spreading infectious diseases, including the virus that causes COVID-19, to other people.</p> <ul style="list-style-type: none"> <li>• The school has adopted flexible, non-punitive, and supportive policies and practices, designed to encourage sick individuals to stay home without negative impacts.</li> </ul>
COVID-19 Testing	<ul style="list-style-type: none"> <li>• Send a message to families offering the opportunity to opt-in to the diagnostic testing or screening programs by completing consent forms.</li> <li>• Offer enhanced opportunities for rapid Covid 19 testing at school sites.</li> </ul>
Airflow and Circulation	PSD maintenance department will ensure that HVAC systems are optimizing ventilation by checking service records and code recommendations. An extra effort will be made to increase ventilation and outdoor air supply by opening windows and doors, using fans and air purifying units. Plans for lessons, lunches, and activities moving outdoors or to larger spaces will be considered.
Cohorting <sup>2</sup>	<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"> <li><i>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i></li> <li><i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i></li> </ol> <p>Staff will continue to maintain an enforced seating chart and keep accurate records of student surroundings during high transmission. Athletic contact, transportation, eating cohorts will also be investigated. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.</p>

<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.

<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).
Physical Distancing	PSD schools will retrain teachers and students about the importance of physical distancing. The following steps will be taken: <ul style="list-style-type: none"> <li>• All school waiting spaces, eating spaces, and classroom desks will be spaced at least 3 feet between students.</li> <li>• Where lines need to form, spaces will be marked reminding those waiting to maintain distance.</li> <li>• When and where possible indoor activities will be moved outdoors to increase distance and ventilation.</li> </ul>
Hand Washing	<ul style="list-style-type: none"> <li>• Teachers will reteach proper handwashing and covering coughs and sneezes. Additionally, teachers will ensure that every student washes their hands when entering the classroom, before and after meal or snack times and after recess.</li> <li>• PSD maintenance will restock hand washing supplies, including soap and water. Every classroom will also have a restocked supply of hand sanitizer containing at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger.</li> </ul>
Cleaning and Disinfection	Custodial staff will ensure clean surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) to reduce the risk of germs spreading by touching surfaces. If a classroom has had a sick person or someone who tested positive for Covid 19, the custodial staff will ensure the space will be cleaned and disinfected.
Training and Public Health Education	PSD will continue communication protocol which includes informing families of COVID-19 cases within the school community. These communications provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school. Health and safety protocols are reviewed and strengthened with school staff and an emphasis will be placed on reteaching health and safety protocols to students.

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	PSD will share updated Covid 19 statistics on the school website and through parental communication. Vaccination locations and times will be shared, including potential district sponsored events. Information will be shared educating the public on the benefits of vaccinations and boosters against the spread of Covid 19.
Face Coverings	Face coverings will continue to be optional yet welcomed.
Isolation	Isolation rooms will return to low impact status. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.
Symptom Screening	In communication with families the school will include information to watch their student for symptoms of communicable disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present, families are asked to keep their student home and get tested for COVID-19.
COVID-19 Testing	<ul style="list-style-type: none"> <li>● PSD and local vaccination clinics are advertised on school websites and through social media communication.</li> <li>● PCR testing is completed in partnership with Willamette Valley Toxicology.</li> <li>● Testing completed only for students with appropriate permissions (active consent).</li> <li>● District will continue to post weekly COVID case counts on the district web page.</li> </ul>
Airflow and Circulation	District maintenance department will continue to test and screen airflow and circulation effectiveness on a regular basis. The department also addresses any student, staff, or public concerns pertaining to issues with airflow and circulation.
Cohorting	PSD will encourage a return to normal classroom operations including a return to group activities and enhanced student interaction. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.



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?
Physical Distancing	PSD schools will continue to encourage basic physical distancing through school announcements and signage.
Hand Washing	PSD schools will continue to monitor and reinforce hygiene behaviors. Handwashing will be done before and after meal or snack times and after recess and after using the bathroom. Signage will remain throughout PSD schools.
Cleaning and Disinfection	PSD school custodial staff will continue to ensure clean surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) daily to reduce the risk of germs spreading by touching surfaces.
Training and Public Health Education	PSD will communicate to families the process of return to baseline activities. These communications will provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts. Schools will reach out to all staff to answer any questions or hear any suggestions that could be implemented moving forward.

## 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.

**INSERT THE LINK** where this plan is available for public viewing. [Philomath School District Communicable Disease Management Plan](#)

Date Last Updated: **08/01/2022**

Date Last Practiced: **06/30/2022**

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



**Philomath School District 17J**  
**1620 Applegate Street**  
**Philomath, Oregon 97370**

### **School/District/Program Information**

District or Education Service District Name and ID: Philomath School District 19J


School or Program Name: Blodgett Elementary School

Contact Name and Title: Bryan Traylor - Principal

Contact Phone: 541-929-3253

Contact Email: bryan.traylor@philomath.k12.or.us

Table 1.

	<h2>Policies, protocols, procedures and plans already in place</h2> <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><b>Philomath School District Communicable Disease Management Plan:</b></p> <ul style="list-style-type: none"> <li>• Plan Updated on August 23, 2022.</li> <li>• Plan Posted on PSD Webpage (<a href="https://www.philomathsd.net/updates">https://www.philomathsd.net/updates</a> )</li> <li>• Approved by Philomath School Board on September 15, 2022.</li> </ul>
<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><b>Identifying, Monitoring, and Mitigating Outbreaks of Communicable Diseases:</b></p> <ul style="list-style-type: none"> <li>• Professional learning activities with staff will include training on updated COVID-19 protocols for exclusion.</li> <li>• Staff will watch for students demonstrating possible symptoms and support them in accessing the designated isolation space in each school, connecting students with appropriate staff.</li> <li>• Parents notified of exclusion responsibilities and circumstances for which a student must be picked up from school.</li> <li>• Individuals with COVID-19 should isolate for at least five (5) days. (RSSI Resiliency Framework, (03/29/2022).</li> <li>• To calculate the five-day isolation period, day 0 is the first day of symptoms or a positive test result. Day 1 is the first full day after the symptoms developed or a positive test result.</li> <li>• Isolation may end after five (5) full days if the individual is fever-free for 24 hours without the use of fever-reducing medication and other symptoms have improved.</li> </ul> <p>* Individuals are encouraged to wear a well-fitting mask around others at home and in public for five (5) additional days (day 6-10) after the end of the 5-day isolation period.</p> <ul style="list-style-type: none"> <li>• Exclusion protocols in place for sick students and staff identified at the time of arrival during school day.</li> <li>• Record and monitor students and staff being excluded.</li> <li>• Exclusion rules apply equally to all students and staff.</li> </ul>
<p><b>Isolation Space</b>            Requires a prevention-oriented health services program including a dedicated space to isolate</p>	<p><b>Required Isolation Space (Separate from Health Room) for Communicable Diseases:</b></p> <ul style="list-style-type: none"> <li>• Isolation space at Blodgett Elementary School located in the back office/ small group room.</li> <li>• Isolation space is accessible to all students, including those with mobility or other challenges.</li> <li>• Supervision staff are highly familiar with students at school and are able to provide care for individuals.</li> </ul>



## 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.

sick students and to provide services for students with special health care needs.  
[OAR 581-022-2220](#)

- Safe, comfortable spaces in each school supervised by a competent adult.
- First aid supplies available for use.
- Nursing staff on call, as needed, for emergencies.
- Protocols are implemented as outlined in our Communicable Disease Management Plan.

**Educator Vaccination**  
[OAR 333-019-1030](#)

- All school staff and volunteers are required to provide proof of one of the following:
  - Proof of COVID-19 vaccination OR
  - Approved exception for medical or religious exception.

**Emergency Plan or  
Emergency Operations Plan**  
[OAR 581-022-2225](#)

- Emergency Plan located in red folder in Blodgett School Office.

**Additional documents  
reference here:**



## 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>	Bryan Traylor – Principal	Diane Priewe – Head Teacher
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 events, informing continuous improvement of the planning, prevention, response, and recovery system.</li></ul>	Diane Priewe - Teacher	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
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>	<p>Tina Hoch – District Nurse</p> <p>Laura Bryant – District Nurse</p>	
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>	<p>Joey DiGiovannangelo – Maintenance</p> <p>Mid Columbia Bus Co. – Transportation 541 -929-5474</p> <p>Corvallis School District – Food 541-757-5859</p>	
Communications Lead ( <i>staff member responsible for ensuring internal/external messaging is completed</i> )	<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 the school community.</li> </ul>	Bryan Traylor – Principal	Diane Priewe – Head Teacher
District Level Leadership Support ( <i>staff member in which to consult surrounding a</i>	<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> </ul>	<p>Susan Halliday – Superintendent</p> <p>Tina Hoch – District Nurse</p> <p>Laura Bryant – District Nurse</p>	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<i>communicable disease event)</i>	<ul style="list-style-type: none"> <li>● Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>		
Main Contact within Local Public Health Authority (LPHA)	<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>	<b>Benton County Health Department</b> <b>541-766-6835</b>	
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 Consultation<sup>1</sup>, etc.)

- Accommodations for Students with Disabilities:
- In accordance with federal and state law and district policy, we look at each circumstance where students with disabilities may face barriers to meeting health and safety protocols individually and make appropriate accommodations as needed to insure the continuity in educational services while mitigating potential virus spread as much as possible.
- Our special education teacher, classroom teachers, and support staff all receive training surrounding the balance between appropriate accommodations for individuals, students' rights to an education in the least restrictive environment, and mitigating virus spread to limit absences and closing cohorts. This training includes legal rights of students as well as CDC, OHA, and LPHA mitigation strategies as they relate to schools.
- PSD came back to in-person learning in May 2021 and were successful in implementing, practicing, and fine-tuning protocols.
- A multi-disciplinary team evaluates the circumstances of each student experiencing a disability and, in collaboration with parents and the student, design a plan that insures the student receives a free and appropriate education in accordance with state and federal law.

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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.





#### 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](#)

**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.	By the beginning of the 2022-2023 school year school counselors, administration, and student support teams will utilize registration information and previous academic records to identify students who experience barriers to their education or who are disproportionately impacted by COVID-19 (e.g., students at increased risk of severe COVID-19 illness due to cognitive or developmental function, students at increased risk of negative impact/complications related to immunocompromised health status, etc.).
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.	By mid-September, 2022, counselors, administrators, and teachers will reach out to students' families to begin the process of developing a plan. For students who are identified later in the process, teachers will connect with families during conferences or by special appointment. By October, counselors in partnership with the teacher will develop a plan in consultation with the student and family based on the unique needs of each student. The plan will be written and reviewed periodically throughout the year to ensure that it continues to fulfill the support needs.
What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	All school staff will continue professional development to assist in this work, and to implement needed support for students disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19. Selected professional development days will be dedicated to identification and support strategies school staff can use to serve ALL students.

