



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting - 6:00 PM

Thursday, December 8, 2022

In-Person at Talent Elementary School

<https://us02web.zoom.us/j/84281347160?pwd=NmJ0T0JFTWovL0t4czdDNGNnQUZ6UT09>

Password: 139917

Agenda Español

Minutas Español

AGENDA

- A. **Executive Session - 5:15 p.m.**
- B. **Call to Order - 6:00 p.m.**
 - 1. **PUBLIC MEETING for ATI Charter Renewal**
 - 2. **PUBLIC MEETING for Annual Student Investment Account (SIA)**
- C. **Accentuate the Positive - 6:15 p.m.**
- D. **Student Representative Report - 6:25 p.m.**
- E. **Citizen Comments - 6:30 p.m.**
- F. **Superintendent Report - 7:00 p.m.**
- G. **Consent Agenda - 7:05 p.m.**
 - 1. Approval of Agenda
 - 2. Approval of Minutes from 11/3/2022 & 11/17/22
 - 3. Personnel Report
- H. **Action Items - 7:10 p.m.**
 - 1. **Board Policy GCQB - Research**
 - 2. **Board Policy GDA - Instructional Assistants**
 - 3. **Board Policy IGBHE - Expanded Options Program**
 - 4. **Board Policy IGDJ - Interscholastic Activities**
 - 5. **Board Policy IKF - Graduation Requirements**
 - 6. **Vote for OSBA Board of Directors Position 5**
 - 7. **OSBA Resolution to adopt the OSBA Legislative Priorities and Principles**
- I. **Recess - 7:45 - 7:55 p.m.**
- J. **Information and Discussion - 7:55 p.m.**
 - 1. **Facilities/Bond Update**
 - 2. **Financial Update**
 - 3. **Legislative / OSBA Update**
 - 4. **Equity, Diversity, & Inclusion**
 - 5. **OSBA Conference Debrief**
 - 6. **Audit Report**
- K. **Review of the Next Meeting Agenda - 8:25 p.m.**

L. **Adjournment - 8:30 p.m.**

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PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting

Thursday, November 3, 2022 6:00 PM

Talent Middle School, 102 Christian Avenue, Talent, OR 97540

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

A. Call to Order

The meeting was called to order at 6:00

B. Accentuate the Positive

TMS Principal Katherine Holden

- TMS celebrated Red Ribbon Week last week with a fun-filled spirit week. Students dressed up each day to show their commitment to a drug-free lifestyle.
- Halloween was a positive and festive day at TMS. Many staff and students dressed up in fun, appropriate, and spirited costumes to celebrate the day. It was a fun, festive, and positive experience for everyone.
- Our Community Leadership team is wrapping up their food drive this week. They have been working hard to collect food for Hearts with a Mission. That has been a positive way to connect with our community.
- We are gearing up for student-led conferences later this month. We are excited to invite families in to meet with teachers, celebrate all the hard work students have been doing, and continue to build connections with our families to better support our students. A big thank you to Julie Stinson, Celia Rowan, Sandra Tringolo, Jen Bakker, and Erika Ochoa for all their work planning, creating materials, and training staff in preparation for conference week.

PHS Asst. Principal & Athletic Director Dave Ehrhardt

- Today we finished our first quarter of the school year. Students were diligent in taking care of business and did a good job.
- Earlier this week we had our annual club rush event. We have 26 clubs right now and 17 varsity sports. It is a great opportunity for our students to learn about the different clubs and find ways to get involved.
- On Saturday, our Marching Band will be at Autzen Stadium in Eugene at 9:00 a.m. We have two students competing at Lane Community College for a cross-country meet and then our Boys' Soccer will be at Hidden Valley at 6 p.m. for a state tournament.
- Winter sports will begin on November 14.

PTRA Principal Aaron Santi

- Students K-8 had a field trip to Pheasant Field Farms last Friday. We had about 35 students, parents and siblings attending.
- Mr. Santi thanked the PES office staff, Lori Delgado, Wendy Duffie, and Nuvia Pineda; and maintenance staff David Derby, Dustin McFarland, and Michael Copeland for all they do.
- We are engaged in collaboration with our counterparts in Ashland. We are working with Ashland Connect, which is their online school. We have created a professional learning community around remote teaching and learning.

