



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 Español

Minutas Español

AGENDA

- A. **Call to Order**
- B. **Accentuate the Positive**
- C. **Student Representative Report**
- D. **Citizen Comments**
- E. **Superintendent Report**
- F. **Consent Agenda**
 - 1. Approval of Agenda
 - 2. Approval of Minutes from 10/20/2022
 - 3. Personnel Report
- G. **Action Items**
- H. **Information and Discussion**
 - 1. **Facilities/Bond Update**
 - 2. **Financial Update**
 - 3. **Legislative / OSBA Update**
 - 4. **Equity, Diversity, & Inclusion**
 - 5. **Recess**
 - 6. **Board Policy GCDA/GDDA-AR - Criminal Records Checks and Fingerprinting**
 - 7. **Board Policy GCQB - Research**
 - 8. **Board Policy GDA - Instructional Assistants**
 - 9. **Board Policy IGBHE - Expanded Options Program**
 - 10. **Board Policy IGDJ - Interscholastic Activities**
 - 11. **Board Policy IKF - Graduation Requirements**
- I. **Review of the Next Meeting Agenda**
- J. **Adjournment**

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PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting
Thursday, October 20, 2022 10:00 AM Pacific

Phoenix High School
745 North Rose Street
Phoenix, OR 97535

A. Call to Order

A.1. **PUBLIC MEETING** for Division 22 Standards & Compliance
The Public Meeting opened at 10:02 a.m.

Supt. Barry provided a PowerPoint presentation explaining the Division 22 Standards and Assurances and a copy of the 2021-2022 school year report on compliance for the district.

After Supt. Barry completed his portion of the meeting, Chair Campbell asked if there was anyone in person or attending virtually who would like to make a comment. There were no public comments, so the public meeting closed at 10:06 a.m.

The regular board meeting opened at 10:06 a.m.

B. Accentuate the Positive

PHS Asst. Principal and Athletic Director Dave Ehrhardt shared the following:

- We had an amazing homecoming week thanks in part to our amazing students and staff. It was fun to have the parade again after three years.
- This is the final week for athletics for some of our sports, so we are finishing up and honoring our seniors.
- Progress reports were sent out so we have some students refocusing their efforts.
- We just had our student of the month celebration in the theatre.
- Last Saturday we had our Hall of Fame banquet and had about 120 people in attendance. That was the first time since 2014 that we were able to have that event.
- Asst. Principal Kent Valier said that it was a pleasure to be part of the parade and he thanked Breeze Chapman and other community members for their work on the parade. All three of the elementary schools had a float in the parade.

TMS Principal Katherine Holden

- We had a successful Latino parents' night on Tuesday evening that Erica Ochoa helped organize. We had over 35 families represented who joined us for dinner and there was a lot of community building.
- Ms. Holden recognized the bilingual staff who attended and helped welcome our families: Erika Ochoa, Felipe Reyes, Jackie Webber, Mayra Gutierrez, Jessica Morgan, and Diana Martinez.
- Our instructional coach, Jamar Boyd, led a great staff meeting late Tuesday afternoon. It was a positive experience and we worked on our staff charter, which was a great opportunity to work on ways in how we can support one another and make for a warm, welcoming environment.
- We are getting our student recognition program going again. Our teachers just selected the students who will be receiving the shining star and rising star awards. The shining star award is for those students who are doing the right thing and the rising star award is for those students who show outstanding personal growth or improvement.

TES Principal Heather Lowe-Rogers

- Tomorrow is our annual Pink and Denim Day, along with our Fun Run.
- Mrs. Lowe-Rogers gave a special shout out to Karlie Richardson, our new PE teacher, for organizing the Fun Run.
- Mrs. Lowe-Rogers gave a shout out to Karinn Calhoun and Sara Burt for helping to check in and organize part of our shipment of the Amplify curriculum.
- We are having a Trunk or Treat event on Halloween starting at 1:00 p.m.
- Last week we had a day of in-service and Mrs. Lowe-Rogers thanked the district office for providing some good sessions.

OHES Principal Brandon Hammond - Mrs. Lowe-Rogers spoke on his behalf.

- Mr. Hammond asked Mrs. Lowe-Rogers to share a new concept that was learned during in-service which is structured play at recess. This concept is a way to teach kids how to strategically play a game and manage conflict. Mr. Hammond is looking forward to starting this program and working with more parent volunteers.

