PHOENIX-TALENT SCHOOLS

EXCELLENCE for EVERYONE

Board Meeting - 10:00 AM
Thursday, October 20, 2022
In-Person at Phoenix High School
https://us02web.zoom.us/j/84809214783?pwd=Vmo4R0RUV0E5RlJyNWtSNWVNSkRWQT09
Password: 326082
This is a morning meeting starting at 10:00 a.m.

Agenda Español

Minutas Español

AGENDA

A. Call to Order
   1. **PUBLIC MEETING** for Division 22 Standards & Compliance
B. Accentuate the Positive
C. Citizen Comments
D. Superintendent Report
E. **Program Report - PHS Students**
F. Consent Agenda
   1. Approval of Agenda
   2. Approval of Minutes from 10/06/2022
   3. Personnel Report
   4. Board Policies IGBAF, IGBBC & IGBBC-AR
G. **Action Items**
   1. **Interview & Appoint Student Representatives to the Board**
   2. Recess
   3. **Board Policy IGBAF-AR Special Education - Individualized Education Program (IEP)**
   4. **Board Policy IGBB - Talented and Gifted Program and/or Services**
   5. **Board Policy IGBB-AR - Complaints Regarding the Talented and Gifted Program and/or Services**
   6. **Board Policy IGBBA - Identification - Talented and Gifted Students**
   7. **Board Policy IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement**
H. Information and Discussion
   1. Facilities/Bond Update
   2. Financial Update
   3. Legislative / OSBA Update
   4. Almeda Fire Update

5. Audit Committee Appointment

I. Review of the Next Meeting Agenda

J. Adjournment

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PHOENIX-TALENT SCHOOLS

EXCELLENCE for EVERYONE

Board Meeting
Thursday, October 6, 2022 6:00 PM Pacific

Phoenix High School
745 North Rose Street
Phoenix, OR 97535

Michael Campbell:	Absent
Sara Crawford:	Present
Polly Farrimond:	Present
Nancy McKinnis:	Present
Rick Nagel:	Absent
Dawn Watson:	Present
Rebecca Weathers:	Present

A. **Call to Order**
Vice Chair Watson opened the meeting at 6:00 p.m.

B. **Accentuate the Positive**

PHS Principal Kalin Cross

- Our Open House was on the 19th and we had a great turnout of about 150 families in attendance. Staff signed up and hosted breakout sessions. Mrs. Cross gave a shout out to those staff members hosting the sessions, which included John Cornet, Clint Rodreick, Carolena Campbell, Megan Sandlin, Sophia Gordon, Kelleen Seedborg, Kelly Reid, Kelly Johnson, Anne Zaky, Brad Jones, Beatriz Rodriguez, Jessica Collins, Mike DeRoest, Angelica Mendoza, Michelle Carlson, Anna Redding, and Lisa Robin.
- Our Family Engagement team met with Sherry Wilson on the 28th. We were able to do a Family Engagement 101 professional development session about how we are engaging with our families.
- We are looking forward to our homecoming festivities. We will kick off next week's activities with an assembly tomorrow. We have Powder Puff and He-Man Volleyball, and our parade on Wednesday. Our homecoming game is on Friday with a dance right after the game.
  The Multicultural Club is hosting the dance.
- We started an Instructional Leadership Team and have had some great discussions about where we are at instructionally and where we want to go at PHS.

TMS Principal Katherine Holden

- Ms. Holden thanked the Boys and Girls Club for getting the middle school club started this year. We really appreciate their work with our students.
- Ms. Holden gave a big thank you to Derek Rodman, who took over as Athletic Director this year. Derek is doing a great job and we have had a successful athletic program.
- Back to school night was a success! We had a great turn out. Thank you to Erika Ochoa for all her efforts to organize the event.
- Ms. Holden gave a shout out to Joe Zavala for his help with teaching us how to use our communication system and how to use the tools that are available to us.

OHES Principal Brandon Hammond

- Mr. Hammond shared a story about his opportunity to be introduced to pear picking. Mr. Hammond connected his pear packing experience with the need for family support and how this was accomplished through the Fall Family Night and Self-Manager program at the school. About 147 students attended the Fall Family Night, which is about 49% of the students. Families make it

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possible for us to do the work that we do. One of the goals that our Family Engagement Team has is to have 100% of our families attend at least one of the family engagement meetings.

- We are revising the PTA and the parents have been phenomenal. Mr. Hammond is so grateful for all they do.
- We have a self-manager program at OES and we invited parents to come and see their students receive the self-manager award.

TES Principal Heather Lowe-Rogers

- Our Fall Family Night went really well! Mrs. Lowe-Rogers gave a shout out to Fire District 5 for grilling burgers and hotdogs, and to our PTA and amazing staff for all the work that went into planning and pulling off the fantastic event.
- Yesterday was our second round of leadership team meetings, which went exceptionally well.
- We had our school-wide vision screenings and we had about 20% of our students who were flagged for needing another round. Mrs. Lowe-Rogers gave a shout out to the Lions Club for providing that service to our families and to Nurse Carrie McDonald for organizing the screenings.
- In collaboration with our PTA, we are gearing up for a really spirited float and hopefully a lot of participation.
- Mrs. Lowe-Rogers shared that their enrollment has been up by about 28 students from the beginning of the year.