OHES Principal Brandon Hammond

- Our staff does so much for the students and there are a few individuals that accentuate and bring out all the hard work to help at a deeper level. Carol Adams and Stormy Bauman at La Clinica, which provides counseling services, Officer Hull and the Medford police department, who helped a specific family. We really appreciate having that support as a school community.
- Our PTO supported our Halloween event and there were 165 families who attended.
- Katie McCormick has been working on a couple of donations. One is for the Thanksgiving food drive and Walmart donated 10 boxes of food. The second is from First Phoenix Community Center, who donated \$500. Katie was able to buy clothes, socks, and shoes for about 23 students.

TES Principal Heather Lowe-Rogers

- Our Trunk-or-Treat event was amazing. We had over 100 families show up.
- Our Champion Teachers who are working with SEE-KS are doing peer coaching on student engagement.
- Mrs. Lowe-Rogers gave a shout out to all the teachers who are working hard and embracing the challenges with a new reading curriculum and conferences.
- Mrs. Lowe-Rogers gave a shout out to Sergeant Lehman, who is our SRO. He has become such an integral part of our community. We had our first lockout drill yesterday and it went smoothly along with some learning.

PES Principal Shawna Schleif

- PES celebrated our Red Ribbon Week. Heidi Roberts, our PE teacher, was instrumental in helping with that.
- We had our Halloween parade and every day has been a dress-up day. The whole school is getting involved.
- Mrs. Schleif gave a shout out to Laura Millette and Susie Serna for bringing back our Dia de los Muertos community event. It was an amazing time of healing, connection, and celebrating one another.
- Mrs. Schleif shared a story about a family coming to PES based on connections and relationships made by attending free meal pickups over the summer.

Amy Honts of Sodexo

- Miss Honts said that Phoenix-Talent Schools is the single school district in the valley that will participate in a program and have dietitian interns. Miss Honts introduced Karina Herrera who is the first intern.

Director Nancy McKinnis said that the event last night at PES for Dia de los Muertos was warm and welcoming. Mrs. McKinnis thanked all of the leadership at PHS for their work on the harvest carnival on Monday. It was wonderful event and the kids had so much fun.

Chair Michael Campbell said his family attended the Trunk or Treat event at Orchard Hill and it was well organized and a lot of fun. Mr. Campbell congratulated all of our student athletes and said that our boys' team was ranked 14th and they beat an undefeated team to advance to the quarterfinals.

B. Student Representative Report

Paityn Croy shared the following:

- Link Crew had a Halloween lunch event and we played monster musical chairs and had a mummy wrapping competition. It was the first time the Link Crew leaders did not have their advisor, Mrs. Campbell, with them and it went well. Still not a lot of freshman involvement, but the ones that did come had a good time and a good competitive spirit. It was nice to see their smiles and teamwork during the mummy wrap competition.
- Disney Club did a churro sale at lunch on October 28 and they sold out. It was fun and many kids got excited about it. They made a \$150 profit and may try it again.
- Our Multicultural club had a face-painting event on Tuesday for the day of the dead. There were many students who attended and it was nice to see students get involved with another culture.

Brianna Gaal shared the following

- The Fall Carnival went better than expected. Many families attended. All of the leadership students were being encouraging and friendly and all the students kept coming back to talk to us.
- We just held a sock drive and we had many students participate from each class. There were many socks donated.
- We have a blood drive on Monday and there are several students who are planning to participate.

C. Citizen Comments

Alicia Cool and Lisa Jennings gave citizen comments.

D. Superintendent Report

Asst. Supt. Jessica Hamlin shared on Supt. Barry's behalf:

- Supt. Barry appreciates the board for supporting his attendance at this Superintendent's forum in Washington DC. Supt. Barry is inspired and reinvigorated by the conversations and connections and he looks forward to sharing when he returns.
- We have a date for a joint county/city hearing on the UGB for the Colver Road facility. It is on January 12 and is getting closer.
- Supt. Barry wants to thank Yazmin Karabinas and her team as last week we had our auditors here and things went smoothly. We should have a final report in December for the board.

E. Consent Agenda

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

Hearing no objections, the consent agenda is approved as presented.

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

F. Action Items

There were no action items.

G. Information and Discussion

G.1. Facilities/Bond Update

There was some discussion regarding the Colver Road property and the county/city hearing on the UGB set for January. Chair Campbell is excited about the potential for pre-K and afterschool expansion.

G.2. Financial Update

There were no updates.

G.3. Legislative / OSBA Update

- Vice Chair Watson reminded everyone that the OSBA annual conference is next week. It is recommended to download the convention application to see all of the events, meetings, and documents.
- Director Sara Crawford thanked those who attended the regional meeting last week. It was nice to be able to network with other school boards.
- Director Crawford said we would like to host a southern regional meeting with the newly elected legislative representatives to engage with them before they go into session. Tentative dates are Wednesday, January 4, or Saturday or Sunday the 7th or 8th. Our hope is to involve all the other districts to highlight the different schools in our region.