PES Principal Shawna Schleif

- Having the Amplify curriculum come in has lifted a big weight off people's shoulders. Mrs. Schleif thanked all of the media managers for their help with barcoding and other processes prior to use.
- PES started our Jog-a-thon this week. Mrs. Schleif gave a shout out to Heidi Roberts for organizing that.
- Mrs. Schleif thanked Joe Zavala for elevating all of the events with videos on social media.
- Mrs. Schleif said that Mali Wileman and Sallie Conners are our new HUGS Child Development Specialists. They have been instrumental in helping support students and staff. They help keep students regulated and work through challenging situations.
- Mrs. Schleif shared that Nuvia Pineda is our new family liaison and she is making great connections with our families. She has been making a positive impact on our PES family.

PTRA Principal Aaron Santi

- Our attendance is great so far this year. Our elementary attendance has been 100% since the beginning of the year. Overall, we are at 97%.
- We have a K-8th Field trip coming up to Pheasant Fields Farm on Friday the 28. There will be a hayride, a corn maze, and pumpkin picking.
- We expanded our Friday Art & Social Time for elementary students. It has expanded this year to include Science K-5 projects.
- A couple of weeks ago we grew crystals and this Friday we are making fossils.
- The Oregon Student Health Survey is coming up for our 6, 8, & 11 students district wide will be participating.

Amy Honts of Sodexo

- We started this week with the FFEP program at OES and TES. We are excited about getting the new fruits and vegetables out to the kids and letting them try new things.
- We have used up most of our pilot grant with our local farmers, including Fry Family Farms, Naumes pears, and JL Orchard apples, peaches and nectarines.

Director Polly Farrimond said the parade was fantastic and it was a great opportunity to see our community come together and to see all of our schools involved.

Chair Michael Campbell said it was great to see the community come together and to help make it possible.

C. Citizen Comments

There were no citizen comments.

D. Superintendent Report

- Supt. Barry said that it was an amazing week last week with homecoming and the entire staff.
- We so appreciate Dave Ehrhardt for all he does and the time he puts in to make sure kids have a great experience.
- Supt. Barry had lunch yesterday with the student representative candidates to explain the process and let them know what to expect. All the candidates that he met with were great and he looks forward to working with those that are selected to serve on the board this year.

E. Program Report - PHS Students

John Cornet's AP Government class attended the meeting and asked the board questions, which included:

1. How does the board make decisions when not all agree?
2. How often does the board meet to make changes to the curriculum?

E. Program Report - PHS Students (cont.)

3. What does the board do about negative reactions from students when decisions are made?
4. How does the board feel about adding more programs to the arts, which include drama, music, and theatre?
5. Where do funding sources come from for the district budget?
6. What is the process for new board members to be elected?
7. Since this is a new school, why is there not more parking and lockers?
8. How does the board decide on getting a new curriculum or keeping the same?
9. Does the board consider fund-raising opportunities for students to help increase the budget for facilities?

F. Consent Agenda

Director Sara Crawford moved and Vice Chair Dawn Watson seconded to approve the consent agenda. The consent agenda was approved.

- F.1. Approval of Agenda
- F.2. Approval of Minutes from 10/06/2022
- F.3. Personnel Report
- F.4. Board Policies IGBAF, IG BBC & IG BBC-AR

G. Action Items

G.1. Interview & Appoint Student Representatives to the Board

Chair Campbell asked the students to introduce themselves and say what they liked about school. The students who were present were Makaio Potts, Mae Woodward, Paityn Croy, Brianna Gaal, and MaKenna Rowenhorst.

The board introduced themselves and spoke a little about their role on the board.

Chair Campbell explained that as part of the application process, students were asked to pick a recent event at school and to interview a minimum of 10 students about that event and to share their results with the board.

Applicants shared their results with the board.

Director Sara Crawford asked the students how they would increase engagement and involvement and each student provided an answer.

After a short recess, the board selected MaKenna Rowenhorst, Brianna Gaal and Paityn Croy.

G.2. Recess

Recess was from 11:03 - 11:12

G.3. Board Policy IGBAF-AR Special Education - Individualized Education Program (IEP)

I move to adopt changes to Board Policy IGBAF-AR Special Education - Individualized Education Program (IEP) as presented. This motion, made by Sara Crawford and seconded by Polly Farrimond, Carried.

Rick Nagel: Absent, Michael Campbell: Yea, Sara Crawford: Yea, Polly Farrimond: Yea, Nancy McKinnis: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea
Yea: 6, Nay: 0, Absent: 1

G.4. Board Policy IG BB - Talented and Gifted Program and/or Services

I move to adopt changes to Board Policy IG BB Talented and Gifted Program and/or Services as presented. This motion, made by Polly Farrimond and seconded by Nancy McKinnis, Carried.