PES Principal Shawna Schleif (shared by Heather Lowe-Rogers)

- Family Night was amazing. We received great feedback from our families. About 50% of the families showed up for the event and we are looking forward to expanding that participation rate.
- Mrs. Schleif gave a shout out to Heidi Roberts for organizing the walk-to-school event. The kids loved it.
- Thank you to Amy Honts and Tessa from Sodexo for helping to feed the families on Family Night. The fire crew also came to help grill and Mrs. Schleif gave a shout out to Brian Bolstad for his help with grilling also.

Amy Honts of Sodexo

- Ms. Honts thanked the principals for allowing Sodexo to be part of the Family Nights. It is great to be on site and meet the families.
- Food Service just received notice that they were awarded to join FFVP (Fresh Fruit and Vegetable Program) at TES and OHES starting October 17. We will then have our mid-morning elementary snack at all of our elementary schools.
- Ms. Honts gave a shout out to Jon McCalip for creating an office space for her at the high school so she could move on site.

Director Sara Crawford gave a shout out to John Barber, who is the new culinary arts teacher, and to Dave Ehrhardt for suggesting that the culinary arts students cook the burgers at the BBQ at the football games.

Director Rebecca Weathers attended the back-to-school BBQ and family engagement night at TES and it was amazing. Ms. Weathers enjoyed the learning she received through the breakout sessions. Mrs. Weathers gave a shout out to Zach Boyd at TES for helping one of her children.

C. **Citizen Comments**

There were no citizen comments.

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D. **Superintendent Report**

- Supt. Barry said that he, Jon McCalip and Sergeant Lehman met with the City of Talent representatives and some from the state on Safe Routes to Schools. The City of Talent applied for a grant to do some planning around this. We are looking forward to a year of study on how we can improve, receiving data on what projects we want to focus on, and identifying funding sources so we can get that done.
- Part of Supt. Barry's goal this year is to continue to reshape how we serve students and families. Supt. Barry shared that we have brought on some new staff members, and presented the board with district office administration and district office support staff organizational charts to provide some clarity on roles.
- ATI provided a letter to the board of their intent to renew their Charter Agreement, which is up for renewal this year (2023). It is also time for their annual site visit, so please let Supt. Barry know if you are interested in joining them for the annual site visit.
- Supt. Barry referred to the memo regarding the UGB for Colver Road. Jay Harlan of CSA Planning provided the status update. Supt. Barry spoke about the frustration with the lack of urgency from the municipalities and that the timeline is taking so long.
- Supt. Barry referred to a contract for bargaining support for an additional attorney to use for bargaining purposes. Jessica Hamlin has been interviewing several different firms and we have received some good information from both. We hope to have the new firm on board soon.

E. **Consent Agenda**

On motion by Director Sara Crawford and seconded by Director Nancy McKinnis to approve the consent agenda. Hearing no objections, the consent agenda was approved as presented.

1. Approval of Agenda
2. Approval of Minutes from 9/15/2022 and 9/22/22
3. Personnel Report

F. **Action Items**

G. **Information and Discussion**

G.1. **Facilities/Bond Update**

Jon McCalip said that the maintenance crew got many projects done during the summer. The TES playground was a huge success and was finished in time for the start of school. We have completed a small remodel at the district office.

One of the goals this year was to increase efficiency. We have implemented a new event manager program as well as a new volunteer and visitor check-in program called RAPTER.

Prior to the start of school, Mr. McCalip went over the work ticket system with staff. Of the 590 tickets submitted last month, 85% of those were completed within the first week. Mr. McCalip gave kudos to all of his staff for their hard work.

G.2. **Financial Update**

Supt. Barry said that we would have a financial report at the next meeting. Supt. Barry shared that we have now received the ADM security funding from the state for 21-22. There is a short window to spend the money, so we will need to utilize those funds wisely. In addition to the state school fund, it also includes funds from the Student Investment Account and High School Success.

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G.3. **Legislative / OSBA Update**

Vice Chair Watson reminded members that the OSBA Legislative Roadshow is on Monday, October 24. Please let Denise know if you plan to attend.

Vice Chair Watson recently attended the OSBA and PACE meetings. The Rural Schools Committee was a topic and we are still working on the definition of a rural school. Mrs. Watson believes the definition will be density based on the population of the district and on the size of the district.

Director Sara Crawford and Vice Chair Dawn Watson are working on getting a Legislative Summit for Southern Oregon together.

G.4. **Equity, Diversity, & Inclusion**

Supt. Barry thanked Kelly Soter, Director of Equity and Community Care, for her work in the first few months. It has been amazing.