# 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.)

- Benton County Mental Health
- Trillium Family Services



**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.	Level of Implementation: High Inservice Focus: Whole-Learner Education <ul style="list-style-type: none"> <li>o Academic Development</li> <li>o Cognitive Development</li> <li>o Identity Development</li> <li>o Mental Health</li> <li>o Physical Health</li> <li>o Social Emotional Development</li> </ul> Multiple entries into each school, designed to support welcoming and affirmation. Slow Start:

OHA/ODE Recommendation(s)	Response:
	<ul style="list-style-type: none"> <li>o September 6, 2022</li> <li>BES: Kinder Only</li> <li>CPS: Assessment Day (Appointment)</li> <li>PES: 2 nd Grade Only</li> <li>PMS: 6 th Grade Only</li> <li>PHS: 9 th Grade Only</li> <li>PA: New Students Only</li> <li>o September 8, 2021</li> <li>CPS: Assessment Day (Appointment)</li> <li>All Other Schools: All Students</li> <li>Elementary Homeroom; Secondary Advisor.</li> <li>Primary – Photo booths on first days of school (allow photos with parents who will be unable to enter the school facility to drop off students).</li> <li>Outside learning opportunities.</li> <li>SEL lessons from counselors and in classrooms.</li> <li>Awarded \$10K from OEA Choice Trust for staff relationship-building and support.</li> </ul>
<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>	<p>Level of Implementation: In Process</p> <p>Coordinate communication and partnership:</p> <ul style="list-style-type: none"> <li>o School Counselors (All Schools)</li> <li>o Benton County Mental Health Partnership</li> <li>o Trillium Family Services Partnership</li> <li>o Family Support Liaison</li> <li>o Additional staff (SIA funds)</li> </ul> <p>SEL lessons from counselors and in classrooms.</p> <p>Implementation of DESSA Screener (K-8) for SEL.</p> <p>Middle and High School athletic participation fees waived for all students (SIA funds).</p> <p>Whole-learner emphasis in all classrooms, schools, and other facilities.</p>

OHA/ODE Recommendation(s)	Response:
	<p>Staff professional learning related to positive school culture for staff and students.</p> <p>EAP (Employee Assistance Program) available for staff members.</p>
<p>Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>Level of Implementation: High</p> <p>Connections to the following:</p> <ul style="list-style-type: none"> <li>o School Counselors</li> <li>o District Nursing Staff</li> <li>o Philomath Food Bank</li> <li>o June's Kids Closet</li> <li>o Operation School Bell</li> <li>o Benton County Health Department</li> <li>o Trillium Family Services</li> <li>o Old Mill Center for Children &amp; Families</li> <li>o Employee Assistance Program (EAP)</li> </ul> <p>Collaboration with Benton County Health Department in development of Communicable Disease Management Plan.</p>
<p>Describe how you will foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>Schools will prioritize and encourage communication strategies with counselors, administration, and staff. Various homeroom lessons will focus on removing the stigma around mental health and the importance of emotional well-being and belonging.</p>



### 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	<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?
COVID-19 Vaccination	<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.</i></p> <p>Philomath School District will provide the following information on the district website.</p> <ul style="list-style-type: none"> <li>● Safe Return to In Person Instruction &amp; Continuity of Services Plan</li> <li>● Benton County Covid 19 Metrics</li> <li>● Communicable Disease Management Plan</li> <li>● Safe Return Plan</li> </ul>
Face Coverings	For all individuals, the use of face coverings is not required, however their use is welcomed.
Isolation	Per OAR 581-022-2220 schools must maintain supervised space to isolate the sick that is separate from the space where other health care tasks take place. Isolation rooms are identified in Table 1 of this document. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.
Symptom Screening	In communication with families the school will include information to watch their student for symptoms of communicable disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present, families are asked to keep their student home and get tested for COVID-19.
COVID-19 Testing	<p><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></p> <ul style="list-style-type: none"> <li>● Philomath School District has hosted 16 vaccination clinics entering the 2022-2023 school year. Additional clinics will be offered, times TBD. PSD and local vaccination clinics are advertised on school websites and through social media communication.</li> <li>● PCR testing is completed in partnership with Willamette Valley Toxicology.</li> <li>● Testing completed only for students with appropriate permissions (active consent).</li> <li>● District posts weekly COVID case counts on the district web page.</li> </ul>

OHA/ODE Recommendation(s) 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?
Airflow and Circulation	District maintenance department tests and screens airflow and circulation effectiveness on a regular basis. The department also addresses any student, staff, or public concerns pertaining to issues with airflow and circulation.
Cohorting	Staff will use daily attendance (Wazzle Gradebook) to maintain daily cohort data. Others entering the classroom outside the cohort will be responsible for maintaining tracking data. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.
Physical Distancing	Physical distancing is encouraged but not required.
Hand Washing	<p>During the first month, the school will teach and reinforce proper handwashing and covering coughs and sneezes to lower the risk of spreading viruses, including the virus that causes COVID-19. Throughout the year, the school will monitor and reinforce these behaviors. Handwashing will be done before and after meal or snack times and after recess and after using the bathroom.</p> <ul style="list-style-type: none"> <li>• Teachers will teach proper handwashing, covering coughs, and sneeze techniques to lower the risk of spreading viruses.</li> <li>• Schools will provide adequate hand washing supplies, including soap and water to all school sinks and classrooms.</li> <li>• Every classroom will also have a supply of hand sanitizer containing at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger.</li> </ul>
Cleaning and Disinfection	Custodial staff maintain a comprehensive cleaning and disinfection schedule conducted on a daily basis. Surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) will be cleaned daily to reduce the risk of germs spreading by touching surfaces.
Training and Public Health Education	The school posts weekly updates of COVID-19 cases within the school community located on the district website. These communications are meant to provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school.



Table 6.

## COVID-19 Mitigating Measures

OHA/ODE Recommendation(s) 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>
COVID-19 Vaccination	<ul style="list-style-type: none"> <li>● Additional onsite vaccination clinics will be planned.               <ul style="list-style-type: none"> <li>○ August 26, 2022</li> <li>○ September 23, 2022</li> <li>○ October 21, 2022</li> <li>○ November 18, 2022</li> <li>○ December 16, 2022</li> </ul> </li> <li>● Information will be shared with families concerning various vaccination sites.</li> </ul>
Face Coverings	<p><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></p> <p>In accordance with ODE and Benton County Health Services, Philomath School District will strongly recommend universal indoor masking. Signage will be posted at all entrance doors, and face coverings will continue to be available at entrance doors. Per ORS 333-019-1015 face covering is required within health care spaces. These spaces within the school are designated by signage.</p>
Isolation	<p>Schools will begin to prepare for additional spaces identified for isolation use during an active outbreak. Communication will be sent to the school community concerning isolation protocols for sick students and staff identified at the time of arrival or during the school day. Individuals with COVID-19 symptoms will be isolated, offered a test, and sent home. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.</p>
Symptom Screening	<p>During periods of high transmission:</p> <p>PSD will send a message to families about the active outbreak or COVID-19 Community Level categorization of high.</p> <p>In family communications these messages will be reinforced:</p>

<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).
	<p>Watch for symptoms of infectious disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present students should stay home and get tested for COVID-19.</p> <p>Staying home when sick can lower the risk of spreading infectious diseases, including the virus that causes COVID-19, to other people.</p> <ul style="list-style-type: none"> <li>• The school has adopted flexible, non-punitive, and supportive policies and practices, designed to encourage sick individuals to stay home without negative impacts.</li> </ul>
COVID-19 Testing	<ul style="list-style-type: none"> <li>• Send a message to families offering the opportunity to opt-in to the diagnostic testing or screening programs by completing consent forms.</li> <li>• Offer enhanced opportunities for rapid Covid 19 testing at school sites.</li> </ul>
Airflow and Circulation	PSD maintenance department will ensure that HVAC systems are optimizing ventilation by checking service records and code recommendations. An extra effort will be made to increase ventilation and outdoor air supply by opening windows and doors, using fans and air purifying units. Plans for lessons, lunches, and activities moving outdoors or to larger spaces will be considered.
Cohorting <sup>2</sup>	<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"> <li><i>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i></li> <li><i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i></li> </ol> <p>Staff will continue to maintain an enforced seating chart and keep accurate records of student surroundings during high transmission. Athletic contact, transportation, eating cohorts will also be investigated. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.</p>

<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.

<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).
Physical Distancing	PSD schools will retrain teachers and students about the importance of physical distancing. The following recommendations will be shared: <ul style="list-style-type: none"> <li>• All school waiting spaces, eating spaces, and classroom desks will be spaced at least 3 feet between students.</li> <li>• Where lines need to form, spaces will be marked reminding those waiting to maintain distance.</li> <li>• When and where possible indoor activities will be moved outdoors to increase distance and ventilation.</li> </ul>
Hand Washing	<ul style="list-style-type: none"> <li>• Teachers will reteach proper handwashing and covering coughs and sneezes. Additionally, teachers will ensure that every student washes their hands when entering the classroom, before and after meal or snack times and after recess.</li> <li>• PSD maintenance will restock hand washing supplies, including soap and water. Every classroom will also have a restocked supply of hand sanitizer containing at least 60% alcohol for use. Hand sanitizers will be stored up, away, and out of sight of younger children and will be used only with adult supervision for children ages 5 years and younger.</li> </ul>
Cleaning and Disinfection	Custodial staff will ensure clean surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) to reduce the risk of germs spreading by touching surfaces. If a classroom has had a sick person or someone who tested positive for Covid 19, the custodial staff will ensure the space will be cleaned and disinfected.
Training and Public Health Education	PSD will continue communication protocol which includes informing families of COVID-19 cases within the school community. These communications provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school. Health and safety protocols are reviewed and strengthened with school staff and an emphasis will be placed on reteaching health and safety protocols to students.

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	PSD will share updated Covid 19 statistics on the school website and through parental communication. Vaccination locations and times will be shared, including potential district sponsored events. Information will be shared educating the public on the benefits of vaccinations and boosters against the spread of Covid 19.
Face Coverings	Face coverings will continue to be optional yet welcomed.
Isolation	Isolation rooms will return to low impact status. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.
Symptom Screening	In communication with families the school will include information to watch their student for symptoms of communicable disease, including COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections. If symptoms are present, families are asked to keep their student home and get tested for COVID-19.
COVID-19 Testing	<ul style="list-style-type: none"> <li>● PSD and local vaccination clinics are advertised on school websites and through social media communication.</li> <li>● PCR testing is completed in partnership with Willamette Valley Toxicology.</li> <li>● Testing completed only for students with appropriate permissions (active consent).</li> <li>● District will continue to post weekly COVID case counts on the district web page.</li> </ul>
Airflow and Circulation	District maintenance department will continue to test and screen airflow and circulation effectiveness on a regular basis. The department also addresses any student, staff, or public concerns pertaining to issues with airflow and circulation.
Cohorting	PSD will encourage a return to normal classroom operations including a return to group activities and enhanced student interaction. PSD will continue to monitor the latest recommendations from the CDC, OHA, and ODE.

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?
Physical Distancing	PSD schools will continue to encourage basic physical distancing through school announcements and signage.
Hand Washing	PSD schools will continue to monitor and reinforce hygiene behaviors. Handwashing will be done before and after meal or snack times and after recess and after using the bathroom. Signage will remain throughout PSD schools.
Cleaning and Disinfection	PSD school custodial staff will continue to ensure clean surfaces (e.g., door handles, sink handles, drinking fountains, transport vehicles) daily to reduce the risk of germs spreading by touching surfaces.
Training and Public Health Education	PSD will communicate to families the process of return to baseline activities. These communications will provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts. Schools will reach out to all staff to answer any questions or hear any suggestions that could be implemented moving forward.

