



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting - 6:00 PM

Thursday, January 5, 2023

In-Person at Phoenix Elementary School

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

Password: 668889

Agenda Español

Minutas Español

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 12/08/22
 - 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 p.m.**
 - 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 BBBA - Board Member Qualifications**
 - 8. **Board Policy IFE - Curriculum Guides and Course Outlines**
 - 9. **Board Policy IGAI - Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**
 - 10. **Board Policy IK - Academic Achievement**
 - 11. **Audit Report**
- J. **Review of the Next Meeting Agenda - 8:00 p.m.**
- K. **Adjournment - 7:35 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.



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting

Thursday, December 8, 2022 6:00 PM

Talent Elementary School
307 Wagner Creek Rd
Talent, OR 97540

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

A. **Executive Session** – 5:15 – 5:50 - This session closed to the public.

B. **Regular Meeting Call to Order – 6:00 p.m.**

B.1 PUBLIC MEETING for ATI Charter Renewal

Chair Michael Campbell called the meeting to order at 6:00 p.m. and recessed the regular meeting. Chair Campbell opened the PUBLIC MEETING for ATI and mentioned that Executive Director Summer Brandon is here to answer any questions. Chair Campbell asked if there were any questions from the Board or anyone else.

Director Polly Farrimond said that she was not able to attend the JAB meeting and so she watched the recorded ZOOM meeting. Ms. Farrimond appreciated Ms. Brandon's presentation and she is grateful for all of Summer's and the staff's hard work.

Brian Pike, who is an instructor at ATI, attended the meeting via Zoom. Brian wanted to let that board know that he supports ATI and he wanted to go on record with his support.

There were no more comments so the PUBLIC MEETING for ATI Charter Renewal adjourned at 6:03.

B.2 PUBLIC MEETING for Annual Student Investment Account (SIA)

Chair Campbell opened the PUBLIC MEETING for the SIA Annual Report at 6:04 p.m.

Asst. Supt. Tiffanie Lambert presented the 2021-2022 annual report for the Student Investment Account. The SIA priorities were based on staff, parent, and student survey feedback, focus groups, listening sessions and empathy interviews. They included:

1. Health & Safety (includes Mental Health)
2. Well-Rounded Education
3. Extended Learning Opportunities
4. Reduced Class Sizes

Asst. Supt. Lambert shared the ways in which the majority of those funds were spent and the amounts spent for each category.

SIA 2021-2022

- Instructional assistants for all kindergarten and first grade classrooms (\$641,358)
- La Clinica and Family Solutions to provide mental health professionals in every building (\$372,043)
- SOESD to support a school counselor fluent in ASL for our Deaf students (\$7,200)
- Talent School Resource Officer (\$40,000)

- Bilingual aides (\$95,000)
- Speech-Language Pathologist (\$83,447)
- Elementary Music Teachers (\$148,358)

Mrs. Lambert answered questions from the board.

Supt. Barry shared that we are transitioning the SIA team to a strategic planning team since we are to report on strategic planning this year. Supt. Barry reminded the board that these funds were derived from a business tax that was approved by the voters and these funds are separate from the state school fund.

A question from board member Polly Farrimond regarding areas of growth moving forward was answered by Tiffanie Lambert.

There were no other questions so Chair Campbell closed the meeting at 6:12 p.m.

C. Accentuate the Positive

TES Principal Heather Lowe-Rogers – Asst. Supt. Tiffanie Lambert shared the following:

- Principals and Family Engagement Leaders met with Sherri Wilson last week to review our district and building assessment. We left with thorough reports full of great ideas to carry this work forward.
- Our newly designed parent conferences went really well. Thanks to the teachers for embracing this innovative approach to parent meetings. We are eager to evaluate student performance at the end of the year to determine if our efforts are having a positive impact on student success.
- Next Tuesday we will have a Winter Music Concert and hope you can all attend. The concert will be held at TMS at 6:30. Ms. Savage and our little musicians have been busily practicing for the performance. Be prepared to be wowed by their skills and cuteness!