Rick Nagel: Absent, Michael Campbell: Yea, Sara Crawford: Yea, Polly Farrimond: Yea, Nancy McKinnis: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea
Yea: 6, Nay: 0, Absent: 1

G.5. Board Policy IG BB-AR - Complaints Regarding the Talented and Gifted Program and/or Services

I move to adopt changes to Board Policy IG BB - Talented and Gifted Program and/or Services as presented. This motion, made by Polly Farrimond and seconded by Sara Crawford, Carried.

Rick Nagel: Absent, Michael Campbell: Yea, Sara Crawford: Yea, Polly Farrimond: Yea, Nancy McKinnis: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea
Yea: 6, Nay: 0, Absent: 1

G.6. Board Policy IGBBA - Identification - Talented and Gifted Students

I move to adopt changes to Board Policy IGBBA - Identification - Talented and Gifted Students - as presented. This motion, made by Rebecca Weathers and seconded by Polly Farrimond, Carried.

Rick Nagel: Absent, Michael Campbell: Yea, Sara Crawford: Yea, Polly Farrimond: Yea, Nancy McKinnis: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea
Yea: 6, Nay: 0, Absent: 1

G.7. Board Policy IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement

I move to adopt changes to Board Policy IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement as presented. This motion, made by Sara Crawford and seconded by Dawn Watson, Carried.

Michael Campbell: Yea, Sara Crawford: Yea, Polly Farrimond: Yea, Nancy McKinnis: Yea, Rick Nagel: Absent, Dawn Watson: Yea, Rebecca Weathers: Yea
Yea: 6, Nay: 0, Absent: 1

H. Information and Discussion

H.1. Facilities/Bond Update

Jon McCalip shared the facilities newsletter with the board. Mr. McCalip said that we are taking the Bond Oversight Committee and the Colver Sports Park group and we are creating a new group that would be a facilities oversight group. This group would handle the remaining seismic projects; oversee facilities, the Colver Sports Park design and any future projects throughout the district. We had hoped to complete the seismic upgrade at TES next summer. However, after speaking with our consultant, they are suggesting that we wait until the summer of 2024 due to lack of materials and labor. We will proceed with getting an architect and an engineer on board so that we can start the design.

Supt. Barry said that we had a meeting last night about the Colver Road project and it is still in the process of getting dates set.

H.2. Financial Update

Supt. Barry shared information from the financial statement.

H.3. Legislative / OSBA Update

Vice Chair Watson reminded the board of the OSBA Roadshow on Monday.

H.4. Alameda Fire Update

There was no new information.

H.5. Audit Committee Appointment

Supt. Barry said that the audit committee would meet in December.

Chair Campbell volunteered to be on the committee and said that he would ask Director Nagel to attend also.

Vice Chair Watson will be a backup.

I. Review of the Next Meeting Agenda

J. Adjournment

The meeting adjourned at 12:20 p.m.

Michael Campbell, Chair

Brent Barry, Superintendent

Phoenix-Talent School District #4

Code: GCDA/GDDA-AR
Revised/Reviewed: 9/05/19; 6/16/22

Criminal Records Checks and Fingerprinting

Requirements

1. Any individual newly hired employee¹, whether full-time or part-time, and not requiring licensure under Oregon Revised Statute (ORS) 342.223 as a teacher, administrator, personnel specialist or school nurse, shall submit to a criminal records check and fingerprinting.
2. Any individual applying for reinstatement of an Oregon license with the Teacher Standards and Practices Commission (TSPC) that has lapsed for more than three years shall be required to undergo a criminal records check and fingerprinting with TSPC.
3. Any individual registering with the TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist shall be required to submit to a criminal records check and fingerprinting with TSPC.
4. Any individual hired as or by a contractor², whether part-time or full-time, into a position having direct, unsupervised contact with students as determined by the district shall be required to submit to a criminal records check and fingerprinting.

The superintendent will identify contractors who are subject to such requirements.

5. Any community college faculty member providing instruction at the site of an early childhood education program, a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day, shall be required to undergo a criminal records check and fingerprinting.
6. Any individual who is an employee of a public charter school not requiring licensure under ORS 342.223 shall be required to undergo a criminal records check and fingerprinting.
7. A volunteer allowed by the district into a position that has direct, unsupervised contact with students shall undergo an in-state criminal records check.
8. A volunteer allowed to have direct, unsupervised contact with students, into a volunteer position identified in Board policy³ by the district as requiring a fingerprint-based criminal records check, shall undergo a state criminal records check based on fingerprints.
9. A volunteer that is not likely to have direct, unsupervised contact with students will not be required to undergo an in-state criminal records check.

¹ Any individual hired within the last three months. A subject individual does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

² A person hired as or by a contractor and their employees may not be required to submit to fingerprinting until the contractor has been offered a contract by the district.