## 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.

**INSERT THE LINK** where this plan is available for public viewing. [Philomath School District Communicable Disease Management Plan](#)

Date Last Updated: **08/01/2022**

Date Last Practiced: **06/30/2022**

**MEMORANDUM OF AGREEMENT**  
**Between**  
**PHILOMATH SCHOOL DISTRICT 17J**  
**And**  
**THE CONFEDERATED TRIBES OF SILETZ INDIANS**  
**(“CTSI”)**

**I. BACKGROUND**

The Confederated Tribes of Siletz Indians (“CTSI”) is a federally recognized Indian Tribe comprised of more than 27 tribes and bands confederated on the Siletz Coast Reservation and originating from all parts of Oregon west of the summit of the Cascade Range, as well as parts of Northern California and Southwest Washington.

Education is a priority for CTSI. CTSI operates a Head Start program, a tribal daycare and preschool, and has developed curriculum and continues support for Dee-ne language learning for K-12 students in the Siletz Valley School. In addition, CTSI provides Dee-ne language and culture classes for adult learners, as well as on-line history and language resources. CTSI’s Education Department offers a variety of programs to help equip Tribal members with the knowledge and skills needed to prosper, support their families, and enhance their community. CTSI has developed Tribal curriculum for grades K-12 with an anticipated release date of August 2022. The Tribe also participated in the development of ODE’s 9 Essential Understanding lessons, available through the Oregon Department of Education.

Philomath School District 17J is a public entity serving students in Benton County. The District provides education services for children in grades Pre-school through 12. Philomath High School utilizes the “Warrior” as its Mascot and a visual representation of a Native American as its Logo. This Mascot name and Logo are significant because they provide a symbol that can be an honorable focal point for all Native and Non-Native Americans. Philomath School District 17J will honor Native Americans by referring to the positive attributes of Native American Culture and teaching our students and community the true history of the local Native Americans and the school’s Mascot and Logo.

## **II. GOALS**

### **A. Goals of CTSI**

- a. To build respect and understanding of CTSI's history and culture.
- b. To give all youth the opportunity to learn the Tribe's language and history, including access to curriculum and materials developed by CTSI.
- c. To foster representation of Native American culture and symbolism with respect and pride.

### **B. Goals of District**

- a. To foster respect and informed understanding of CTSI, CTSI's history and culture, and Native American cultures.
- b. To adopt a culturally appropriate and respectful Mascot name and Logo.

## **III. MASCOT LEGISLATION**

This Agreement is intended to satisfy all the requirements of Or. Rev. Stat. §332.075.

## **IV. EFFECTIVE DATE AND PERIOD OF AGREEMENT**

This Agreement is effective upon signature of the authorized officials of Philomath School District 17J and the Confederated Tribes of Siletz Indians. This Agreement may be amended when the State Board of Education adopts the required rules under Or. Rec. Stat. Ann. §332.075. (West). The term of the Agreement is for 5 years from the time in which Philomath School District 17J receives approval from the State Board of Education for the use of the Warrior name and Logo. The Agreement must be reviewed and renewed by both Philomath School District 17J and the Confederated Tribes of Siletz Indians every five years thereafter. Renewal of this Agreement will require approval by the School District, the CTSI, and the State Board of Education.

## V. ELEMENTS OF THE AGREEMENT

A. Acceptable use of Mascot: The High School Mascot name is the Warrior. The current Logo image is:





The CTSI and District shall meet and, if necessary, modify the current Logo image to ensure that it is culturally appropriate. The Logo and the use of the name “Warrior” may be used for school signage and decoration, uniforms, school supplies, and school spirit merchandise. The school may approach the CTSI to amend this Agreement to include additional acceptable uses not listed.

**B. Curriculum:** CTSI has developed Tribal curriculum, for grades K-12 with an anticipated release date of August 2022. The curriculum was created because of the need for historically accurate and culturally relevant curriculum in Oregon schools about Oregon Native Tribes. The District will review the list of lessons and agrees to set aside time for teachers to become familiar with CTSI curriculum during the 2022-2023 school year. The District will begin phased-in plan for instructional implementation during the 2022-2023 school year that will allow for full implantation of CTSI curriculum in the 2023-2024 school year. The District agrees to use the curriculum as provided by the CTSI without revision, unless approved by the CTSI. In addition, the CTSI and District will work to incorporate into classroom education culturally appropriate materials and activities to educate all students in the district about the history and culture of the CTSI and Native people. Classroom teaching shall include, but not limited to, history of the CTSI, information on governmental structure of the CTSI, Federal Indian Policy in the United States, and cultural practices of the CTSI. CTSI agrees to be a resources for information and materials, including through the Tribe’s designated contact: Alissa Lane-Keene, Programs II Manager and through its websites [ctsi.nsn.us](http://ctsi.nsn.us) and [siletzlanguage.org](http://siletzlanguage.org) .

**C. Inservice:** The school and CTSI will work together to establish a brief in-service for staff, teachers and volunteers on CTSI history and culture and acceptable Mascot and Logo use, which will be provided at least once per school year.

**D. Native Club:** The school shall sponsor a Racial Equity Club for all students grades 6-12 that desire to participate. The School District agrees to treat the club in the same manner as all school clubs and organizations, provide time, and space for the club to meet.

## **VI. ENFORCEMENT AND DISPUTES**

Each party to the Agreement shall appoint a minimum of one (1) representative each to respond to inquiries about issues addressed in or affected by the MOA.

These representatives shall oversee the implementation of the provisions set forth in this MOA and address ongoing student issues.

The representatives shall make recommendations to the parties as how the MOA might be improved based on their experience, and the parties shall consider those recommendations during the annual review of the Agreement.

**A. Dispute Resolution:** In the event disputes arise out of or that are related to the Agreement, the parties hereby agree upon the following dispute resolution methods:

- a. In the event either party believes that the other party has breached this Agreement, the party alleging any breach shall give written notice to the other party in the manner provided herein. The notice shall identify the specific provisions of the Agreement alleged to have been breached and shall specify the factual basis for the breach. The other party shall have thirty (30) days in which to remedy the breach or provide a written response as to why no breach has occurred.
- b. If the party alleging the breach is unsatisfied with the response, the parties agree to meet within (30) days of the date of receipt of the written response in an effort to resolve the dispute.
- c. In the event the dispute cannot be resolved informally between the parties, the dispute shall be submitted to a mediator agreed upon by the parties as soon as reasonably practicable after the informal meeting. In the absence of agreement, each party shall select a temporary mediator and the temporary mediators shall jointly select the permanent mediator. The mediation fees and mediator's expenses shall be shared equally between the parties. The parties agree to exercise their best efforts and good faith to resolve the dispute.

In the event a dispute cannot be resolved by the process described above, either party may, in its discretion, terminate this Agreement. Ample notice will be provided to the other party and a plan for termination activities established; in no case will termination be final prior to the end of the current school year.

## **VII. General**

**A. School Policies:** Attached to this agreement as Appendix A are the school policies adopted in accordance with ORS 339.356 that address complaints based on harassment, intimidation, or bullying and cyber bullying and a description of how the policies are distributed to parents and students who attend public schools. Attached to the Agreement as Appendix B are the school policies adopted in accordance with OAR 581-021-0049 that address complaints based on race, color, religion, sex, sexual orientation, national origin, marital status, ages or disability, and a description of how the policies are distributed to parents and students who attend the public school. It is the sole responsibility of the School District to ensure these policies are current and enforced.

## **VII. GOVERNING LAW**

This Agreement and all disputes arising out of or related to this Agreement will be governed by the laws of the Confederated Tribes of Siletz Indians. In no event shall this or any other provision of the Agreement be construed as a waiver of sovereign immunity of the Confederated Tribes of Siletz Indians.

IN WITNESS WHEREOF, the parties have executed the Memorandum of Agreement as the effective date.

## **CONFEDERATED TRIBES OF SILETZ INDIANS**

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Tribal Council Chairman

Date

## **PHILOMATH SCHOOL DISTRICT 17J**

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School District Superintendent

Date

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School Board Chairperson

Date

**MEMORANDUM OF AGREEMENT**  
**Between**  
**PHILOMATH SCHOOL DISTRICT 17J**  
**And**  
**THE CONFEDERATED TRIBES OF SILETZ INDIANS**  
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**I. BACKGROUND**

The Confederated Tribes of Siletz Indians (“CTSI”) is a federally recognized Indian Tribe comprised of more than 27 tribes and bands confederated on the Siletz Coast Reservation and originating from all parts of Oregon west of the summit of the Cascade Range, as well as parts of Northern California and Southwest Washington.

Education is a priority for CTSI. CTSI operates a Head Start program, a tribal daycare and preschool, and has developed curriculum and continues support for Dee-ne language learning for K-12 students in the Siletz Valley School. In addition, CTSI provides Dee-ne language and culture classes for adult learners, as well as on-line history and language resources. CTSI’s Education Department offers a variety of programs to help equip Tribal members with the knowledge and skills needed to prosper, support their families, and enhance their community. CTSI has developed Tribal curriculum for grades K-12 with an anticipated release date of August 2022. The Tribe also participated in the development of ODE’s 9 Essential Understanding lessons, available through the Oregon Department of Education.

Philomath School District 17J is a public entity serving students in Benton County. The District provides education services for children in grades Pre-school through 12. Philomath Middle School utilizes the “Brave” as its Mascot and a visual representation of a Native American as its Logo. This Mascot name and Logo are significant because they provide a symbol that can be an honorable focal point for all Native and Non-Native Americans. Philomath School District 17J will honor Native Americans by referring to the positive attributes of Native American Culture and teaching our students and community the true history of the local Native Americans and the school’s Mascot and Logo.

## **II. GOALS**

### **A. Goals of CTSI**

- a. To build respect and understanding of CTSI's history and culture.
- b. To give all youth the opportunity to learn the Tribe's language and history, including access to curriculum and materials developed by CTSI.
- c. To foster representation of Native American culture and symbolism with respect and pride.

### **B. Goals of District**

- a. To foster respect and informed understanding of CTSI, CTSI's history and culture, and Native American cultures.
- b. To adopt a culturally appropriate and respectful Mascot name and Logo.

## **III. MASCOT LEGISLATION**

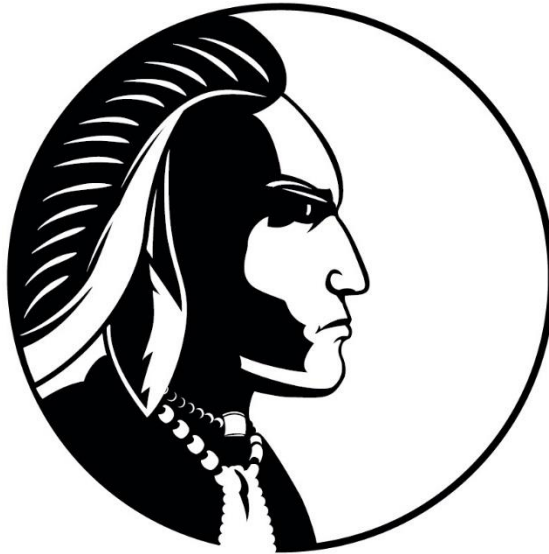
This Agreement is intended to satisfy all the requirements of Or. Rev. Stat. §332.075.

## **IV. EFFECTIVE DATE AND PERIOD OF AGREEMENT**

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## V. ELEMENTS OF THE AGREEMENT

A. **Acceptable use of Mascot:** The Middle School Mascot name is the Brave. The current Logo image is:



The CTSI and District shall meet and, if necessary, modify the current Logo image to ensure that it is culturally appropriate. The Logo and the use of the name “Brave” may be used for school signage and decoration, uniforms, school supplies, and school spirit merchandise. The school may approach the CTSI to amend this Agreement to include additional acceptable uses not listed.