G.4. Equity, Diversity, & Inclusion

Director Nancy McKinnis said we just had our first advisory committee meeting. It is a diverse group of staff and of parents who want to be involved. We have an opportunity to learn what we want to do and how to approach it in a way that we are growing and learning how to be accepting of others who do not look like us. Director McKinnis is grateful to be able to share and create a learning space with others.

G.5. **Recess**

There was no recess.

G.6. **Board Policy GCDA/GDDA-AR - Criminal Records Checks and Fingerprinting**

There were no questions or comments.

G.7. **Board Policy GCQB - Research**

Director Crawford asked who owns the research when it is completed. Board Secretary Denise Skinner will ask OSBA and advise the board.

G.8. **Board Policy GDA - Instructional Assistants**

Director McKinnis said that sometimes the word translation, which is written, and interpretation, which is oral, are used interchangeably. Director McKinnis would like to include the word interpretation in the middle paragraph. Possibly read instructional assistants **providing translation or interpretation services** must have demonstrated proficiency and fluency. Board Secretary, Denise Skinner, will check with OSBA and advise the board and/or have the change added to the policy.

G.9. **Board Policy IGBHE - Expanded Options Program**

There were no questions or discussion.

G.10. **Board Policy IGDJ - Interscholastic Activities**

There were no questions or discussion.

G.11. **Board Policy IKF - Graduation Requirements**

There were no questions or discussion.

H. **Review of the Next Meeting Agenda**

This is a draft agenda and we may change the order of the schools.

I. **Adjournment**

The meeting adjourned at 6:50

Michael Campbell, Chair

Brent Barry, Superintendent



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Phoenix High School
745 North Rose Street
Phoenix, OR 97535

JAB Meeting

Thursday, November 17, 2022 6:00 PM Pacific

Michael Campbell: Present

Sara Crawford: Present

Polly Farrimond: Absent

Nancy McKinnis: Present

Rick Nagel: Present

Dawn Watson: Present

Rebecca Weathers: Present

Present: 6, Absent: 1.

Director Rick Nagel attended the meeting virtually.

Presentations/Questions

Introduction - 6:00 p.m.

ATI

Executive Director Summer Brandon shared 21-22 student demographics, statistics and current enrollment from 22-23. Ms. Brandon addressed some of the many challenges that students face and why they choose ATI.

Ms. Brandon spoke about student wellbeing, attendance rates, 9th grade on track statistics, and academic progress and successes.

Ms. Brandon shared the different ways in which staff are responding to student needs, including mental health, on-campus resources, a health center, food, and positive discipline. ATI's community sponsors include Talent Maker City, La Clinica, Project Youth, 71:Five, and Science Works.

PTRA

Principal Aaron Santi reviewed the school structure, including staff, class breakdown, physical elements, virtual elements, and enrollment numbers.

Mr. Santi presented an overview of the elementary school program, including core instruction and supplemental instruction, and middle school programs, including core classes, electives, and advisory class.

PTRA (cont.)

Mr. Santi shared the 21-22 At-A-Glance Profile for PTRA and explained that since this was the first year that PTRA was a school, some statistics are unavailable. Mr. Santi reviewed i-Ready reading and math diagnostics results and placement. Mr. Santi said this year's goals include building a sense of community, a sense of place & belonging, attendance, and math achievement.

OHES, PES, TES

Elementary principals Shawna Schleif of Phoenix Elementary, Brandon Hammond of Orchard Hill Elementary, and Heather Lowe-Rogers of Talent Elementary shared statistics on enrollment, student demographics for English Language Learners, Special Education and Migrant Education Students, and reading and math tiers for the student population for each of the three schools.

School At-A-Glance Profiles for each school for the 21-22 school year were presented. In addition, fall results for iReady reading and iReady math were shared and ways in which staff plan to improve those results.

School improvement plans include academic acceleration, a sense of belonging, social emotional learning, and family engagement. Academic acceleration will improve through alignment of standards by grade level, research-based curriculum, data-driven decision-making and targeted interventions for students. Belonging and social emotional learning will improve by using SEE-KS (social emotional engagement knowledge and skills). Family engagement will improve by gathering with intention, district-wide fluency focus, and a shift from individual to community accountability.