³ See policy GCDA/GDDA – Criminal Records Checks and Fingerprinting.

Exceptions

A newly hired employee⁴ is not subject to fingerprinting if:

1. ~~†~~The district has evidence on file that the ~~employee~~ **person** successfully completed a state and national criminal records check for a previous employer that was a school district or private school, and has not resided outside the state between the two periods of employment; **or**
2. ^{5}The Oregon Department of Education (ODE) determines the person:
 - a. Submitted to a criminal records check for the person's immediately previous employer, the employer is a school district or private school and the person has not lived outside this state between the two periods of employment;
 - b. Submitted to a criminal records check conducted by TSPC within the previous three years; or
 - c. Remained continuously licensed or registered with the TSPC.

Notification

1. The district will provide the following notification to individuals subject to criminal records checks and/or fingerprinting:
 - a. Such criminal records checks and/or fingerprinting are required by law or Board policy;
 - b. Any action resulting from such checks completed by the ~~Oregon Department of Education (ODE)~~ that impact employment, contract or volunteering may be appealed as a contested case to ODE;
 - c. All employment or contract offers or the ability to volunteer are contingent upon the results of such checks;
 - d. A refusal to consent to a required criminal records check and/or fingerprinting shall result in immediate termination from employment, contract status or the ability to volunteer in the district;
 - e. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts, or ODE forms (written or electronic) will result in immediate termination from employment or contract status;
 - f. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status;
 - g. A volunteer candidate who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number may result in immediate termination from the ability to volunteer in the district. The district may remove the volunteer from the position allowing direct, unsupervised contact with students.
2. The district will provide the written notice described above through means such as staff handbooks, employment applications, contracts or volunteer forms.

Processing and Reporting Procedures

1. Immediately following an offer and acceptance of employment or contract, an individual subject to criminal records checks and/or fingerprinting shall complete the appropriate forms authorizing such checks and report to an authorized fingerprinter as directed by the district. The district shall send

⁴ Any individual hired within the last three months.

⁵ {This revision to TSPC rules sunsets July 1, 2024.}

such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.

2. Fingerprints may be collected by one of the following:
 - a. Employing district staff;
 - b. Contracted agent of employing district; or
 - c. Local or state law enforcement agency.
3. To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter.
4. The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify ODE of the results. ODE will then review and notify the district of said results as well as the identity of any individual it believes has knowingly made a false statement as to conviction of a crime, has knowingly made a false statement as to conviction of any crime or has a conviction of a crime prohibiting employment, contract, or volunteering.
5. A copy of the fingerprinting results will be kept by the district.

Fees

1. Fees associated with criminal records checks and/or fingerprinting for individuals applying for employment with the district and not requiring licensure, including persons hired as or by contractors⁶, shall be paid by the individual.
2. An individual offered a contract or employment by the district may, only upon request, request that the amount of the fee be withheld from the amount otherwise due the individual in accordance with Oregon law.
3. Fees associated with required criminal records checks for volunteers shall be paid by the district.
4. Fees associated with a required fingerprinting for volunteers shall be paid by the individual.

Termination of Employment or Withdrawal of Employment/Contract Offer/Volunteer Status

1. A subject individual required to submit to a criminal records check and/or fingerprinting in accordance with law and/or Board policy will be terminated from employment or contract status, or withdrawal of offer of employment or contract will be made by the district upon:
 - a. Refusal to consent to a criminal records check and/or fingerprinting; or
 - b. Notification⁷ from the Superintendent of Public Instruction that the employee has a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number.

⁶ A person hired as or by a contractor and their employees may not be required to submit to fingerprinting until the contractor has been offered a contract by the district.

⁷ Prior to making a determination that results in this notification and opportunity for a hearing, the Superintendent of Public Instruction may cause an investigation pursuant to OAR 581-021-0511; involved parties shall cooperate with the investigation pursuant to law.

2. A subject individual will be terminated from employment or contract status upon notification from the Superintendent of Public Instruction that the employee has knowingly made a false statement as to the conviction of any crime.
3. Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.
4. A volunteer who refuses to submit, when required, to a criminal records check or a fingerprint-based criminal records check in accordance with law and/or Board policy will be denied such ability to volunteer in the district.
5. If the district has been notified by the Superintendent of Public Instruction that a volunteer knowingly made a false statement or has a conviction for any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number, the individual will be denied the ability to volunteer.
6. A volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form may be denied the ability to volunteer in the district.

Appeals

A subject individual may appeal a determination from ODE that prevents employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.

A volunteer may appeal a determination from a fingerprint-based criminal records checks by ODE that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.