B. **Curriculum:** CTSI has developed Tribal curriculum, for grades K-12 with an anticipated release date of August 2022. The curriculum was created because of the need for historically accurate and culturally relevant curriculum in Oregon schools about Oregon Native Tribes. The District will review the list of lessons and agrees to set aside time for teachers to become familiar with CTSI curriculum during the 2022-2023 school year. The District will begin a phased-in plan for instructional implementation during the 2022-2023 school year that will allow for full implementation during the 2023-2024 school year. The District agrees to use the curriculum as provided by the CTSI without revision, unless approved by the CTSI. In addition, the CTSI and District will work to incorporate into classroom education culturally appropriate materials and activities to educate all students in the district about the history and culture of the CTSI and Native people. Classroom teaching shall include, but not limited to, history of the CTSI, information on governmental structure of the CTSI, Federal Indian Policy in the United States, and

cultural practices of the CTSI. CTSI agrees to be a resources for information and materials, including through the Tribe's designated contact: Alissa Lane-Keene, Programs II Manager and through its websites [ctsi.nsn.us](http://ctsi.nsn.us) and [siletzlanguage.org](http://siletzlanguage.org) .

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**D. Native Club:** the school shall sponsor a Racial Equity Club for all students grades 6-12 that desire to participate. The School District agrees to treat the club in the same manner as all school clubs and organizations, provide time, and space for the club to meet.

## **VI. ENFORCEMENT AND DISPUTES**

Each party to the Agreement shall appoint a minimum of one (1) representative each to respond to inquiries about issues addressed in or affected by the MOA. These representatives shall oversee the implementation of the provisions set forth in this MOA and address ongoing student issues.

The representatives shall make recommendations to the parties as how the MOA might be improved based on their experience, and the parties shall consider those recommendations during the annual review of the Agreement.

**A. Dispute Resolution:** In the event disputes arise out of or that are related to the Agreement, the parties hereby agree upon the following dispute resolution methods:

- a.** In the event either party believes that the other party has breached this Agreement, the party alleging any breach shall give written notice to the other party in the manner provided herein. The notice shall identify the specific provisions of the Agreement alleged to have been breached and shall specify the factual basis for the breach. The other party shall have thirty (30) days in which to remedy the breach or provide a written response as to why no breach has occurred.



- b. If the party alleging the breach is unsatisfied with the response, the parties agree to meet within (30) days of the date of receipt of the written response in an effort to resolve the dispute.
- c. In the event the dispute cannot be resolved informally between the parties, the dispute shall be submitted to a mediator agreed upon by the parties as soon as reasonably practicable after the informal meeting. In the absence of agreement, each party shall select a temporary mediator and the temporary mediators shall jointly select the permanent mediator. The mediation fees and mediator's expenses shall be shared equally between the parties. The parties agree to exercise their best efforts and good faith to resolve the dispute.

In the event a dispute cannot be resolved by the process described above, either party may, in its discretion, terminate this Agreement. Ample notice will be provided to the other party and a plan for termination activities established; in no case will termination be final prior to the end of the current school year.

## **VII. General**

- A. **School Policies:** Attached to this agreement as Appendix A are the school policies adopted in accordance with ORS 339.356 that address complaints based on harassment, intimidation, or bullying and cyber bullying and a description of how the policies are distributed to parents and students who attend public schools. Attached to the Agreement as Appendix B are the school policies adopted in accordance with OAR 581-021-0049 that address complaints based on race, color, religion, sex, sexual orientation, national origin, marital status, ages or disability, and a description of how the policies are distributed to parents and students who attend the public school. It is the sole responsibility of the School District to ensure these policies are current and enforced.

## **VII. GOVERNING LAW**

This Agreement and all disputes arising out of or related to this Agreement will be governed by the laws of the Confederated Tribes of Siletz Indians. In no event shall this or any other provision of the Agreement be construed as a waiver of sovereign immunity of the Confederated Tribes of Siletz Indians.

IN WITNESS WHEREOF, the parties have executed the Memorandum of Agreement as the effective date.

**CONFEDERATED TRIBES OF SILETZ INDIANS**

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Tribal Council Chairman

Date

**PHILOMATH SCHOOL DISTRICT 17J**

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School District Superintendent

Date

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School District Chairperson

Date

# Appendix A

## **Philomath School District 17J**

Code: JBA/GBN-AR

Adopted: 8/17/16

Revised/Readopted: 8/19/19; 12/16/19

Orig. Code: JBA/GBN-AR

### **Sexual Harassment Complaint Procedure**

Building principals, the compliance officer, and the superintendent have responsibility for complaints and investigations concerning sexual harassment. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

#### **Step One**

Any sexual harassment information (i.e., complaints, rumors, etc.) shall be presented to the building principal, compliance officer, or superintendent. All such information shall be reduced to writing, and will include the specific nature of the sexual harassment and corresponding dates. The district official receiving the complaint shall cause the district to provide written notice from the district to the complainant that includes:

1. Their rights;
2. Information about the internal complaint processes available through the school or district that the complainant may pursue;
3. Notice that civil and criminal remedies that are not provided by the school or district may be available to the complainant through the legal system and that those remedies may be subject to statutes of limitation;
4. Information about services available to the student or staff member complainant through the school or district including any counseling services, nursing services or peer advising;
5. Information about the privacy rights of the complainants and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district; and
6. Information about, and contact information for, state and community-based services and resources that are available to persons who have experienced sexual harassment.

This written notification must:

1. Be written in plain language that is easy to understand;
2. Use print that is of the color, size and font that allow the notification to be easily read; and
3. Include that this information is made available to students, students' parents, staff members and members of the public on the school or district website.

#### **Step Two**

The district official receiving the information or complaint shall promptly initiate an investigation. The official will arrange such meetings, as may be necessary, to discuss the issue

with all concerned parties within five (5) working days after receipt of the information or complaint. All findings of the investigation, including the response of the alleged harasser, shall be reduced to writing. The official(s) conducting the investigation shall notify the complainant in writing when the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.. The parties will have an opportunity to submit evidence and a list of witnesses.

A copy of the notification letter provided in step one and the date and details of notification to the complainant of the results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

### **Step Three**

If a complainant is not satisfied with the decision at Step Two, the complainant may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step Two decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant within 10 working days.

### **Step Four**

If a complainant is not satisfied with the decision at Step Three, the complainant may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step Three decision. The Board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the appeal. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

Complaints against the principal may start at step 3 and may be filed with the superintendent. The superintendent will cause the notice requirements identified in step 1 to be completed. The superintendent will investigate the complaint and will notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within (10) working days of receipt by the superintendent, the complainant may appeal to the Board in step 4.

Complaints against the superintendent may start at step 4 and should be referred to the Board chair on behalf of the Board. The Board chair will cause the notice requirements identified in step 1 to be completed. The Board chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board chair shall notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. After receiving the results of the investigation, the Board shall decide, within (20) days, in open session what action, if any, is warranted.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or the Oregon Bureau of Labor and Industries.

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint may be obtained through the building principal, compliance officer, or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or participating in a practicum under OAR Chapter 584, Division 17 when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to the Teacher Standards and Practices Commission within 30 days of such a finding. Reports of sexual contact with a student shall be given to law enforcement representatives or Oregon Department of Human Services, Child Care Division representatives as possible child abuse.

**Philomath School District 17J**

Code: JFCF

Adopted: 2/17/15

Revised/Readopted: 12/16/19; 12/16/21

Orig. Code: JFCF

**Hazing, Harassment, Intimidation, Menacing, Bullying, Cyberbullying, Teen Dating Violence, or Domestic Violence - Student\*\***

The Board, in its commitment to providing a safe, positive and productive learning environment for all students, will consult with parents/guardians, employees, volunteers, students, administrators and community representatives in developing this policy in compliance with applicable Oregon laws.

Hazing, harassment, intimidation or bullying, menacing, and acts of cyberbullying by students, staff or third parties toward students is strictly prohibited in the district. Teen dating violence is unacceptable behavior and prohibited. Each student has the right to a safe learning environment. Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of hazing, harassment, intimidation or bullying, menacing, an act of cyberbullying or teen dating violence or otherwise participates in an investigation or inquiry is strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense and will result consequences and appropriate remedial action.

Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion. Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board. Students, staff, or third parties may also be referred to law enforcement officials. The principal and the superintendent are responsible for ensuring that this policy is implemented.

**Definitions**

“District” includes district facilities, district premises and non-district property if the student is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events where students are under the jurisdiction of the district.

“Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition

or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade level attainment, (i.e., personal servitude, sexual stimulation/sexual assault, forced consumption of any drink, alcoholic beverage, drug or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student, or other such acts); requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article; assignment of pranks to be performed or other such activities intended to degrade or humiliate. It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing.

“Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, and having the effect of:

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; or
3. Creating a hostile educational environment including interfering with the psychological well-being of the student.

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, familial status, source of income or disability.

“Teen dating violence” means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

“Domestic violence” means abuse between family and/or household members, as those terms are described in ORS 107.705.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate or bully.

“Retaliation” means any acts of, including but not limited to, hazing, harassment, intimidation or bullying, menacing, or cyberbullying toward the victim, a person in response to an actual or apparent reporting of, or participation in the investigation of, hazing, harassment, intimidation or bullying, menacing, teen dating violence, acts of cyberbullying or retaliation.

“Menacing” includes, but is not limited to, any act intended to place a district employee, student or third party in fear of imminent serious physical injury.

## **Reporting**

The building administrator will take reports and conduct a prompt investigation of any reported acts of hazing, harassment, intimidation or bullying, menacing, cyberbullying or teen dating violence. Any employee who has knowledge of conduct in violation of this policy shall immediately report concerns to the building principal who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity, or in a vehicle used for district provided transportation shall immediately report the incident to the building principal. Failure of an employee to report any act of hazing, harassment, intimidation or bullying, menacing, cyberbullying, or teen dating violence to the building principal may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels they have been subjected to an act of hazing, harassment, intimidation or bullying, menacing, or feel they have been a victim of teen dating violence in violation of this policy is encouraged to immediately report concerns to the building principal who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report concerns to the building principal. A report made by a student or volunteer may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

Reports against the principal shall be filed with the superintendent. Reports against the superintendent shall be filed with the Board chair.

The person making the report shall be notified when the investigation has been completed and, as appropriate, the findings of the investigation and any remedial action that has been taken. The person making the report may request that the superintendent review the actions taken in the initial investigation, in accordance with administrative regulations district complaint procedures.

## **Notification to Parents or Guardians**

The school administrator shall notify the parents or guardians of a student who was subject to an act of harassment, intimidation, bullying or cyberbullying, and the parents or guardians of a student who may have conducted an act of harassment, intimidation, bullying or cyberbullying.

The notification must occur with involvement and consideration of the needs and concerns of the student who was the subject to an act of harassment, intimidation, bullying or cyberbullying. The notification is not required if the school administrator reasonably believes notification could endanger the student who was subjected to an act of harassment, intimidation, bullying or cyberbullying or if all of the following occur:

1. The student who was subjected to an act of harassment, intimidation, bullying, or cyberbullying requests that notification not be provided to the student's parents or guardians.