Supt. Barry shared that our new Educational Equity Advisory Committee is in the final stages of selecting its diverse group of members including staff, students, and parents.

The committee is the result of Senate Bill 732 and the legislative intent is to allow students that are unrepresented to have a voice at the table and allow them to discuss their experiences with district officials. The committee is very diverse and has representation from all of our demographics from all of our schools.

G.5. **State Report Cards**

Supt. Barry said that scores were been down statewide after the last couple of years. It gives us some data as a baseline to be able to move forward with our instructional engagement of our students and families.

G.6. **Inter-District Transfer Report**

Supt. Barry spoke about where the transfers were going and coming from.

G.7. **JAB Discussion**

Vice Chair Watson said that she, Chair Campbell and Supt. Barry spoke about the logistics of the JAB (Joint Administrative Board) meeting. There was discussion about how and where we wanted to have the meeting. Supt. Barry suggested that next year, when creating the Board Meeting Calendar, we go to different schools all in a row rather than having two each month at one school. It was agreed to have this year's JAB meeting like we have in the past, having all schools share at one meeting and then, after next year's calendar has been established, we can have the meetings individually at each school.

G.8. **Recess** from 6:55 - 7:05 p.m.

G.9. **Division 22 Standards & Compliance**

Supt. Barry shared that there would be a **PUBLIC Meeting** at the October 20 meeting for a report on our Division 22 Standards and Compliance. We will be reporting on last year's standards. We have a binder available at the district office should anyone want to view the documents.

G.10. **Board Policy IGBAF - Special Education - Individualized Education Program (IEP)**

The only item changed to this policy is the addition of a legal reference. There were no questions, discussion, or comments on this policy. This policy will be in the consent agenda at the next meeting.

G.11. **Board Policy IGBAF-AR - Special Education - Individualized Education Program (IEP)**

This AR will be an action item on the next agenda as all Special Education AR's need board approval. There were no questions, discussion, or comments on this policy.

G.12. **Board Policy IGBB - Talented and Gifted Program and/or Services**

There were no questions, discussion, or comments on this policy.

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G.13. **Board Policy IGBB-AR - Complaints Regarding the Talented and Gifted Program and/or Services**
There were no questions, discussion, or comments on this policy.

G.14. **Board Policy IGBBA - Talented and Gifted Students - Identification**
Supt. Barry said that we now have TAG & 504 coordinators at each building. There were no other questions or comments on this policy.

G.15. **Board Policy IGBBA-AR - Appeal Procedure for Talented & Gifted Student Identification & Placement**
There were no questions, discussion, or comments on this policy.

G.16. **Board Policy IGBBC - Talented and Gifted - Programs and Services**
There were no questions, discussion, or comments on this policy.

G.17. **Board Policy IGBBC-AR - Complaints Regarding the Talented and Gifted Program**
This AR is recommended for deletion as it has been recoded to IGBB-AR. There were no questions, discussion, or comments on this policy.

G.18. **Homecoming**
Vice Chair Watson shared information about the homecoming parade. Supt. Barry will drive his truck and those board members that wish to be in the parade can let Brent know.
You will need to be here before 5:00 p.m. and meet in front of the high school.

H. **Review of the Next Meeting Agenda**
A question was asked about the program report that we normally have with students during daytime meetings. The omission was an oversight, so it was decided to have the student program report and to defer the board policies that were included under information and discussion to the following meeting.

I. **Adjournment**
The meeting adjourned at 7:15 p.m.

_____

Michael Campbell, Chair

_____

Brent Barry, Superintendent

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Phoenix-Talent Schools District 4

Code: IGBAF
Adopted: 10/03/13
Revised/Readopted 8/11/22

Special Education - Individualized Education Program (IEP)**

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through 21 years of age, including those who attend a public charter school located in the district, are placed in or referred to a private school or facility by the district; or receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation including but not limited to, individual or conference telephone calls or individual meetings.

END OF POLICY

Legal Reference(s):

ORS 343.151
ORS 343.155

OAR 581-015-2000
OAR 581-015-2190
OAR 581-015-2195
OAR 581-015-2200
OAR 581-015-2205
OAR 581-015-2210
OAR 581-015-2215
OAR 581-015-2220
OAR 581-015-2225
OAR 581-015-2229
OAR 581-015-2230
OAR 581-015-2235
OAR 581-015-2055
OAR 581-015-2600
OAR 581-015-2065
OAR 581-015-2265

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 to -300.6, 300.22 to -300.24, 300.34, 300.43, 300.105 to -106, 300.112, 320.325, 300.328, 300.501 (2012).