Phoenix-Talent Schools District 4

Code: GCQB
Adopted: 12/09/93
Revised/Readopted: 6/16/22
Orig. Code(s): GCQB

Research

District staff Employees are encouraged to participate in research for the development and improvement of education. **Staff who propose** ~~If an employee plans to engage in a research, e.g., project during the workday or use district resources or students, either for study toward advanced work or for use in classroom instruction, using district resources or students, will submit a proposal to the approval must be secured from the superintendent for approval prior to commencing such research. If approved, and.~~ ~~If the study results in material or practices which may would be useful to other district staff, such will be reviewed by administration and may employees, it is recommended that it be made available for distribution throughout the district as determined by administration.~~ For the protection of all concerned, privacy rights of students or other individuals involved in **such** research ~~projects must be protected.~~

Research which is conducted by or for a nondistrict **individual or organization** ~~employee~~ must be approved by the superintendent or designee.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2022).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2022).

Corrected 10/18/22

Phoenix-Talent Schools District 4

Code: GDA
Adopted: 10/05/17
Revised/Readopted: 6/16/22
Orig. Code: GDA

Instructional Assistants

Instructional assistants shall be hired by the superintendent.

All instructional assistants¹ must:

1. Have a high school diploma or the equivalent;
2. Be at least 18 years of age or older; and
3. Have standards of moral character as required of teachers.

In addition to the above, instructional assistants providing translation services must have demonstrated proficiency and fluency, knowledge of and ability to provide accurate translations from a language other than English into English and from English into another language.

Instructional assistants² who work in Title IA programs and provide instructional support must have:

1. Completed at least two years of study at an institution of higher education; or
2. Obtained an associate's or higher degree; or
3. Met a rigorous standard of quality, and can demonstrate, through a formal state or local academic assessment or para-professional certificate program, knowledge of, and the ability to assist in instructing, as appropriate, reading/language arts, writing and mathematics or reading readiness, writing readiness and mathematics readiness.

¹ "Instructional assistant" means a classified school employee who does not require a license to teach, who is employed by a school district or education service district and whose assignment consists of and is limited to assisting a licensed teacher in accordance with the rules established by the TSPC.

² Instructional assistants may be assigned to: (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students while working under the direct supervision of a teacher. Instructional assistants may assume limited duties that are assigned to similar personnel who are not working in a program supported with Title IA funds, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

These requirements do not apply to an instructional assistant: (1) who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in Title IA programs by acting as a translator; or (2) whose duties consist solely of conducting parental involvement activities.

The district will not require individuals newly hired as Title IA instructional assistants who have met another district's academic assessment to meet the district's academic assessment standards.

The general responsibilities of an instructional assistant shall be outlined in a job description. The major responsibility shall be to assist the classroom teacher, specialist or supervisor **or related service provider** with instruction **and/or support**. The instructional assistants shall be under the supervision of the appropriately licensed classroom teachers, specialist or supervisor. Other supporting tasks may include, but are not limited to: clerical support, student control, personal care, translation or parent and family involvement activities and media center or computer laboratory support.

Instructional assistants shall not be used by the district or teacher as substitute teachers. The responsibility for classroom supervision remains with the teacher at all times.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 332.505](#)

[ORS 342.120](#)
[OAR 581-022-2400\(2\)](#)

[OAR 581-037-0005 - 0025](#)
[OAR 584-005-0005\(20\),\(28\)](#)

The Vietnam Era Veterans' Readjustment Assistance Act, 38 U.S.C. § 4212 (2018).

Title II of the Genetic Information Nondiscrimination Act, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2022).

Rehabilitation Act, 29 U.S.C. § 791, 793-794 (2018).

Corrected 10/18/22

Phoenix-Talent Schools District 4

Code: IGBHE
Adopted: 9/06/18
Revised/Readopted: 8/11/22
Orig. Code: IGBHE

Expanded Options Program**

The Board is committed to providing additional **educational** options to **eligible** students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program (EOP) will comply with all requirements of Oregon law (ORS 340) and give priority status to "at-risk" students.

Eligible Students

Eligible students may apply to take courses at an eligible post-secondary institution through the Expanded Options Program. A student is eligible for the EOP if they:

1. Are 16 years of age or older at the time of enrollment in a course under the EOP;
2. Are in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits to be in grade 11 or 12, but the district has allowed the student to participate in the program;
3. Have developed an educational learning plan;
4. Have not successfully completed the requirements for a high school diploma. A student who has graduated from high school may not participate; and
5. Are not ~~an~~ a foreign exchange student enrolled in a school under a cultural exchange program.

Student Notification

Prior to February 15 of each year, the district shall notify all high school students and the parent or guardian of students of the EOP for the following school year. The district will notify a transfer high school student, or a **student returning to high school after dropping out of school** ~~dropout~~, of the EOP if the student enrolls after the district has issued the February 15 notice. The district will notify a high school student who has officially expressed an intent to participate in the EOP, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.