2. The school administrator determines that notification is not in the best interest of the student who was subjected to an act of harassment, intimidation, bullying, or cyberbullying; and
3. The school administrator informs the student that federal law may require the student's parents and guardians to have access to the student's education record, including any requests of nondisclosure (from item 1 above).

If the school administrator determines the notification is not in the best interest of the student, they must inform the student of that determination prior to providing notification.

When notification is provided, the notification must occur:

1. Within a reasonable period of time; or
2. Promptly, for acts that caused physical harm to the student.

### **Training and Education**

The district shall incorporate into existing training programs for students information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, and acts of cyberbullying and this policy.

The district shall incorporate age-appropriate education about teen dating violence into new or existing training programs for students in grade 7 through 12.

The district shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, teen dating violence and acts of cyberbullying and this policy.

### **Notice**

The superintendent shall be responsible for ensuring annual notice of this policy is provided in a student or staff handbook, school and district's website, and school and district office, as well as, the development of administrative regulations, including reporting and investigative procedures. Complaint procedures, as established by the district, shall be followed.

Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by ODE.

END OF POLICY

## **Philomath School District 17J**

Code: JFC

Adopted: 8/18/14

Revised/Readopted: 12/16/19; 12/16/21

Orig. Code: JFC

### **Student Conduct\*\***

The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials and conduct themselves in an orderly manner during the school day and during district-sponsored activities.

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning environment. All staff members have responsibility for consistency in establishing and maintaining an appropriate behavioral atmosphere.

Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of the rights of others.

The following forms or displays of student misconduct, including but not limited to, shall be subject to discipline, suspension or expulsion as per Oregon Revised Statute (ORS) 339.250:

1. Assault;
2. Hazing, harassment, intimidation, bullying, menacing, cyberbullying or teen dating violence as prohibited by Board policy JFCF - Hazing, Harassment, Intimidation, Menacing, Bullying, Cyberbullying, Teen Dating Violence, or Domestic Violence - Student\*\* and accompanying administrative regulation;
3. Coercion;
4. Threats of violence or harm as prohibited by Board policy JFCM - Threats of Violence;
5. Disorderly conduct;
6. Bringing, possessing, concealing or using a weapon as prohibited by Board policy JFCJ - Weapons in the Schools;
7. Vandalism, malicious mischief or theft as prohibited by Board policy ECAB - Vandalism, Malicious Mischief or Theft and Board policy JFCB - Care of District Property by Students, or willful damage or destruction of private property or district property on district premises or at district-sponsored activities;
8. Sexual harassment as prohibited by Board policy JBA/GBN - Sexual Harassment and accompanying administrative regulation;

9. Possession, distribution or use of tobacco products, inhalant delivery systems, alcohol drugs or other controlled substances as prohibited by Board policy JFCG/JFCH/JFCI - Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery System,;
10. Use or display of profane or obscene language;
11. Disruption of the school environment;
12. Open defiance of a teacher's authority, including persistent failure to comply with the lawful directions of teachers or school officials;
13. Violation of law, Board policy, administrative regulation, school or classroom rules.

The district recognizes that the Unsafe School Choice Option of the Every Student succeeds Act (ESSA), a school can be deemed unsafe as a whole entity or for an individual student based on expulsions for weapons violations, violent behavior or expulsions for students arrested for the following criminal offenses occurring on district grounds, on district-sponsored transportation and/or at district-sponsored activities:

1. Assault;
2. Manufacture or delivery of a controlled substance;
3. Sexual crimes using force, threatened use of force or against incapacitated persons;
4. Arson;
5. Robbery;
6. Hate/Bias crimes;
7. Coercion; or
8. Kidnapping.

The district will record and report these infractions to the Oregon Department of Education, as required.

The district will provide the opportunity for all students in any district school identified as persistently dangerous or for any victim of a violent criminal offense occurring in or on the grounds of the school the student attends, to the extent feasible, the opportunity to transfer to a safe school within the district.

Students are prohibited from making knowingly false statements or knowingly submitting false information in bad faith as part of a complaint or report, or associated with an investigation into misconduct.<sup>1</sup>

Parents, students and employees shall be notified by handbook, code of conduct or other document of acceptable behavior, behavior subject to discipline and the procedures to address behavior and the consequences of that behavior. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

END OF POLICY

# Appendix B

## Philomath School District 17J

Code: JBB

Adopted: 6/15/20

Revised/Readopted: 12/16/21

### Educational Equity

The district is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. “Achieving educational equity” means students’ identities will not predict or predetermine their success in school.

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating success for each student.

Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.

To achieve educational equity the district will commit to:

1. Systematically using disaggregated districtwide and individual school level data to inform district decision making.
2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.
3. Eliminating the predictability and disparity in all aspects of education and its administration, including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation, gender identity, and national origin in discipline, special education and in various advanced learning.
4. Graduating all students ready to succeed in a diverse local, national and global community.

In order to achieve educational equity for each and every student:

1. The district shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.
  2. The district shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed with educational equity as a priority.
  3. The district shall actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce that includes racial, gender and linguistic diversity, as well as culturally and linguistically responsive administrative, instructional and support personnel.
1. Educational Equity – JBB 2-2

4. The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.
5. The district shall create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families and their community.
6. The district shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
7. The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievement for each student.
8. The district shall provide materials and assessments that are geared toward the understanding and appreciation of the uniqueness and diversity of all individuals.
2. The superintendent shall include equity practices in the district's strategic plan strategies to implement this policy. The superintendent will annually report to the Board the progress of the implementation of this strategic plan.

END OF POLICY

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**OSBA Elections - Nominations are open!**

1 message

OSBA Information &lt;info@osba.org&gt;

Mon, Aug 22, 2022 at 11:40 AM

To: Lillian Edmonds &lt;lillian.edmonds@philomath.k12.or.us&gt;

Dear Lillian Edmonds ,

Autumn and a new school year are quickly approaching and with them comes your opportunity to select your representative on the OSBA Board of Directors.

**All odd-numbered positions, except Position 19 (Multnomah), plus Position 8 (Clackamas), Position 10 (Linn/Benton/Lincoln), Position 12 (Marion) and Position 16 (Washington), on the OSBA Board of Directors are up for election.**

We've put together a list of board position numbers up for election this year, including region names and the current representatives (incumbents), if any. It is also available [online](#). **Nominations open TODAY, August 22, 2022.**

***PLEASE NOTE: Only the following board positions in the following regions have elections this year:***

Board Position 1, Eastern Region (currently held by Chris Cronin)  
Board Position 3, Central Region (currently held by Patti Norris)  
Board Position 5, Southern Region (currently held by Dawn Watson)  
Board Position 7, Clackamas Region (currently held by Liz Hartman)  
Board Position 8, Clackamas Region (position currently vacant) - **1-year term**  
Board Position 9, Douglas/South Coast Region (currently held by Jackie Crook)  
Board Position 10, Linn/Benton/Lincoln Region (currently held by Miriam Cummins) - **1-year term**  
Board Position 11, Marion Region (currently held by Anthony Medina)  
Board Position 12, Marion Region (currently held by Bill Graupp) - **1-year term**  
Board Position 13, Yamhill/Polk Region (currently held by Jeffrey Crapper)  
Board Position 15, Washington Region (currently held by Susan Greenberg)  
Board Position 16, Washington Region (currently held by Maureen Wolf) - **1-year term**  
Board Position 17, Multnomah Region (currently held by Katrina Doughty)

**Nominations:**

Serving on the OSBA Board provides an opportunity to develop leadership skills and impact issues at the state and federal levels. School board members interested in running for a position on the OSBA Board of Directors need to be nominated by a member board within their region. Nominations require official board action. Sample language is available [here](#) to assist in making a motion or resolution to nominate a candidate.

**Action for individual school board members:**

If you want to run for a seat on the OSBA Board, ask your local board or another member board in your region to nominate you.

**Action for district staff:**

Please consult your board chair about adding an agenda item to your next board meeting to see if any of your board members would like to serve on the OSBA Board of Directors and providing the opportunity to take official board action to nominate an interested board member.

Candidate nomination materials are due in the OSBA offices by **5 p.m. on Friday, September 30, 2022**. See the [2022 Elections Calendar](#) listing the nomination and election dates.

#### **Other resources**

- Explanation of the [essential duties of OSBA Board members](#)
- OSBA's Election Center containing **nomination and candidate forms** and other election information

Jim Green  
OSBA Executive Director  
[osbaelections@osba.org](mailto:osbaelections@osba.org)

## CONSENT AGENDA

**September 15, 2022**

**Updated: 9/12/22 2:48 PM**

**A. List of Bills:**

1. August 2022

**B. Minutes:**

1. Regular Session – August 18, 2022
2. Special Session – September 8, 2022

**C. Resolution:**

1. None at this time

**D. Leave of Absence:**

1. Laura Coen – Leave requested for August 31-Dec 31, 2022.

**E. Out of State Travel:**

1. Ketchikan, AK Basketball Tournament: Boys and Girls Basketball Team travel December 27 – 31, 2022.

**F. Personnel/Staffing Adjustments:**

**1. Retirements:**

- i. None at this time

**2. Resignations:**

- i. Clemens Pool Director
- ii. PHS Instructional Assistant
- iii. CPS Instructional Assistant
- iv. PHS Assistant Volleyball Coach

Daniel Mikula – Effective 10/1/22  
Tanya Koller – Effective 8/31/22  
Carol Pearson – Effective 9/14/22  
Kylie Meyers-Merlinio

**3. New Hires:**

- i. Campus Monitor
- ii. Transition Specialist
- iii. PA Language Arts Teacher
- iv. PHS Campus Steward
- v. PES Campus Steward
- vi. CPS Campus Steward
- vii. PMS Campus Steward
- viii. KVCS Instructional Assistant

Kathy Kohler  
Kori Haley  
Justin Barron  
Lauren Wood  
Bobby Baier  
Christine Boggs  
Richey Ruiz  
Sue Mitchell

**4. Staff Reassignments/Changes in FTE:**

- i. PMS to CPS Instructional Asst

Laura Kildea

**5. Coaches:**

- i. PHS Assistant Football Coach
- ii. PHS Assistant Volleyball Coach

Lance Faxon  
Brittani Rebeiz

**6. Extra Duty Assignments:**

- i. PHS Athletic Supervision

Kim St. Clair



## Benton County School District 17J

### Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account:

From Date: 08/01/2022

To Date: 08/31/2022

From Check:

To Check:

From Voucher:

To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
184	08/25/2022	LES & BOB'S SPORTS & APPAREL, INC.	\$410.75	1058	Printed	Expense	<input type="checkbox"/>		
239	08/18/2022	LES & BOB'S SPORTS & APPAREL, INC.	\$985.00	1048	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
240	08/23/2022	CASH	\$200.00	1052	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
1342	08/08/2022	MID-WESTERN FOOTBALL OFFICIALS ASSOC	\$4,966.00	1034	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
1343	08/10/2022	OSU MOTOR POOL	\$590.36	1035	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
1344	08/12/2022	BENDSENIOR HIGH SCHOOL	\$325.00	1040	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
1345	08/12/2022	FAMILY ID	\$1,875.00	1041	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
1346	08/15/2022	SISTERS HIGH SCHOOL	\$275.00	1043	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
1347	08/15/2022	OSU MOTOR POOL	\$303.96	1044	Printed	Expense	<input type="checkbox"/>		
1348	08/16/2022	ARMORZONE	\$150.00	1045	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
1349	08/16/2022	LES & BOB'S SPORTS & APPAREL, INC.	\$3,570.00	1046	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
1350	08/24/2022	HELM, JACKIE	\$1,385.00	1054	Printed	Expense	<input type="checkbox"/>		
1351	08/24/2022	SIUSLAW HIGH SCHOOL	\$300.00	1055	Printed	Expense	<input type="checkbox"/>		
1352	08/24/2022	OSU MOTOR POOL	\$200.00	1056	Printed	Expense	<input type="checkbox"/>		
1353	08/24/2022	SOUTH SALEM HIGH SCHOOL	\$200.00	1057	Printed	Expense	<input type="checkbox"/>		
21434	08/15/2022	MID COLUMBIA BUS COMPANY, INC.	\$45,247.10	1516	Printed	Expense	<input type="checkbox"/>		
21435	08/15/2022	EDNETICS, INC.	\$2,631.24	1516	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21436	08/15/2022	CORVALLIS SCHOOL DISTRICT 509J	\$55,660.59	1516	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21437	08/15/2022	BATTERIES PLUS BULBS	\$90.72	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21438	08/15/2022	BEST POTS	\$685.04	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21439	08/15/2022	BIG'S TREE SERVICE, LLC	\$7,500.00	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	

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## Benton County School District 17J

### Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account:

From Date: 08/01/2022

To Date: 08/31/2022

From Check:

To Check:

From Voucher:

To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
21440	08/15/2022	CARNEGIE LEARNING, INC.	\$1,300.00	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21441	08/15/2022	CENTRAL WELDING SUPPLY CO., INC	\$38,992.00	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21442	08/15/2022	CITY OF PHILOMATH-FINANCE DEPT.	\$822.93	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21443	08/15/2022	CLASSLINK, INC.	\$4,700.00	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21444	08/15/2022	CLF CONSTRUCTION	\$4,750.00	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21445	08/15/2022	CONSUMERS POWER INC	\$524.36	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21446	08/15/2022	CORVALLIS CLINIC PC	\$352.00	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21447	08/15/2022	CTX	\$2,594.56	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21448	08/15/2022	DELL MARKETING LP	\$3,211.96	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21449	08/15/2022	DEPARTMENT OF ADMINSTRATIVE SERVICES	\$228.89	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21450	08/15/2022	GARRETT HEMANN ROBERTSON	\$90.00	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21451	08/15/2022	GOLF CITY PAR 3	\$165.00	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21452	08/15/2022	HAMMERQUIST INC.	\$1,349.00	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21453	08/15/2022	IMAGINE LEARNING	\$1,375.00	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21454	08/15/2022	INDUSTRIAL WELDING SUPPLY INC	\$237.60	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21455	08/15/2022	LES & BOB'S SPORTS & APPAREL, INC.	\$3,900.00	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21456	08/15/2022	MAINLINE PUMP & IRRIGATION	\$176.40	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21457	08/15/2022	MPTV	\$3,323.08	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21458	08/15/2022	ODP BUSINESS SOLUTIONS, LLC	\$75.82	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21459	08/15/2022	OETC	\$495.47	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21460	08/15/2022	OREGON SCHOOL BOARDS ASSOC	\$6,043.00	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21461	08/15/2022	PEARSON VIRTUAL SCHOOLS USA	\$27,500.00	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	

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## Benton County School District 17J

### Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account:

From Date: 08/01/2022

To Date: 08/31/2022

From Check:

To Check:

From Voucher:

To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
21462	08/15/2022	PHILOMATH RENTAL	\$226.60	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21463	08/15/2022	PLATT ELECTRIC SUPPLY INC	\$266.35	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21464	08/15/2022	POWER SCHOOL GROUP, LLC	\$9,488.00	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21465	08/15/2022	ROTARY CLUB OF PHILOMATH	\$105.00	1042	Printed	Expense	<input type="checkbox"/>		
21466	08/15/2022	SEESAW LEARNING, INC.	\$721.88	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21467	08/15/2022	STATE OF OREGON EMPLOYMENT TAX UNIT 2	\$34.95	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21468	08/15/2022	STRENGTHENING RURAL FAMILIES	\$16,917.50	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21469	08/15/2022	SUNBELT RENTALS	\$497.01	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21470	08/15/2022	TECHNICAL SAFETY SERVICES, INC.	\$640.00	1042	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21471	08/31/2022	AMERICAN FIDELITY - INS	\$1,160.19	1062	Printed	Payroll Ded	<input type="checkbox"/>		
21472	08/31/2022	AMERICAN FIDELITY ASSURANCE CO - 403b	\$1,675.00	1062	Printed	Payroll Ded	<input type="checkbox"/>		
21473	08/31/2022	DOJ - Child Support	\$261.00	1062	Printed	Payroll Ded	<input type="checkbox"/>		
21474	08/31/2022	INVESCO INVESTMENT SERVICES, INC.	\$4,888.54	1062	Printed	Payroll Ded	<input type="checkbox"/>		
21475	08/31/2022	NEWPORT TRUST COMPANY	\$1,883.14	1062	Printed	Payroll Ded	<input type="checkbox"/>		
21476	08/31/2022	OSEA	\$905.15	1062	Printed	Payroll Ded	<input type="checkbox"/>		
21477	08/31/2022	PenServ Plan Services, Inc/ Foresters	\$200.00	1062	Printed	Payroll Ded	<input type="checkbox"/>		
21478	08/31/2022	TEXAS LIFE	\$441.60	1062	Printed	Payroll Ded	<input type="checkbox"/>		
21479	08/31/2022	1ST DAY SCHOOL SUPPLIES	\$25,089.05	1065	Printed	Expense	<input type="checkbox"/>		
21480	08/31/2022	AT&T MOBILITY	\$176.20	1065	Printed	Expense	<input type="checkbox"/>		
21481	08/31/2022	AT&T ONENET SERVICE	\$8.82	1065	Printed	Expense	<input type="checkbox"/>		
21482	08/31/2022	CENTURYLINK	\$71.48	1065	Printed	Expense	<input type="checkbox"/>		
21483	08/31/2022	CERTIFIED SYSTEMS, INC.	\$9,800.00	1065	Printed	Expense	<input type="checkbox"/>		

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Report: rptGLCheckListing

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## Benton County School District 17J

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From Voucher:

To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
21484	08/31/2022	CITY OF PHILOMATH-FINANCE DEPT.	\$40.00	1065	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21485	08/31/2022	COMMITTEE FOR CHILDREN	\$2,329.00	1065	Printed	Expense	<input type="checkbox"/>		
21486	08/31/2022	COSA	\$4,399.00	1065	Printed	Expense	<input type="checkbox"/>		
21487	08/31/2022	CRIMINAL INFORMATION SERVICES, INC.	\$10.00	1065	Printed	Expense	<input type="checkbox"/>		
21488	08/31/2022	CTX	\$161.41	1065	Printed	Expense	<input type="checkbox"/>		
21489	08/31/2022	GARRETT HEMANN ROBERTSON	\$2,826.00	1065	Printed	Expense	<input type="checkbox"/>		
21490	08/31/2022	INTEGRITY HOOD CLEANING	\$900.00	1065	Printed	Expense	<input checked="" type="checkbox"/>	08/31/2022	
21491	08/31/2022	LINN-BENTON COMMUNITY COLLEGE	\$451.30	1065	Printed	Expense	<input type="checkbox"/>		
21492	08/31/2022	MERIDIAN STUDENT PLANNERS	\$1,772.50	1065	Printed	Expense	<input type="checkbox"/>		
21493	08/31/2022	NORTH RIDGE AUTOMOTIVE	\$202.50	1065	Printed	Expense	<input type="checkbox"/>		
21494	08/31/2022	NORTHWEST NATURAL GAS CO.	\$1,499.09	1065	Printed	Expense	<input type="checkbox"/>		
21495	08/31/2022	ODP BUSINESS SOLUTIONS, LLC	\$6,534.20	1065	Printed	Expense	<input type="checkbox"/>		
21496	08/31/2022	OREGON ASSOC OF SCHOOL BUSINESS OFFICIAL	\$4,200.00	1065	Printed	Expense	<input type="checkbox"/>		
21497	08/31/2022	OSAA	\$3,270.00	1065	Printed	Expense	<input type="checkbox"/>		
21498	08/31/2022	PACIFIC SPORTS TURF	\$7,138.00	1065	Printed	Expense	<input type="checkbox"/>		
21499	08/31/2022	PARK, MICHELLE	\$14.95	1065	Printed	Expense	<input type="checkbox"/>		
21500	08/31/2022	PATHFUL	\$2,775.00	1065	Printed	Expense	<input type="checkbox"/>		
21501	08/31/2022	PERFORMANCE SYSTEMS INTEGRATION, LLC	\$9,469.90	1065	Printed	Expense	<input type="checkbox"/>		
21502	08/31/2022	POWER SCHOOL GROUP, LLC	\$8,816.00	1065	Printed	Expense	<input type="checkbox"/>		
21503	08/31/2022	PYAC	\$150.00	1065	Printed	Expense	<input type="checkbox"/>		
21504	08/31/2022	REBEIZ, BRITTANI	\$50.00	1065	Printed	Expense	<input type="checkbox"/>		

## Benton County School District 17J

### Reprint Check Listing

Fiscal Year: 2022-2023

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From Date: 08/01/2022

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From Check:

To Check:

From Voucher:

To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
21505	08/31/2022	SCHAEFERS RECREATION	\$108.00	1065	Printed	Expense	<input type="checkbox"/>		
21506	08/31/2022	SLATER, JORDYNN	\$50.00	1065	Printed	Expense	<input type="checkbox"/>		
21507	08/31/2022	US BANK EQUIPMENT FINANCE	\$1,337.07	1065	Printed	Expense	<input type="checkbox"/>		
21508	08/31/2022	VARSITY ATHLETIC APPAREL, INC	\$637.50	1065	Printed	Expense	<input type="checkbox"/>		
21509	08/31/2022	VAVE, WALKER	\$64.95	1065	Printed	Expense	<input type="checkbox"/>		
21510	08/31/2022	WALTER E. NELSON OF EUGENE	\$2,250.00	1065	Printed	Expense	<input type="checkbox"/>		
21511	08/31/2022	WILLAMETTE PEST AND SPRAY SERVICE	\$4,013.00	1065	Printed	Expense	<input type="checkbox"/>		
45997	08/22/2022	LEE, ELIZABETH A	\$14,438.75	3	Printed	Payroll	<input checked="" type="checkbox"/>	08/31/2022	
45998	08/31/2022	CROPP, ANNA K	\$283.88	4	Printed	Payroll	<input type="checkbox"/>		
45999	08/31/2022	MIKULA, ZYGMUNT A	\$1,021.04	4	Printed	Payroll	<input type="checkbox"/>		
46000	08/31/2022	MORRISON, MARSHALL A	\$436.83	4	Printed	Payroll	<input type="checkbox"/>		
46001	08/31/2022	WEEBER, KYAH M	\$419.94	4	Printed	Payroll	<input type="checkbox"/>		
46002	08/31/2022	MANESS, KIMBERLY D	\$1,480.63	4	Printed	Payroll	<input type="checkbox"/>		
46003	08/31/2022	KOLLER, TANYA E	\$89.06	5	Printed	Payroll	<input type="checkbox"/>		