Phoenix-Talent Schools District 4

Code: **IGBBC**
Adopted: 9/19/19
Revised/Readopted 8/11/22

Talented and Gifted – Programs and Services**

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist which restrict a student's access to appropriate services and will develop program and service options. These options may include, but are not limited to, the following:

1. Early Entrance;
2. Grade Skipping;
3. Ungraded/Multi-age Classes;
4. Cluster Grouping in Regular Classes;
5. Continuous Progress;
6. Cross Grade Grouping;
7. Compacted/Fast-Paced Curriculum;
8. Special Full- or Part-Time Classes;
9. Advanced Placement Classes;
10. Honors Classes;
11. Block Classes;
12. Independent Study;
13. Credit by Examination;
14. Concurrent Enrollment;
15. Mentorship/Internship;
16. Academic Competitions;
17. Magnet Programs/Schools.

DELETE

The Board has established an appeal process for a parent or guardian to utilize if they are dissatisfied with the programs and services recommended for their student that has been identified as talented and gifted, and wish to request reconsideration. The appeal process is identified in administrative regulation IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement.

The Board has established a complaint procedure to utilize if a person who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted. This complaint procedure, IGBBC-AR - Complaints Regarding the Talented and Gifted Program, is available at the district's administrative office and on the home page of the district's website. The complainant may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of these OARs upon request.

END OF POLICY

Legal Reference(s):

OAR 581-022-2325
OAR 581-022-2330
OAR 581-022-2370
OAR 581-022-2500

DELETE

Phoenix-Talent Schools District 4

Code: **IGBBC-AR**
Revised/Reviewed: 9/18/19; 8/11/22

Complaints Regarding the Talented and Gifted Program

(This AR has been recoded to IGBB-AR. Please see the newer version with file name IGBB R G1.)

The following procedure will be utilized when complaints arise regarding the district's talented and gifted programs and services ("TAG").

All complaints regarding TAG will be reported to the superintendent. The complainant will be given the Talented and Gifted Standards Complaint Form which must be filled out and submitted to the superintendent's office before further consideration can be given to the complaint.

1. Upon receipt of a TAG complaint, the superintendent shall arrange for a review committee consisting of the TAG coordinator/teacher, the program supervisor, a counselor and a school psychologist.

2. The review committee shall meet within two working days of when the superintendent received the written complaint and review all pertinent information. A recommendation from the review committee will be submitted to the superintendent within 10 working days of receiving the original complaint.

   The review committee may recommend that:

   a. The programs or services are appropriate; or
   b. The programs or services are not appropriate.

   The superintendent shall report the recommendations of the review committee to the Board at the next regularly scheduled Board meeting.

3. After consideration of the recommendations, if any, issued by the review committee the Board will issue a decision within 20 days of the Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. The Board's final decision will be issued in writing or electronic form.

If the complainant, who is a student, a parent or guardian of a student who attends school in the district, or a person who resides in the district, remains dissatisfied and has exhausted local procedures, may appeal[1] the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

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[1] An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

PHOENIX-TALENT SCHOOLS
401 West 4th Street
Phoenix, OR 97535
TALENTED AND GIFTED STANDARDS COMPLAINT FORM

DELETE

Name _____

Address _____

Phone (Daytime) _____ (Evenings) _____

Date of Complaint _____

1. What is the nature of your complaint? _____

2. What is the district currently doing? _____

3. In your opinion, in what way is this situation a violation of state standards?

4. What do you feel the district should be doing? _____

5. Other pertinent comments _____

Signature: _____

Phoenix-Talent Schools District 4

Code: IGBAF-AR
Adopted: 2/07/08
Revised/Readopted: 8/11/22
Orig. Code(s): IGBAF-AR

Special Education - Individualized Education Program (IEP)**

1. General IEP Information

   a. The district ensures that an IEP is in effect for each eligible student:

      (1) Before special education and related services are provided to a student;
      (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
      (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.

   b. The district uses:

      (1) The Oregon standard IEP; or
      (2) An IEP form that has been approved by the Oregon Department of Education.

   c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
   d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
   e. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
   f. The district ensures that each teacher and service provider is informed of:

      (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
      (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

      The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

   g. The district provides a copy of the IEP to the parents at no cost.

2. IEP Meetings

   a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.

b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s), the student's anticipated needs, or the need to address other matters.
d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

a. The district's IEP team members include the following:

(1) The student's parent(s);
(2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
(3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
(4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
(5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources and be able to ensure that all services identified in the IEP can be delivered;
(6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
(7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.

b. Student participation:

(1) Whenever appropriate, the student with a disability is a member of the team.
(2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
(3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the

district will take other steps to consider the student's preferences and interests in developing the IEP.

c. Participation by other agencies:

(1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
(2) If the district refers or places a student in an education service district, state-operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

4. Agreement for Nonattendance and Excusal

a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:

(1) The parent and the district consent in writing to the excusal;
(2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
(3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
b. The district ensures that IEPs for each eligible student includes:

(1) A statement of the student's present levels of academic achievement and functional performance that:

(a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
(b) Describes the results of any evaluations conducted, including functional and developmental information;
(c) Is written in language that is understood by all IEP team members, including parents;
(d) Is clearly linked to each annual goal statement;
(e) Includes a description of benchmarks or short-term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.