OHES Principal Brandon Hammond

- OHES winter concert is tomorrow at 5:30.
- Some students who wanted to start a newspaper at the school approached Mr. Hammond and we were able to get a targeted group and help from staff to make that possible.
- We had the central school district come and visit our school to look at our HUGS program.
- Mr. Hammond shared a story, which he connected to their leadership team. Staff members are all in. They are all engaged in a devoted effort to help support students.

TMS Principal Katherine Holden

- The TMS Scavenger Hunt team won the SOU Youth Programs Middle School Scavenger Hunt this week! Students spent three days working hard to solve questions at TMS and then went to SOU this week to present their findings. The TMS team won first place! Congratulations to the TMS Scavenger Hunt team on their impressive victory! A huge thank you to Scavenger Hunt coach Sandra Tringolo who spent many, many hours planning the event, supporting students in their research, and ensuring a winning season! Also thank you to Richard Byrd, Karin Emmons, and many other TMS staff who spent time supporting students during their hunt!
- Thanks to the support of Chelsea Winner and the students in the PTS Rising Transition Program, our Bulldog student reward store is open for students! We are very grateful to Chelsea and these incredible PTS Rising students for coming over to TMS every Wednesday to run our store, providing excellent customer service to our students, and for being incredible partners!
- We are looking forward to some fun spirit days coming up thanks to the planning of Iris Moya and her community leadership students. She is also leading her students in putting on a very successful hygiene product collection for Hearts with a Mission. We appreciate the work Iris and her students are doing as well as Hearts with a Mission for being a great community partner and serving the youth in our Valley.
- Lastly, boys' basketball is wrapping up an incredible season. Our 8th-grade varsity team has gone undefeated, the 8th-grade JV and 7th-grade varsity teams are having winning seasons, and our 6/7th-grade JV team is celebrating their first win from last night! Thank you to our coaches, Manny Crump, Misty Hutsell, Gary Freeman, and David Alvarez and our Athletic Director, Derek Rodman, for a successful season!

- A newer TMS student was talking to Nurse Carrie McDonald and they had attended seven other schools. The student said that the teachers are really nice; the students are nicer; the drinking fountains work and the water tastes good; and the teachers don't pile on the homework.

PHS Asst. Principal & Athletic Director Dave Ehrhardt

- Our DECA students put on a great event last weekend. We had a winter formal dance in the gym with our new sound system. Mr. Ehrhardt thanked Chair Michael Campbell for being the D.J.
- Sixteen DECA students competed in Klamath Falls and won several ribbons.
- Tracy Koa is our bowling coach and we have a growing bowling team. Last weekend they competed.
- Jessica Rollins is working on building an equestrian program. There are currently six students participating.
- Last weekend, boys' basketball raised nearly \$5,000 with a crowd-source fundraiser in one hour.
- The girls' basketball team recently bagged groceries at Ray's in Phoenix and made \$800.
- One of the parents donated a lot of time, took photos of the kids, and created a neat poster that would start circulating around the community. They found thirty sponsors and raised over \$3,000.
- Wrestling had their tournament last weekend and raised over \$1,000.
- The swimming team held their annual recycling event last month and filled over 150 bags of recyclables.
- We currently have 127 clubs at PHS. Students are coming up with many ideas.
- Our color guard group continues to grow. We have nineteen students. Maggie Taylor-Cheek, a PHS graduate, is doing a wonderful job getting kids involved.

Amy Honts of Sodexo

- Ms. Honts thanked her intern for creating the holiday menus and they will be serving those menu items next week. As the weather gets colder, more students partake in the food service and we like seeing their smiling faces.