Recess - 7:05 p.m. - 7:15 p.m.

TMS

Principal Katherine Holden shared TMS demographics and said that this year's goal is to create a calm, comfortable, predictable environment that is safe and effective for learning.

Ways in which they will achieve this goal are through positive behavior interventions, and support. Ms. Holden shared expectations of students and how staff would provide support, meeting those expectations through social emotional learning, ruler lessons, using a reset room, having homeroom time every day, and positive reinforcement.

Ms. Holden shared last year's school At-A-Glance profile, including testing results, and ways in which they plan to improve those results for the 22-23 school year. Particular areas of focus for growth are all subjects, particularly math, attendance, and student engagement.

Ms. Holden ended by sharing about TMS athletics, clubs, including Boys and Girls Club, RV Mentors, and other highlights.

PHS

Principal Kalin Cross presented for PHS. Ms. Cross started with statistics on student enrollment showing a breakdown in ethnicity. Ms. Cross shared some of the priorities for this year, which include providing opportunities for students to feel like they belong, including the affinity & alliance clubs as well as those that were student created.

Ms. Cross provided a summary of strategic objectives found in PTS Journey to Excellence for Everyone, goals for this year, data from the 21-22 school year and from the first quarter of this year.

Ms. Cross said the focus for PHS this year is on attendance and tardiness, student behavior support, and family engagement. Attendance and tardiness will be addressed through the student/parent handbook, which includes updated attendance procedures, making daily phone calls, graduation coaches, creating a caring adult connection, and removing barriers through La Clinica, Maslow, and Community Care Specialists. Student support will be provided through special programs, MTSS, all staff focused on best practices, the student resource center, and progress monitoring. Achievement for family engagement would be through the Family Engagement Team, redesigned events, providing a community gathering place, athletics and activities, and through connection and involvement.

Ms. Cross ended her presentation by sharing some of the challenges that PHS is facing and ways the board can continue to support them and our district.

Adjournment

The meeting adjourned at 8:35 p.m.

Michael Campbell, Chair

Brent Barry, Superintendent

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.~~

Individuals who have been newly hired as Title IA instructional assistants for the district may submit their academic assessment results from another district as evidence of meeting the required 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 organization**³ ~~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) program~~⁵ 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](#)



Resolution to adopt the OSBA Legislative Priorities and Principles as recommended by the Legislative Policy Committee

WHEREAS, the OSBA Legislative Policy Committee is charged under the OSBA Bylaws with developing the association's recommended Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee has crafted the Proposed OSBA Legislative Priorities and Principles as a foundational document in guiding the legislative and advocacy work of OSBA members and staff, and

WHEREAS, the OSBA Legislative Policy Committee has determined these Proposed OSBA Legislative Priorities and Principles to be in alignment with the OSBA Board of Directors equity goals, and

WHEREAS, the OSBA Legislative Policy Committee met in January and April to review the Proposed OSBA Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Principles at its April meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Principles and place them before the membership for approval.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Principles be placed before the membership for consideration during the 2022 OSBA election season, and

BE IT FURTHER RESOLVED that the Proposed OSBA Legislative Priorities and Principles and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

Legislative Priorities and Principles

Preamble

OSBA's mission is to improve student success and education equity through advocacy, leadership, and service to Oregon public school boards. Education equity ensures:

- All students are accepted as their authentic selves, are heard and valued, feel they belong, and achieve high academic and personal standards that empower them to thrive.
- Student success will not be predicted nor predetermined by race, ethnicity, family economics, location, gender, gender identity, sexual orientation, disability status, religion, culture, or any other identity.

Public school boards have unique insights on how to address education equity and systems change in their districts. OSBA is committed to supporting boards in their just and fair distribution of resources based upon each student's needs.

Equity is the driving force behind the Student Success Act, and OSBA is dedicated to advancing legislation designed to raise academic achievement for all students and reduce academic disparities for historically underserved students.

In support of OSBA's Call for Equity, and on behalf of Oregon students, we are committed to promoting equity, combatting injustices, and disrupting bias and systemic racism in education policies through our advocacy at the state level.

OSBA believes a strong and equitable public education system is the best investment Oregonians can make to assure student success, strengthen our economy, create thriving communities, and improve the quality of life for every Oregonian.

Approved by the Legislative Policy Committee: April 23, 2022

Approved by the OSBA Board: September 23, 2022

Approved by the OSBA Membership:



Priorities

Promote Adequate, Predictable, and Stable Funding

The State School Fund rises and falls every two years because Oregon's revenue-raising and funding systems have substantial variance. Stable and adequate funding is crucial to providing a quality education to all students across the education continuum. To ensure stable and adequate funding, OSBA will actively promote legislation that accurately calculates current service level funding for school districts.