(2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short-term objectives. The goals and, if appropriate, objectives:

(a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students;
(b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
(c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.

(3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:

(a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
(b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.

(4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
(5) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.

(a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
(b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.

(6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

6. Individualized COVID-19 Recovery Services[1]

Individualized COVID-19 Recovery Services are defined as those services determined necessary for eligible students based on the unique needs that arise from their disability due to the impact of the COVID-19 pandemic, which may include but are not limited to:

[1] The requirements of this section are in effect until July 1, 2023 unless extended by the State Board of Education.

a. Special education and related services;
b. Supplementary aides and services;
c. Additional or intensified instruction;
d. Social emotional learning support; and
e. Peer or adult support.

The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.

a. IEP teams shall consider the impact COVID-19 on the eligible student's ability to engage in their education, develop and re-establish social connections with peers and school personnel, and adapt to the structure of in-person learning.
b. For initial IEPs, IEP teams shall also review the impact of COVID-19 on the eligible student's initial evaluation timeline and eligibility determination in considering the need for Individualized COVID-19 Recovery Services.
c. For annual reviews, IEP teams shall also consider the impact of COVID-19 on the implementation of the eligible student's IEP considering the need for Individualized COVID-19 Recovery Services.

Any member of the IEP team, including parents and eligible students, may request that the IEP team meet to review the need for Individualized COVID-19 Recovery Services at any time.

a. IEP teams are not required to meet more than once annually to consider the need for Individualized COVID-19 Recovery Services unless updated information indicates the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.
b. IEP teams that considered the need for Individualized COVID-19 Recovery Services at an initial IEP or annual review meeting on or after June 24, 2021 shall review the need for Individualized COVID-19 Recovery Services at the next annual review, but are not required to do so before then unless the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.

When Individualized COVID-19 Recovery Services are recommended, the eligible student's IEP must be updated to reflect the recommendation.

The district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID-19 Recovery Services.

After each determination is made, the district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services. This notice shall include the following documentation:

a. A statement of the Individualized COVID-19 Recovery Services recommended based on the meaningful input of all IEP team members, including parents and eligible students, as appropriate;
b. The projected dates for initiation and duration of Individualized COVID-19 Recovery Services

c. The anticipated frequency, amount, location, and provider of the services described in item a. above and whether these services are being provided within the standard instructional day for the eligible student.

If the district and parent hold an IEP meeting to discuss the need for Individualized COVID-19 Recovery Services and do not reach an agreement regarding such services, the district and parent may request a Facilitated IEP meeting. If the district and the parent choose to participate in a Facilitated IEP meeting, the district shall notify ODE.

Nothing in this section shall affect or otherwise alter a parent's right to seek mediation under OAR 581-015-2335, request a due process hearing under OAR 581-015-2345, a complaint under OAR 581-015-2030, or other parental rights under the procedural safeguards.

Nothing in this section relieves the district of its duty to create an appropriate IEP for every eligible student, regardless of whether the eligible student requires Individualized COVID-19 Recovery Services.

7. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

a. The district and the parent record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a revised copy of the IEP with the changes incorporated.

8. IEP Team Considerations and Special Factors

a. In developing, reviewing and revising the IEP, the IEP team considers:

(1) The strengths of the student and concerns of the parent for enhancing the education of the student;
(2) The results of the initial or most recent evaluation of the student;
(3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
(4) The academic, developmental and functional needs of the child.

b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:

(1) The communication needs of the student; and
(2) The need for assistive technology services and/or devices.

c. As appropriate, the IEP team also considers the following special factors:

(1) For a student whose behavior impedes their learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
(2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
(3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
(4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
(5) If a student is deaf, deafblind, or hard~~heard~~ of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
(6) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).

d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:

(1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)), and updated annually thereafter, the IEP must include:

(a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training education, employment[2], and where appropriate, independent living skills; and
(b) The transition services (including courses of study) needed to assist the student in reaching those goals.

Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule (OAR) 411-345-0020. Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).

(2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the

[2] ~~Regarding employment planning. The parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule 441-345-0020. Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).~~

district has informed the student that all procedural rights will transfer at the age of majority; and

(3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.

e. To promote self-determination and independence, the district shall provide~~providing~~ the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

9. Incarcerated Youth

a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:

(1) Participation of students with disabilities in state and districtwide assessment; and

(2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.

b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

10. Extended School Year Services

a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide FAPE.

b. ESY services are:

(1) Provided to a student with a disability in addition to the services provided during the typical school year;

(2) Identified in the student's IEP; and

(3) Provided at no cost to the parent.

c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.

d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.

e. The district's criteria for determining the need for extended school year services include:

(1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or

(2) If no documented evidence, on predictions according to the professional judgment of the team.

f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.

g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

11. Assistive Technology

a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services or supplementary aids and services.

b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student's home or in other settings if the student's IEP team determines that the student needs access to those devices to receive FAPE.~~a free appropriate public education.~~ In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