Total Amount: \$388,854.79

End of Report

# REGULAR SESSION

## Meeting Minutes

PHILOMATH SCHOOL DISTRICT 17J

District Office

1620 Applegate Street, Philomath

8/18/2022 07:00 PM

### REGULAR SESSION

1. **Call to Order:** The Regular Session of the Philomath School District Board of Directors was called to order by Board Chair, Rick Wells, on August 18, 2022, at 7:06 p.m. at the Philomath School District Boardroom (1620 Applegate Street, Philomath, OR). Those in attendance included Philomath School Board of Directors, Rick Wells, Erin Gudge, Christopher McMorran, Karen Skinkis and Joe Dealy; Superintendent, Susan Halliday; Business Manager, Jennifer Griffith; Philomath News Reporter, Brad Fuqua; Board Executive Assistant, Lillian Edmonds.
  - i. **Pledge of Allegiance:** Led by Director McMorran.
  - ii. **Request for Agenda Modifications:** Director McMorran requested that an addition to the agenda be made for discussing plans for the Philomath School District 100 year celebration. The request was accepted and added to the report section of the agenda.
2. **Introduction of Appointed Board Member –** Director Wells introduced Director Christopher McMorran as the newly appointed board member to replace the vacancy when Director Anton Grube resigned.
3. **Student Government Report - PHS ASB Co-Presidents –** No report
4. **Public Comment**
  - i. Marit Bovbjerg: She spoke to the Board about her concerns around COVID-19 and how to keep everyone safe, while keeping schools open. It takes collective, rather than individual, efforts to accomplish this goal. Marit shared several facts known about COVID and noted that the CDC has put the responsibility on the states to make policies. But OHA, in turn, is leaving it up to counties and school districts to make those decisions. She encouraged the school district to decide on the metrics that will be used to determine when to add additional layers of protections.
  - ii. Chelle Krantz: She sent an email to the district to be read during the meeting. She has concerns about what is being taught to her child and what students are being exposed to in our schools. Books such as “Flamer”, have explicit sexual content and pornographic pictures. This does not seem appropriate for middle school students. She asked about the district’s policy for book approval. Parents have a right to know what their children are being exposed to, regardless of age.
  - iii. Sarah Marrs: She also sent an email to the district to be read by the Board. She states that parents have concerns over the process of bringing in books to the Philomath school libraries. She cited some quotes from the book, Flamer, that were sexually explicit and depicted in illustrations. She had questions for the Board: 1. How is new material chosen? 2. Is it sent from the state? 3. Or chosen locally? 4. Where does funding come from for library materials?
  - iv. Superintendent Halliday will directly respond by email to Chelle Krantz and Sarah Marrs, to give information on the process for library material selection.

## 5. Reports

### i. Association Reports: No report

### ii. Superintendent Report

1. Superintendent Halliday expressed appreciation for staff that worked through the summer. This included Summer School Staff, Support Staff, District Office Staff, Maintenance and Custodial Staff, Technology Staff, and Administrative Staff.
2. The Philomath School District was established in 1922, so the district turns 100 years old this year. Plans are in the works for a celebration.
3. In-service Week starts on August 30<sup>th</sup>. School Board members are invited to attend the Wednesday morning All Staff breakfast. We are looking forward to a great start to the new school year!
4. LBL ESD has contracted the Center of Educational Leadership for school administrator professional development. We have five administrators participating in this year-long training. It will include visitation in classrooms, at Philomath and other regional schools.
5. The Strategic Partnerships Department at LBL ESD has partnered with the Center for High School Success. PHS and the Academy will receive access to training and coaching support to ensure students are on track to graduate. Those attending the training consist of a mix of administrators and teachers from our district.
6. The Philomath Academy move to the district office building has been delayed until Winter Break. The Academy will start the year in the PHS library lab.
7. Federal aid for free school meals will no longer be available in the 2022-23 school year. Families will need to make application. It is based on income eligibility. If you do not qualify for free or reduced priced meals, you may apply for Oregon Extended Income program. This program has a higher income level for qualification.
8. AVID (Advancement Via Individual Determination): There were fourteen staff members that attended the Summer Institute this year.
9. Our Student Services Director, Cynthia Barthuly, wanted to share information from the COSA Summer Institute:
  - a. ODE provided a session on HB 2166, which requires districts to implement a Framework and Standards by July 1, 2024, for Social Emotional Learning. PSD has reached out to ODE to see if we can take part in the advisory board.
  - b. The Every Day Matters team from ODE held a session on engaging families.
  - c. Educators from the Lake Oswego School district presented "*Moving Toward Equity: Supporting Each Other As We Read, Listen and Change Practices Together.*" The presenters suggested the book by Liz Kleinrock titled *Start Here Start Now*. PSD is purchasing the book for the district Equity team to review.
  - d. The summer English Language Learner Academy will have an educator from the STEM project to work with STEM students.
10. Local Option Levy: All required documents have been filed and we have a Ballot Title. Measure 2-137 is the number for the proposed renewal. Thanks to Shelly Brown, former School Board member, and Christopher McMorran, current Board member, for all of their work with this measure.
11. In 2017, the Oregon Legislature enacted SB 13, now known as Tribal History/Shared History. The law directs the Oregon Department of Education to create K-12 Native American Curriculum for inclusion in Oregon public schools and provide professional development to educators. The Confederated Tribes of the Siletz Indians (CTSI), will soon post instructional materials to their web page. In March 2017, the Philomath School District entered into an

agreement with CTSI. The term of the agreement was for five years, with district goals being to :

- a. Foster respect and informed understanding of the CTSI, CTSI's history and culture, and Native American cultures.
- b. Adopt a culturally appropriate and respectful mascot name and logo.

In an update to our prior agreement, we have been in conversation with Alissa Lane-Keene and Buddy Lane, both representing CTSI. Our renewed agreement will go before the CTSI Council for approval. The agreement will be on PSD Board agenda for September 15, 2022. Many thanks to Eric Niemann, a former Mayor and City Councilor in Philomath, for his interest and involvement with PSD as we proceed with this work. A Siletz Tribal flag was shared with the Board. The flag was donated to the City of Philomath in December, 2020.

**iii. Finance Report**

1. Jennifer Griffith, Business Manager, reported: The estimated funding balance is lower than what we would like. Staff in the district office are working on the fall audit. The auditors will be here in October. ODE has granted an additional \$204,850 for Recruitment and Retention of K-12 educators and support personnel. This is reflected in resolution 2223-01, for unanticipated funding for fiscal year 2022-2023. Administrators, licensed and classified staff are looking at how these funds should be distributed.
2. There was a donation of labor and time by Chris Martin, Canvas Landscape Maintenance, LLC, for installation of irrigation on the football field.

**iv. COVID-19 Management Plans**

1. Superintendent Halliday reported that the district will be working on school-level COVID-19 Management Plans. This will replace Ready Schools, Safe Learners Operational Blueprints. There will need to be a plan for each school and submitted to ODE by August 26, 2022. The plans will be shared with the School Board for approval at the September meeting.

**v. Summer School Update – Grace Spaulding**

1. Jump Start is going great with 46 students participating. CPS Lit camp has 37 students. PES Lit Camp has 65 students in summer school. Summer Enrichment camps have 55 students. June Credit Recovery had 36 students. August Credit Recovery has 18 students.

**vi. District 100 year celebration: Christopher McMorran**

1. Director McMorran suggested that we use board budget for some expenditures. Banners on Main Street would be great. Maybe make October the celebration month. This would make a good connection with the city and community. Work with the PHS ASB to do planning. The Board agreed to have Director McMorran move forward with planning for the celebration.

**6. Action Items**

**i. Superintendent Contract Approval**

1. Director Dealy moved to approve the superintendent contract as presented in the board packet. Second: Director McMorran.
2. Discussion: Director Wells shared revisions to the contract: 1) The superintendent was approved to carry over 5 days of vacation to be used in August 2022. 2) The superintendent's evaluation will be in writing and put in her personnel file. 3) The salary will remain at \$135,000 with no COLA for 2022-23. The salary for 2023-2024 and 2024-2025 will be increased on July 1, by 1.5% per year COLA. 4) Section 20B is new regarding No-Cause Termination, 5) Section 8B added: Utilizing support of a mentor. Motion passed 5-0.



ii. **Addition of Native Land Acknowledgement**

1. A number of school districts throughout Oregon have adopted Native Land Acknowledgement statements, sharing appreciation and respect to recognize Indigenous Peoples who are considered the original stewards of the land on which we not live.
2. Buddy Lane, from the Siletz Tribe, stated in a meeting held with Superintendent Halliday, that he doesn't want it to become something that doesn't have meaning anymore when it is used in every meeting or session. It should be used on appropriate days or events.
3. Superintendent Halliday will get approval from the Confederated Tribes of Siletz Indians for the verbiage in the acknowledgement.
4. Director McMorran suggested that the acknowledgement statement be visible at the district office or at board meetings. Director Gudge would like to see it used at ground breaking or other events where it would be appropriate.

iii. **Alsea Co-op Agreement**

1. Director Gudge moved to approve the Alsea Co-op agreement in the packet. Second: Director Dealy. Director Gudge amended the motion to add boys and girls to swimming. Second: Director Dealy. Motion passed: 5-0.

7. **Consent Agenda**

- i. Director Dealy moved that the Board approve the consent agenda as printed. Second: Director Gudge. Motion Passed: 5-0.

8. **School Board Updates & Information**

i. **Board Retreat Planning**

1. Date: September 8<sup>th</sup> – 6:00-9:00 p.m.
2. Location: Blodgett School, pending availability
3. Topics
  - a. Student representation
  - b. Look at Board member assignments
  - c. Redo Goals and calendar
  - d. Engagement – proactive communication
  - e. Local Option
  - f. Brainstorming for long term facility

- ii. **OSBA Annual Conference (November 11-13, 2022)** – Let Lillian Edmonds know if you would like to attend this conference.

iii. **Professional Learning Opportunity:**

1. Director Skinkis shared that there is an opportunity to attend a Virtual conference: Equity Minded Leadership for K-12 School Board Members Kinect Education Group, on August 25<sup>th</sup>. Contact Lillian if you want to attend.

9. **Meeting Closure**

- i. **Board Thanks** – Director McMorran thanked the community members for attending the meeting. Director Gudge thanked all of the teachers and staff for summer school. Director Skinkis wished everyone a great start to the school year. Director Wells thanked all of the custodial staff and other summer staff that got things ready for the start of school. Director Dealy thanked the technology staff for their work over the summer. Director McMorran thanked the district office staff and Board for orienting him to his position.

ii. **Next Meeting Agenda Items**

1. Library acquisition process
2. Native land agreement
3. COVID 19 management plans

10. **Adjournment-** Meeting adjourned at 8:56 p.m.

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Board Chair

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Superintendent

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Date

# **Board Retreat**

## **Meeting Minutes**

PHILOMATH SCHOOL DISTRICT 17J

District Office

1620 Applegate Street, Philomath

9/8/2022 06:00 PM

### **A. Board Work Session**

1. The Philomath School Board of Directors held a work session on September 8, 2022, at Blodgett Elementary School. The meeting was called to order by Board Chair, Rick Wells. At 6:06 p.m. Those in attendance were: Board of Directors, Rick Wells, Karen Skinkis, Joe Dealy, Erin Gudge, and Christopher McMorran; Superintendent, Susan Halliday; and Board Executive Assistant, Lillian Edmonds. PEA President, Len Cerny, attended the beginning of the meeting for the discussion on the PHS schedule.