It is a priority for the district to provide information about the EOP to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last-known address of the family of the student.

The notice must include the following:

1. Financial arrangements for tuition, textbooks, equipment and materials;

2. Available transportation services;
3. The effect of enrolling in the EOP on the student's ability to complete high school graduation requirements;
4. The consequences of failing or not completing a post-secondary course;
5. Notification that participation in the EOP is contingent on acceptance by an eligible post-secondary institution; **and**
6. District timelines affecting student eligibility and duplicate course determinations;
- ~~7. Exclusion of duplicate courses as determined by the district;~~
- ~~8. The process for a student to appeal the district's duplicate course determination to the Superintendent of Public Instruction or the Superintendent's designee under ORS 340.030;~~
- ~~9. Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full time in the resident high school.~~

Enrollment Process

Prior to May 15 of each year, a student who is interested in participating in the EOP shall notify the district of ~~the~~**their** intent to enroll in eligible post-secondary courses during the following school year. A high school transfer student or **a student returning to high school after dropping out of school**~~dropout~~ has 20 business days from the date of enrollment to indicate interest.

The district shall review with the student and the student's parent or guardian the student's current status toward meeting all state and district graduation requirements and the applicability of the proposed eligible post-secondary course to the remaining graduation requirements.

A student who intends to participate in the EOP shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent or guardian and a teacher or a counselor. The educational learning plan may include:

1. The student's short-term and long-term learning goals and proposed activities; and
2. The relationship of the eligible post-secondary courses proposed under the EOP and the student's learning goals.

A student who enrolls in the EOP may not enroll in eligible post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the EOP in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in an eligible post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

Duplicate Courses

The district will establish a process to determine duplicate course designations. The district will notify an eligible student and the student's parent or guardian, of any course the student wishes to take that the district determines is a duplicate course, within 20 business days after the student has submitted a list of intended courses.

A student may appeal a duplicate course determination to the Board based on evidence of the scope of the course. The Board **or designee** will issue a decision on the appeal within 30 business days of receipt of the appeal. If the appeal is denied by the Board **or designee**, the student may appeal the district's determination to the Superintendent of Public Instruction or designee under ORS 340.030.

~~Expanded Options Program~~ Annual Credit Hour Cap

The number of quarter credit hours that may be awarded by a high school under the EOP is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a factor of 0.33. For example, the cap for a high school with 450 students in grades 9 through 12 would be 148.5 ($450 \times 0.33 = 148.5$). (The caps must be established separately for each high school.)

At the district's discretion, the district may choose to exceed both the individual high school level cap and the aggregate district level cap. If the district has more eligible students than are allowed under the credit hour cap the district shall establish a process for selecting eligible students for participation in the program. The process will give priority for participation to students who are "at risk." An "at-risk student" means: (1) a student who qualifies for a free or reduced-price lunch program; or (2) an at-risk student as defined by rules adopted by the State Board of Education if it has adopted rules to define an at-risk student.

If the district has not exceeded the credit hour cap, the district shall ensure that all eligible at-risk students are allowed to participate in the EOP and may allow eligible students who are not at-risk to participate in the program.

Post-Secondary Institution Credit

Prior to beginning an eligible post-secondary course, the district shall notify the student of the number and type of credits that the student will be granted upon successful completion of the course. If there is a dispute between the district and the student regarding the number or type of credits that the district will or has granted to a student for a particular course, the student may appeal the district's decision to the Board.

Credits granted to a student shall be counted toward high school graduation requirements and subject area requirements of the state and the district. Evidence of successful completion of each course and credits granted shall be included in the student's education record. A student shall provide the district with a copy of the student's grade in each course taken for credit under the EOP. The student's education record shall indicate that the credits were earned at an eligible post-secondary institution.

Financial Agreement

The district shall negotiate in good faith a financial agreement with the eligible post-secondary institution for the payment of actual instructional costs associated with the student's enrollment, including tuition **and fees**, textbooks, equipment and materials.

Waiver

A district may request an EOP^a waiver from the Superintendent of Public Instruction¹ if compliance with the EOP:

1. Compliance would adversely impact the finances of the district; or if all conditions identified in ORS 340.083(1)(b)² exist.
2. ~~Accelerated programs are offered by the district (i.e., Dual Credit, Sponsored-Based Dual Credit, Assessment Based Dual Credit, Articulated Career Technical Education (CTE) courses, two-plus-two programs, Advanced Placement (AP), International Baccalaureate Programs or other locally developed program that offers Accelerated College Credit to their respective high school student).~~

Student Reimbursement

Students are not eligible for any state student financial aid for college coursework, but students may apply to the district for reimbursement for any textbooks, fees, equipment or materials purchased by the student that are required for an eligible post-secondary course. All textbooks, fees, equipment and materials provided to a student and paid for by the district are the property of the district.