12. Transfer Students

a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student's parents) provides FAPE~~a free appropriate public education~~ to the student (including services comparable to those described in the student's IEP from the previous district), until the district either:

(1) Adopts the student's IEP from the previous district; or
(2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student's parents, will provide FAPE~~a free appropriate public education~~ to the student, including services comparable to those described in the student's IEP from the previous district, until the district:

(1) Conducts an initial evaluation (if determined necessary by the district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in the OARs~~Oregon Administrative Rules~~.
(2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
(3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

Phoenix-Talent Schools District 4

Code: IGBB
Adopted: 8/24/95
Revised/Readopted: 8/11/22
Orig. Code(s): IGBB

Talented and Gifted Program and/or Services**

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of students identified as talented and gifted ~~students~~. Talented and gifted students ~~are those who have been identified as academically talented and/or intellectually gifted~~ demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability.

The Board directs the superintendent to develop a process for ~~written~~ identification of ~~process for identifying academically~~ talented and ~~intellectually~~ gifted students in grades K through 12. **[**(See Board policy IGBBA – Talented and Gifted Students – Identification**)**]**

~~A written plan shall be developed that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students and provides an opportunity for the student's parents to discuss with the district the programs and services available to the student and to provide input on the programs and services to be made available to the student.~~

The district will develop a written plan of instruction for talented and gifted students**[** in accordance with law.**] [**that:

1. Includes a statement of the district policy on the education of talented and gifted students (this policy);

2. Identifies and assesses special talented and gifted programs and services available in the district;

3. States goals related to providing such programs and services, including timelines for achievement;

4. Describes the programs and services intended to accomplish stated goals;

5. Describes how the district provides parents an opportunity to discuss and to provide input on programs and services for their child;

6. Describes how the district will evaluate progress of the plan; and

7. States the name and contact information for the district's talented and gifted coordinator.[1] **]**

[The district shall submit such plan to the Oregon Department of Education (ODE) as directed.**]**

[1] For the list of complete requirements of the plan, see ORS 343.397(1).

[The plan will be provided at the school or the district office, when requested, and will be published on the district's website. The district website shall ~~also~~ provide the name and contact information of the district's coordinator of special education and programs for talented and gifted.**]** **[**The district will annually report the name and contact information of the district's TAG coordinator to ODE.**]**

[The district may also identify and provide programs for students who demonstrate outstanding ability or potential in creative ability in using original or nontraditional methods in thinking and producing; leadership ability in motivating the performance of others in educational or noneducational settings; and/or ability in the visual or performing arts, such as dance, music or art.**]**

Complaints regarding programs and/or services can be filed in accordance with Board Policy KL – Public Complaints, beginning at Step 2. The superintendent or designee may choose **[**to convene a committee in making a decision.**]** OR **[**the procedure in the accompanying administrative regulation, IGBB-AR - Complaints Regarding the Talented and Gifted Program and/or Services.**]**

END OF POLICY

Legal Reference(s):

ORS 343.391 - 343.401	OAR 581-022-2325	OAR 581-022-2370
ORS 343.407 - 343.413	OAR 581-022-2330	OAR 581-022-2500

Phoenix-Talent Schools District 4

Code: **IGBB-AR**
Revised/Reviewed:

Complaints Regarding the Talented and Gifted Program and/or Services

(Same as what was IGBBC-AR)

The following procedure will be utilized when complaints arise regarding the district's talented and gifted programs and services ("TAG").

All complaints regarding TAG will be reported to the superintendent. A form is available, but not required. The superintendent may use the form to document and gather relevant information.

1. Upon receipt of a TAG complaint, the superintendent shall arrange for a review committee consisting of the TAG coordinator/teacher, the program supervisor, a counselor and a school psychologist.

2. The review committee shall meet within two working days of when the complaint was received and review all pertinent information.

   The review committee may recommend that:

   a. The programs or services are appropriate; or
   b. The programs or services are not appropriate.

   A recommendation from the review committee will be submitted to the ~~[~~superintendent~~]~~ within ~~[~~10~~]~~ working days of receiving the original complaint.

3. The superintendent shall review the committee's recommendation and make a decision. The superintendent will issue a decision within 10 working days of receiving the recommendation.

4. If dissatisfied with the superintendent's decision, the complainant may submit an appeal to the Board within five working days of receiving the decision. The Board will review the findings and conclusion to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. The Board's final decision will be issued in writing or electronic form and within 30 days of receiving the appeal.

If the complainant, who is a student, a parent or guardian of a student who attends school in the district, or a person who resides in the district, remains dissatisfied and has exhausted local procedures, may appeal[1] the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

Timelines may be extended upon written agreement between the district and the complainant.