### **B. STRATEGY AND DISCUSSION ~**

#### **1. Board Planning Documents**

- i. Calendar: The Board edited the calendar to fit the plans for this school year.
- ii. Board Liaison Roles: Roles were adjusted to remove Anton Grube and add Christopher McMorran
- iii. After discussion about Board goals, Director Gudge agreed to revise the goals and send them to Board members to review and edit.

#### **2. Student Representation on Board**

- i. Director Skinkis and Director McMorran met to discuss the possibility of including student representation on the Board. They shared with the Board some guidelines for providing a platform for student voice on the Board. Student representatives would not be allowed to make motions, second motions or vote on motions. They would not be invited to attend Executive sessions.
- ii. Policy BCBA would need to be approved and included in the district policies.
- iii. There will need to be further discussion about the process for selecting student representatives.
- iv. The Board has directed the Executive Assistant to include the final guidelines for Board approval on the December agenda.

#### **3. OSBA Annual Fall Conference - Nov 10-13**

- i. Rick Wells, Karen Skinkis, Christopher McMorran and Superintendent Halliday will attend all or part of the sessions. The Executive Assistant will do registrations and hotel accommodations.

#### **4. KVCS Joint Meeting Scheduling**

- i. Director Wells will reach out to KVCS to find out if they want to meet at KVCS for the fall joint meeting. It is suggested that the meeting be in November or early December.

#### **5. Engagement - Proactive Communication**

- i. Director Skinkis noted that in one of the Summer OSBA Conference sessions, the topic was about How to Communicate. The suggestion was to focus more on being proactive in communication during Board meetings and not just focus on reports and past events.

#### **6. Local Option Levy**

- i. Director McMorran reported that a PAC has been formed: Friends of Philomath Schools. He has been receiving endorsements from several community members. Measure arguments are due by Monday, September 12<sup>th</sup>. Mailers, yard signs and news ads are planned.

7. **PHS Schedule** – This discussion item was moved to the beginning of the meeting to accommodate, Len Cerny’s time.
- i. Superintendent Halliday and Len Cerny met a few days ago to talk about changing the PHS schedule from a Trimester system to a Semester System. It was decided to form a committee to look into the pros and cons of this change. The committee would consist of Superintendent Halliday, Len Cerny, other PHS teachers, administrators, and 2 school Board members. Erin Gudge and Rick Wells volunteered to serve on this committee. Other people may be asked to join the discussion as needed during the process.
  - ii. The committee will start meeting in early October with the goal of having a decision by mid-January.
  - iii. Things to consider: Cost changes, what is best for students, what is best for staff, length of prep times and class times, and look at systems’ level.

**8. Meeting Protocols**

- i. The Board Chairperson will read a statement at the beginning of the Board meeting to remind the public that the meeting is held in public, but the meeting is not a meeting of the public. The statement will give an overview of the process.
- ii. Policy BDDH lays out the guidelines for public comments.

**9. Long Term Facility Planning**

- i. Superintendent Halliday, Business Manager, Jennifer Griffith and Facilities Director, Joey DiGiovannangelo will be meeting to discuss long term facilities and setting up a safety committee.
- ii. The Board would like to see a Long Term facility plan presented to the Board.
- iii. Director Wells and Director Gudge would be interested in discussions around this subject.

**C. MEETING CLOSURE ~**

- 1. The meeting was adjourned at 9:01 p.m.

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Board Chair

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Superintendent

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Date



# Philomath High School

'Home of the Warriors'

## Athletic Team/Club Overnight Request and Supervision Plan

Team/Club: Girls Basketball

Head Coach/Advisor: Benito Silva

Destination: Ketchikan Alaska Event: Basketball Tournament

Departure Date: 12/27 Return Date: 12/31

Transportation Mode (bus, car, etc.): Parent Transport to Airport then flight to Ketchikan

Account charged: Girls Basketball

### Parent Permission

a) Blanket permission X b) Specific forms \_\_\_\_\_ (attach form if applicable)

## Supervision Requirements and Plan

### General Requirements

1. Supervisors must be Philomath School District a) employees or b) approved volunteer (over 21 years old).
2. Co-ed activities require male and female supervisors (at least 1 must be a PSD employee).
3. Annually all supervisors must complete supervision training and mandatory reporter training.
4. Ratio of 1 supervisor to 10 students. Exceptions must be pre-approved by principal.
5. At the end of all events, supervisors are to remain until all students are picked up. Daytime

### Supervision

1. Supervisors will review daily student behavior expectations and address any issues as they arise.
2. Zones of supervision will be established based on the specific logistical and situational needs of the event(s).
3. Supervisors will actively supervise, be proactive, and move strategically through the supervision zones.
4. Reasonable supervision is expected at all times.
5. Bus / vehicle supervision: No supervisor will transport student alone (1 on 1). In large vehicles (i.e. buses) there must be at least 1 adult in addition to the bus driver. Supervisors need to spread out throughout the bus, with the primary position in the back observing all students in front of them.

### Nighttime Supervision

Same standards apply as daytime, additionally:

1. In hotel rooms: a) male and female students sleep separately. b) Supervisors sleep separate from students unless adult is a parent of student(s) in the room. c) Blue tape placed on doors (from supervision training) d) Periodic room checks throughout night; male supervisors check male rooms / female supervisors check female rooms. d) Reasonable lights out times established
2. Large space / sleepover style (rented house, gym): a) Supervisors DO sleep in large area, NOT in separate room. b) Supervise sleep at strategic locations- in between points and at exits. c) Separate males and females by space / rooms / or floors. d) Reasonable lights out times establish.

## Supervision Requirements and Plan, Continued

### Reporting

1. Contact school administration in cases of health issues and violations of student conduct code (as discussed in training).
2. Mandatory Reporters: As a supervisor of Philomath School District, you are a mandatory reporter. You must report any abuse or neglect concerns immediately to DHS, local law



## **Philomath High School**

**'Home of the Warriors'**

### **Athletic Team/Club Overnight Request and Supervision Plan**

enforcement, and school administration. Do not wait to alert DHS or law enforcement, inform school administration as soon as you are able.

### Important Contact Numbers

1. Benton County Sheriff: 541-766-6858
2. Philomath Police: 541-766-6925
3. Corvallis Police: 541-766-6925
4. DHS: 855-503-7233
5. Mike Bussard and/or Tony Matta (numbers provided to trip leaders)

### Special Supervision Needs

In the space below (or attach) please add any additions to the supervision plan that are unique:

### **By signing below I acknowledge that:**

1. I am responsible for meeting the requirements of the supervision plan.
2. I am responsible for following PHS policies and procedures.
3. I am responsible for helping to enforce school and district policies.
4. I am responsible for the health and well-being of all students under my care.
5. I will provide reasonable / adequate supervision throughout the duration of the event.
6. I understand that failure to meet any of the criteria named above may lead to disciplinary action up to, and including, dismissal.

### Staff / Coach

Print name Sign name

1. \_\_\_\_\_ Benito Silva \_\_\_\_\_

*Benito Silva*

2. \_\_\_\_\_ Malori Warren \_\_\_\_\_

*Malori Warren*

3. \_\_\_\_\_

4. \_\_\_\_\_

### Philomath School District Approved and Trained Chaperone/Supervisor

(The following three district staff/parents have tentatively agreed to attend the tournament and chaperone. We will get their signature once tickets have been purchased and they are officially attending).

1. Steve Bennett

2. Shelly Brown

3. Abby Couture

4. \_\_\_\_\_

APPROVED	DENIED	APPROVED	DENIED	APPROVED	DENIED
<i>MSK</i>	<i>Shelly</i>				
PRINCIPAL	SUPERINTENDENT	PSD BOARD			

*\*Please plan for any travel  
needs that may arise should  
COVID spike again and  
interrupt travel.*

(Out of State ONLY)

The Specific Itinerary will be provided at a later date as more details are determined.

**General Itinerary:**

12/27 Travel to Airport via approved parent drivers and fly to Ketchikan.

12/27-12/30 - Compete in tournament and team events. Lodging is still to be determined. If Ketchikan has reinstated its host family program students will be placed with host families in pairs. If they have not started that program we will be staying at the Cedar Lodge in Ketchikan.

12/31 Fly back and return to Philomath Via parent Drivers.





## *Visiting Teams Information*

Team Name: Philomath Girls

Sport/Activity: Basketball

Number of Students: 12 Adults: 2

Arriving by: AK Air AMHS IFA

Arrival Date: 12/27/22 Time: \_\_\_\_\_

- Transportation needed: YES or NO From Airport

Departing by: AK Air AMHS IFA

Departure Date: 12/31/22 Time: \_\_\_\_\_

- Transportation needed: YES or NO To Airport

### **Coach/Chaperone Name and Contact Number**

Name: Benito Silva Number: 5414414339

Name: Malori Ambrose Number: 5417459510

Name: \_\_\_\_\_ Number: \_\_\_\_\_

Name: \_\_\_\_\_ Number: \_\_\_\_\_

### **Housing Needs**

If host families are available we would like to pursue that option, if not last year we had an agreement with the Cedar Lodge to stay there and we would like to see if that is available again.





**Allstate.**



**Philomath High School**

**'Home of the Warriors'**

**Athletic Team/Club Overnight Request and Supervision Plan**

**9/7 Bauer**

Team/Club: Boys BASKETBALL

Head Coach/Advisor: BLAKE ECKER

Destination: KETCHIKAN, AK Event: CLARK COCHRANE TOURNAMENT

Departure Date: 12-27-22 Return Date: 12-31-22

Transportation Mode (bus, car, etc.): Self, Air From PORTLAND

Account charged: Boys BASKETBALL

**Parent Permission**

a) Blanket permission ☒ b) Specific forms \_\_\_\_\_ (attach form if applicable)

**Supervision Requirements and Plan**

**General Requirements**

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**Supervision Requirements and Plan, Continued**

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**Allstate.**

*Years in good hands.*



## Philomath High School

'Home of the Warriors'

### Athletic Team/Club Overnight Request and Supervision Plan

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4. I am responsible for the health and well-being of all students under my care.
5. I will provide reasonable / adequate supervision throughout the duration of the event.
6. I understand that failure to meet any of the criteria named above may lead to disciplinary action up to, and including, dismissal.

#### Staff / Coach

- |    | <u>Print name</u> | <u>Sign name</u> |
|----|-------------------|------------------|
| 1. | BLAKE ECKER       |                  |
| 2. | ED VANVIAK        |                  |
| 3. |                   |                  |
| 4. |                   |                  |

#### Philomath School District Approved and Trained Chaperone/Supervisor

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

APPROVED	DENIED	APPROVED	DENIED	APPROVED	DENIED
PRINCIPAL		SUPERINTENDENT		PSD BOARD	

(Out of State ONLY)

*\* Please plan for any travel needs that may arise should Covid spike again and interrupt travel.*

## **Ketchikan Alaska Basketball tournament**

- **12/27/22** Depart from PHS in the morning by self transportation to Portland airport. Arrive in Ketchikan in the afternoon and take ferry to get picked up by host school. We will stay with Ketchikan families or the Cedars Lodge depending upon what is now the case with the tournament
- **12/28/22 – 12/30/22** Play 3 games along with some sight seeing and watching other games.
- **12/31/22** Depart Ketchikan and arrive in Portland