Transportation Services

The district may provide transportation services to eligible students who attend eligible post-secondary institutions within the education service district boundaries of which the district is a component district.

Special Education Services

The district of an eligible student participating in the EOP shall be responsible for providing any required special education and related services to the student. If a post-secondary institution intends to provide special education and related services to an EOP participant, the institution shall enter into a written contract with the district of the student.

¹ Oregon Department of Education

² [The district does all of the following:

1. Offers a dual credit program, a two-plus-two program, an advanced placement program, an International Baccalaureate program or any other accelerated college credit program;
2. Ensures that at-risk students who participate in the accelerated college credit programs are not required to make any payments for participation in the programs; and
3. Has a process for participation in the programs that allows:
 - a. All at-risk students who are eligible students to participate in the programs;
 - b. At-risk students to earn the number of credit hours established by the State Board of Education by rule under ORS 340.080; or
 - c. For an increasing number of at-risk students who are eligible students to participate in the programs each school year based on demand and appropriateness and as provided by a plan developed by the school district.]

The contract shall include the following at a minimum:

1. Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parent or guardian and district agree otherwise;
2. Immediate notification to the district if the institution suspects that a student participating in the program may have a disability and requires special education or related services;
3. Immediate notification to the district if the student engaged in conduct that may lead to suspension or expulsion; and
4. Immediate notification to the district of any complaint made by the parent or guardian of the student regarding the student's participation in the program at the institution.

District Alternative Programs

The EOP does not affect any program, agreement or plan that existed on January 1, 2006, between the district and a post-secondary institution, which has been continued or renewed.

Any new program, agreement or plan that is developed after January 1, 2006, **and is intended to provide access for public high school students to a post-secondary course**, may be initiated at the discretion of the district and the post-secondary institution.

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)
[ORS 332.072](#)

[ORS 336.615 - 336.665](#)
[ORS Chapter 340](#)

Every Student Succeeds Act, 20 U.S.C. §§ 1111-1605; §§ 3111-3203 (2018).

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2022); 28 C.F.R. Part 35 (2022).

Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2018).

Rehabilitation Act, 29 U.S.C. §§ 791, 794 (2018).

Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018).

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).

Individuals with Disabilities Education Act, as amended, 20 U.S.C. §§ 1400-1401, 1411-1416 (2018); 34 C.F.R. Part 300 (2022).

Phoenix-Talent Schools District 4

Code: IGDJ
Adopted: 5/02/19
Revised/Readopted: 8/11/22
Orig. Code(s): IGDJ

Interscholastic Activities**

The Board recognizes the integral role interscholastic activities¹ play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, **advisors**, student participants, and others associated with the district's high school activities programs and events² shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and **any associated voluntary organization³** ~~of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship~~. Each will be held accountable for their actions.

The district and its schools may only be members of and pay fees, if any, to a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities if the organization:

1. Implements and adheres to equity focused policies that:
 - a. Address the use of derogatory or inappropriate names, insults, verbal assaults, profanity, or ridicule that occurs at an interscholastic activity, including by spectators of the interscholastic activity;
 - b. Prohibit discrimination;
 - c. Permit a student to wear religious clothing in accordance with the student's sincerely held religious belief and consistent with any safety and health requirements; and
 - d. Balance the health, safety, and reasonable accommodation needs of participants on an activity-by-activity basis.
2. Maintains a transparent complaint process that:
 - a. Has a reporting system to allow participants of interscholastic activities or members of the public to make complaints about student, coach, or spectator behavior;
 - b. Responds to a complaint made within 48 hours of the complaint being received; and
 - c. Resolves a complaint within 30 days of the complaint being received unless the organization determines that there is good cause to extend the timeline for resolving the complaint.

¹ Interscholastic activities includes: for students any grade from kindergarten through grade 12, athletics, music, speech and other similar or related activities; for students in any grade from kindergarten through grade eight, activities that are offered only before or after regular school hours and that may, but are not required to, involve interaction among other schools.

² ~~This applies to only OSAA sanctioned activities and events.~~

³ Includes a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities.

3. Develops and implements a system of sanctions against schools, students, coaches, and spectators if a complaint is verified; and
4. Performs an annual survey of students and their parents to understand and respond to potential violations of equity focused policies or other discrimination.