[1] An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

PROPOSED

PHOENIX-TALENT SCHOOLS

401 West 4th Street
Phoenix, OR 97535

PROPOSED

TALENTED AND GIFTED PROGRAM AND/OR SERVICES COMPLAINT FORM

Name _____

Address _____

Phone (Daytime) _____ (Evenings) _____

Date of Complaint _____

1. What is the nature of your complaint? _____

_____

_____

2. What is the district currently doing? _____

_____

_____

3. In your opinion, in what way is this situation a violation of state standards?

_____

_____

_____

4. What do you feel the district should be doing? _____

_____

_____

5. Other pertinent comments _____

_____

_____

Signature: _____

Phoenix-Talent Schools District 4

Code: IGBBA
Adopted: 9/19/19
Revised/Readopted: 8/11/22
Orig. Code(s): IGBBA

Identification - Talented and Gifted Students**

In order to serve ~~academically~~ talented and ~~intellectually~~ gifted ("TAG") students in grades K through 12, the district directs the superintendent after due consideration of the input of staff, parents and the community to establish an~~a written~~ identification process.

This process of identification shall include at~~as~~ a minimum:

1. Use of ~~research based best~~evidence-based practices ~~to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged~~ that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.

~~2. Behavioral, learning and/or performance information.~~

~~3. A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.~~

~~4. A nationally standardized academic achievement test of reading or mathematics or a test of total English Language Arts/Literacy or total mathematics on the Smarter Balanced Assessment Consortium for assistance in identifying academically talented students.~~

~~5.~~2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student's identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.

~~6.~~3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:

   a. Students who are racially/ethnically diverse;
   b. Students experiencing disability;
   c. Students who are culturally and/or linguistically diverse;
   d. Students experiencing poverty; and
   e. Students experiencing high mobility.

~~7.~~4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.

~~8.~~5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team's decision and the procedures and data used by the team to make the decision.

The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

[The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a pattern or preponderance of evidence of talent or giftedness.**]**

[Academic evidence reviewed shall align to the full depth, breadth, and complexity of Oregon's content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.**]**

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student's assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time.

~~Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified.~~

If a parent is dissatisfied with the identification process or placement of their student, they may ~~appeal the decision through Board policy KL - Public Complaints~~submit an appeal through the accompanying administrative regulation, IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement**.

After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs~~OARS~~ upon request.

END OF POLICY

Legal Reference(s):

ORS 343.395	ORS 343.411	OAR 581-022-2330
ORS 343.407	OAR 581-021-0030	OAR 581-022-2370
ORS 343.409	OAR 581-022-2325	OAR 581-022-2500

~~**Cross Reference(s):**~~

~~IGBBC - Talented and Gifted - Programs and Services~~

Corrected 10/18/22

Phoenix-Talent Schools District 4

Code: IGBBA-AR
Revised/Reviewed: 9/19/19; 8/11/22
Orig. Code(s): IGBBA-AR

Appeal Procedure for Talented and Gifted Student Identification and Placement**

The Board has established an appeal process for a parent to utilize if they are dissatisfied with the identification process and/or placement of their student in the district program for talented and gifted (TAG) students, and wish to request reconsideration. The district's desire and intent is to reach satisfactory solutions during the informal process:

Informal Process

1. A parent will contact the district's TAG coordinator to request reconsideration.

2. The TAG coordinator will confer or meet with the parent, and may include any additional appropriate persons (e.g., principal, counselor, teacher, etc.), within five school days of the request. Information pertinent to the selection or placement will be shared.

3. If an agreement cannot be reached, the parent may initiate the Formal Process.

Formal Process

1. A parent shall submit a written request for reconsideration of the identification and/or placement to the program supervisor within five working days of the conference identified above.

2. The program supervisor shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment to the TAG coordinator.

3. The TAG coordinator and other appropriate administrator shall review the student's file and earlier decisions within 10 working days of the original request presented in the previous step. Additional data may be gathered to support or change the earlier decision. The parent may be provided an opportunity to present additional evidence.

   If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures.

4. A decision will be made by the program supervisor within 20 working days after receipt of the written request for reconsideration from the parent. The parent shall be notified of the decision in writing and the decision shall be forwarded to the superintendent.

5. The decision may be appealed to the Board through Board policy KL – Public~~procedures found in IGBBC-AR –~~ Complaints ~~Regarding the Talented~~ and may begin at Step 3~~Gifted Program~~.

6. If the parent is still dissatisfied, the parent may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

Corrected 10/18/22

Phoenix-Talent Schools

Facility Maintenance Newsletter

October 2022

In This Issue

- Talent Elementary Playground
- District Office remodel
- Talent Middle School Irrigation
- Event Manager
- Raptor
- Contact Us

Jon.mccalip@phoenix.k12.or.us

We have a new HVAC technician coming on board 10/24/22. Please welcome Skylar Elmore when you see him.

Talent Elementary gets a much-needed playground upgrade

The District used ESSER2 funds to upgrade the Talent Elementary playground. New swing sets and lots of new interactive equipment to promote strength, dexterity and balance.