Director Sara Crawford said she attended the City of Phoenix tree lighting ceremony and she was excited to see the Executive Director of the Ashland Community Health Foundation. The ACHF supported the lights at both the City of Talent and the City of Phoenix trees this year. The foundation is also supporting the nursing in our school and funding for LaClinica.

Director Polly Farrimond spent time helping to decorate for and attending the Winter Formal dance. Ms. Farrimond thanked Chair Michael Campbell for being the D.J. at the dance. Ms. Farrimond also spent time with the DECCA group, driving them to Klamath Falls. She is so very proud of the students at PHS and how they show up and how they came together to put that dance together.

Vice Chair Dawn Watson spoke about her visit to TES with Michael Campbell and they had a coffee cart for the staff. We went during recess so we were able to chat with the teachers for a bit. They will have another coffee cart in February and May 4th. Vice Chair Watson said Ms. Bolstad and her kinder students are making ginger bread houses on Wednesday December 14 at 9:45 a.m. Both Ms. Bolstad and Ms. Wulff's class will be making the ginger bread houses and the board is invited to attend.

D. Student Representative Report

Paityn Croy shared the following: Paityn said the PHS wrestling team is sponsoring the first annual Flea Market and Craft Fair this Saturday. There are 52 booths with 10 being run by PHS alumni. There will be food trucks, including Kona Ice and a taco truck and the Boosters will be selling concessions. Breezy Chapman and Amberly Batten organized the Flea Market and Craft Fair and it is a great way for our community to get together and help support the school.

Our annual giving tree has been going really well. We only have about six tags left and the front office is filled with gifts.

We have had some BOBA sales for our Sparrow Anthony, which went really well. The Leadership students are now selling candy bars and some are already on their second box. Tomorrow we will start our hallway competition for spirit points. Next week we have our fun spirit week and assembly.

E. Citizen Comments

There were no citizen comments.

F. Superintendent Report

- Supt. Barry said that we had several administrators missing from the meeting. Some are at a law conference, some at a music concert, some are ill and one is officiating an NFL game tonight.
- Supt. Barry gave an update to the Out-of-State Student Activity trips and said the boy's wrestling team is traveling to Etna High School in Etna, CA on December 14.
- Supt. Barry referred to the First Student Transportation Update and said we are still down six drivers.
- Supt. Barry thanked the board for their support in his attending conferences. He just attended one and it was a great opportunity to see what the trends are and see how public education serves by having to be creative and move the dial in how we serve our kids and families.
- Supt. Barry said that Rogue Climate did an analysis through a grant that they received around the Talent area and they found that the best option for that project is our schools. Jon McCalip met with Maeve Hogan from Rogue Climate and Eleanor Ponomareff, City council member, and they shared their analysis and what they would like to see in the proposal and the energy benefits, which include emergency battery backup. There could be many funding opportunities for the project. It happens to be fantastic timing as TMS and TES are the last of the bond projects for seismic upgrades. We are excited about the opportunities for energy savings but also the opportunity in the event of a major disaster.
- The upcoming legislative session will be a big challenge for the state school fund. Advocate Greg Lemhouse has been supportive and we are looking to partner with him as a voice for our district and for our region to be heard.
- Supt. Barry spoke about a meeting that he attended today about a Marshall Program. This is an offshoot of the School Resource Officer program and this may be a great way to provide safety for all of our schools. If not by spring, we hope to have it in place by the new school year.

G. Consent Agenda

Vice Chair Dawn Watson moved and Director Sara Crawford seconded to approve the consent agenda. Hearing no objections, the consent agenda was approved as presented.

- G.1. Approval of Agenda
- G.2. Approval of Minutes from 11/03/2022 & 11/17/22 (JAB)
- G.3. Personnel Report

H. Action Items

H.1. Board Policy GCQB – Research

I move that policy GCQB is adopted 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: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea Yea: 7, Nay: 0

H.2. Board Policy GDA – Instructional Assistants

I move that policy GDA is adopted as presented. This motion, made by Polly Farrimond and seconded by Rick Nagel, Carried.