{⁴} The district shall allow homeschooled students that reside in the district, students eligible to attend school and enrolled in a **high school equivalency** ~~district or ESD provided General Education Development (GED)~~ program⁵ that reside in the district, and students attending a public charter school that **does not provide interscholastic activities that** reside in the district, **the opportunity** to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX and other nondiscrimination laws.

{⁶} District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, **advisors** and coaches are each responsible for ensuring student participants meet all district ~~and OSAA~~ eligibility requirements **of participation and those of the associated voluntary organization**. The principal [**or designee**] is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal [**or designee**] shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or ~~the OSAA~~ rules and regulations **of the associated voluntary organization**. The principal shall notify the superintendent of conduct that violates the terms of this policy and report to the **associated voluntary organization** ~~if OSAA~~ as required.

An employee determined to have violated **Board policies and/or** rules and regulations of the **associated voluntary organization** ~~OSAA~~ may be subject to discipline, up to and including, dismissal. A student in violation of **Board policies and/or** the ~~OSAA~~ rules and regulations **of the associated voluntary organization** will be subject to discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of **Board policies and/or** the ~~OSAA~~ rules and regulations **of the associated voluntary organization** shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

⁴ {This policy content is required practice but is not required policy language.}

⁵ “High school equivalency program” means a program provided to assist a student in earning a certificate for passing an approved high school equivalency test such as the General Educational Development (GED) test.

⁶ {The remaining policy content is optional, but highly recommended language to inform about and support governance of activities (see beginning bracket here; ending with last paragraph of policy – see closing bracket).}

Employees, volunteers, or students in violation of **such policies**, ~~OSAA~~ rules and/or regulations may be required to remunerate the district in the event ~~of~~ **of** fines **are** assessed ~~by OSAA~~ as a result of their actions.

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

[The district will annually review interscholastic activities and participation to determine whether the current offerings reflect the students the district serves.]

END OF POLICY

Legal Reference(s):

ORS 326.051	OAR 581-015-2255	OAR 581-026-0700
ORS 332.075(1)(e)	OAR 581-021-0045 – 0049	OAR 581-026-0705
ORS 332.107	OAR 581-022-2308(2)	OAR 581-026-0710
ORS 339.450 - 339.460	OAR 581-026-0005	

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).
Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).
Senate Bill 1522 (2022).

Cross Reference(s):

JHCA/JHCB - Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening

Phoenix-Talent Schools District 4

Code: IKF
Adopted: 10/03/19
Revised/Readopted: 8/11/22
Orig. Code(s): IKF

Graduation Requirements**

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in **an educational program² in this state**~~another district or public charter school~~, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that **educational program in this state**~~district or public charter school~~.

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

¹ As defined in ORS 30.297.

² "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

1. Four credits in English language arts (shall include the equivalent of one unit in written composition);
2. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
3. Three credits in science;
4. Three credits in social sciences (including history, civics³, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts or world languages (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must⁴:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits which shall include:

³ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁴ The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Smarter Balanced assessment.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and
 - g. One credit in the arts or a world language.
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district.

Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified diploma or extended diploma requirements.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in the later of 4 years after starting the ninth grade, or until the student reaches the age of 21 if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Smarter Balanced or

alternate Oregon Extended Assessment by completing the Oregon Department of Education’s Opt-out Form⁵ and submitting the form to the district.

The district will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

[ORS 329.007](#)
[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 336.585](#)
[ORS 336.590](#)

[ORS 339.115](#)
[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-0102](#)
[OAR 581-022-2000](#)
[OAR 581-022-2005](#)

[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.
Senate Bill 1522 (2022).

Corrected 10/18/22

⁵ Oregon Department of Education page for: [30-day notice and opt-out form](#)



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

JAB Meeting - 6:00 PM
Thursday, November 17, 2022
Phoenix High School Library

<https://us02web.zoom.us/j/84913594845?pwd=U1VkZWZWRzY2F6emVmVGFpNEZndXA3QT09>
Password: 072190

*The Board of Directors and the PTS Administrative Team will be conducting a work session to review school/program assessment data and goals for 2022/2023.
No public comment or action will be taken by the Board during this session.*

AGENDA

- A. Dinner for the Board and Administrative members only 5:30 - 6:00 p.m.
- B. Presentations/Questions
 - 1. Introduction - 6:00 p.m.
 - 2. OHES, PES, TES - 6:00 p.m.
 - 3. TMS - 6:25 p.m.
 - 4. PHS - 6:40 p.m.
 - 5. Recess - 6:55 p.m. - 7:05 p.m.
 - 6. PTR A - 7:05 p.m.
 - 7. ATI - 7:20 p.m.
 - 8. Summary - 7:35 p.m.
 - 9. Adjournment - 7:45 p.m.

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.