Protect the 2019 Student Success Act

The Student Success Act provides local school districts and education service districts unprecedented opportunities to target new funding toward educational programs. OSBA will actively promote legislation to protect the funding allocated for the Student Success Act in order to deliver equitable outcomes for all K-12 students.

Close the Opportunity Gap

In every community a disparity in academic achievement exists between student groups. OSBA will support legislation aimed at closing achievement and opportunity gaps that exist across Oregon's public schools.

Contain Cost Drivers

The costs associated with health care and retirement benefits are eating into funding available for instructional opportunities for students. OSBA will promote legislation that provides relief for districts related to benefit costs controlled by the State.

Support Local Governance and Oppose Mandates

Locally elected officials, local education professionals, and the local community are in the best position to respond to the needs of all students. New mandates must have necessary funding and be researched-based with results indicating increased achievement for all students.

Support Capital Improvements

Students need schools that are safe, comfortable, and appropriate for a modern and/or digital learning environment. OSBA will actively promote the allocation of state-level resources to help pay for construction and capital improvement. OSBA will promote legislation aimed at diversifying the funding methods available to school districts.

Ensure Access to Post-Secondary Credits

All students should have access to post-secondary credit opportunities. OSBA will advocate for a seamless transfer of credits throughout Oregon's higher education system.

Address Education Workforce Shortages

OSBA will promote efforts both state and at the local level to preserve and improve initiatives that combat the workforce shortage. OSBA will advocate for programs that will help districts recruit and retain a diverse and well-prepared workforce.

Principles

Finance

OSBA supports the allocation of state resources to ensure school districts and education service districts have the necessary resources to equitably and fully support all students' instructional, behavioral, and programmatic needs. OSBA supports appropriate financial tax policy to make Oregon schools competitive, nationally, and globally, including the preservation of other funding options for local district consideration.

Student Programs

OSBA supports high-quality programs that equitably serve all students in obtaining a comprehensive and well-rounded education. OSBA supports new and continued partnerships with education stakeholders to increase educational and career opportunities for students.

Student Safety and Wellness

OSBA supports safe and secure school environments, the physical health and overall well-being of all students, and services that promote social, emotional, and behavioral health.

Personnel

OSBA supports attracting and retaining effective employees to create a healthy, diverse, culturally responsible, safe, and sustainable workforce. OSBA supports local management, local contract negotiations, and continued conversations regarding professional development, licensure, and career advancement for personnel.

Governance and Operations

OSBA believes locally elected school district, ESD, and community college boards are best equipped to make decisions in the best interest of students and communities. OSBA supports cross-system collaboration, alignment, and accountability among education stakeholders and partners.

Federal Education Issues

OSBA will advocate for the federal government to prioritize, streamline, and fully fund programs that support students.



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting - 6:00 PM

Thursday, January 5, 2023

In-Person at Phoenix Elementary School

Join the Zoom Meeting:

<https://us02web.zoom.us/j/87070296512?pwd=UFRZY1ISbXJralg0Z3pGTE83SnpQZz09>

Meeting ID: 870 7029 6512 Passcode: 668889

AGENDA

- A. Call to Order - 6:00 p.m.
- B. Accentuate the Positive - 6:05 p.m.
- C. Student Representative Report - 6:15 p.m.
- D. Citizen Comments - 6:20 p.m.
- E. Superintendent Report - 6:50 p.m.
- F. Consent Agenda - 6:55 p.m.
 - 1. Approval of Agenda
 - 2. Approval of Minutes from 12/8/22
 - 3. Personnel Report
- G. Action Items – 7:00 p.m.
 - 1. ATI Charter Renewal
- H. Recess - 7:10 - 7:20 p.m.
- I. Information and Discussion – 7:20
 - 1. Facilities/Bond Update
 - 2. Financial Update
 - 3. Legislative / OSBA Update
 - 4. Equity, Diversity, & Inclusion
 - 5. Criteria for Evaluating the Superintendent
 - 6. Board Work Session Topic(s) for January 19
 - 7. Board Policy EFA - Local Wellness
 - 8. Board Policy EFA-AR - Local Wellness Program (DELETE)
 - 9. Board Policy IK - Academic Achievement
- J. Review of the Next Meeting Agenda - 8:00 p.m.
- K. Adjournment - 8:05 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.