The District Office got a small remodel and furniture upgrade

Over the summer the District Office underwent a small remodel to enhance the workspace, make it more flexible and increase ergonomics.

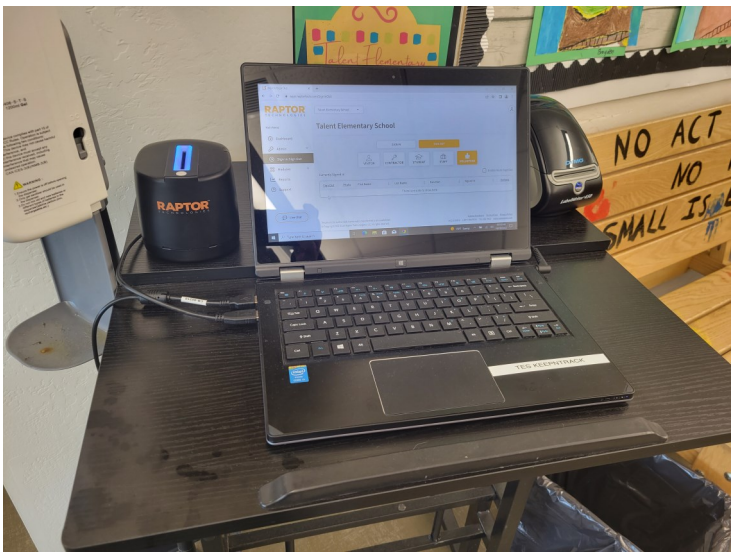
Talent Middle School irrigation project

Talent Middle school irrigation was connected to the city water this year to keep the football/soccer field usable when we have drought conditions and cannot use TID water. We still use TID when available, but we now have options to keep the field alive.

Event Manager calendar

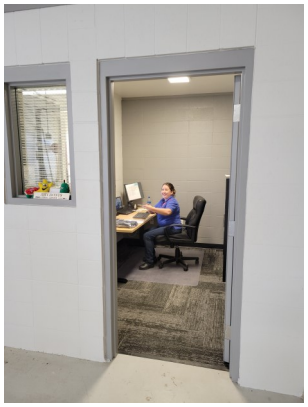
The new site is up and running and you can reach it through the Facilities tab on the District website. We still have some adjustments to make to make it even more functional and user friendly.

Raptor visitor/ volunteer check-in



This year we installed the Raptor Visitor/ Volunteer check in stations at all school locations. The system is very easy to use, and checks the national sex offender registry every time someone checks in to the school. We are also doing all volunteer background checks through Raptor which has really streamlined the process. In prior years volunteers would fill out a paper sheet and a District employee would then enter all of the data into the system to run the background. Now there is a link on the Facilities page that allows volunteers to enter their information directly, where it is reviewed and then automatically approved when the background information comes back. The new system also sends reminders to volunteers when it is time to renew their background check which is done every two years.

Here are a few stats from the start of the school year to today (10/19/2022): 288 Visitors to our schools;199 Background checks; 69 volunteers have worked at the schools; 110 hours at TES; 120 hours at PES; 54 hours at TMS; and 31 hours at OHES.



Sodexo gets a new office in the Facilities building

Sodexo moved into the Facilities building this month. The Sodexo staff has needed a space for its administration for a while now and the new Facilities building happened to have some room to accommodate them. This means that Sodexo general manager and nutrition specialist Amy Honts will be closer to the District facilities and able to respond quicker.

PHOENIX-TALENT SCHOOLS

EXCELLENCE for EVERYONE

Regular Board Meeting - 6:00 PM
Thursday, November 3, 2022
In-Person at Talent Middle School
https://us02web.zoom.us/j/85687357060?pwd=NE1CUGZkNXpqdmxZR1NHZTJKa0Y3QT09
Password: 337426

AGENDA

A. Call to Order

B. Accentuate the Positive

C. Citizen Comments

D. Superintendent Report

E. Consent Agenda
   1. Approval of Agenda
   2. Approval of Minutes from 10/20/2022
   3. Personnel Report

F. Action Items

G. Information and Discussion
   1. Facilities/Bond Update
   2. Financial Update
   3. Legislative / OSBA Update
   4. Equity, Diversity, & Inclusion
   5. **Recess**
   6. Board Policy IGDJ - Interscholastic Activities
   7. Board Policy IGBHE - Expanded Options Program
   8. Board Policy IKF – Graduation Requirements
   9. Board Policy GCDA/GDDA-AR - Criminal Records Checks and Fingerprinting

H. Review of the Next Meeting Agenda

I. Adjournment

Phoenix-Talent School District #4 is an Equal Opportunity Employer and, in accordance with Federal and State Legislation, does not discriminate on the basis of race, sex, religion, age, national origin, or marital status, physical or mental disability in employment practices or education programs. **If you need special accommodations for language interpretation or because of a disability**, please contact the District Office Executive Assistant two days prior to meeting at 541-535-1511 Voice/TD.

DRAFT