Michael Campbell: Yea, Sara Crawford: Yea, Polly Farrimond: Yea, Nancy McKinnis: Yea, Rick Nagel: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea Yea: 7, Nay: 0

H.3. Board Policy IGBHE – Expanded Options Program

I move that policy IGBHE is adopted as presented. This motion, made by Polly Farrimond and seconded by Dawn Watson, Carried.

Michael Campbell: Yea, Sara Crawford: Yea, Polly Farrimond: Yea, Nancy McKinnis: Yea, Rick Nagel: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea Yea: 7, Nay: 0

H.4. Board Policy IGDJ – Interscholastic Activities

I move that policy IGDJ is adopted as presented. This motion, made by Dawn Watson and seconded by Polly Farrimond, Carried.

Michael Campbell: Yea, Sara Crawford: Yea, Polly Farrimond: Yea, Nancy McKinnis: Yea, Rick Nagel: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea Yea: 7, Nay: 0

Director Rick Nagel questioned the deletion of the name of the Oregon School Activities Association (OSAA) and the answer was that the language now encompasses *any* associated voluntary organization.

H.5. Board Policy IKF – Graduation Requirements

I move that policy IKF is adopted as presented. This motion, made by Rebecca Weathers and seconded by Polly Farrimond, Carried.

Michael Campbell: Yea, Sara Crawford: Yea, Polly Farrimond: Yea, Nancy McKinnis: Yea, Rick Nagel: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea Yea: 7, Nay: 0

H.6. Vote for OSBA Board of Directors Position 5

I move the board cast their vote for Dawn Watson for OSBA Board of Directors, Position 5. This motion, made by Rebecca Weathers and seconded by Polly Farrimond, Carried.

Dawn Watson: Abstain (Without Conflict), Michael Campbell: Yea, Sara Crawford: Yea, Polly Farrimond: Yea, Nancy McKinnis: Yea, Rick Nagel: Yea, Rebecca Weathers: Yea

Yea: 6, Nay: 0, Abstain (Without Conflict): 1

The board cast their vote for OSBA's Board of Directors, Position 5, for Dawn Watson.

H.7. OSBA Resolution to adopt the OSBA Legislative Priorities and Principles

I move to adopt the resolution for the OSBA Legislative Priorities and Principles as recommended by the Legislative Policy Committee as presented. This motion, made by Sara Crawford and seconded by Nancy McKinnis, Carried.

Michael Campbell: Yea, Sara Crawford: Yea, Polly Farrimond: Yea, Nancy McKinnis: Yea, Rick Nagel: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea Yea: 7, Nay: 0

The board adopted the resolution for the OSBA Legislative Priorities and Principles as recommended by the Legislative Policy Committee as presented.

Director Crawford said that this is a living document and a framework for moving forward.

I. Recess – 6:50 – 7:50

J. Information and Discussion

J.1. Facilities/Bond Update

Supt. Barry said that we have a couple of last bond projects in Talent for TMS and TES as previously mentioned and an opportunity to maximize some of the sustainable energy grants that are coming up. We also spoke to Maeve about Colver Road and we may have some solar options there as well.

J.2. Financial Update

Supt. Barry spoke about the financial statement and said that as we go through the spring, we will start doing some long-term projections for the next biennium to show the impact on financials coming up.

J.3. Legislative / OSBA Update

Director Sara Crawford shared details about the Oregon School Board Association Southern Region legislator's reception. The reception will be held on Tuesday, January 3, 2023, from 6-8 p.m. at the Phoenix High School Commons. The invitation was sent to local school districts and legislators representing the

southern region. We are looking forward to starting a foundation to build relationships with the legislators before they head off to session.

Vice Chair Watson said that we will be sending out a survey to all of the districts to find out what their schools' number one and number two priorities are.

J.4. Equity, Diversity, & Inclusion

Director Nancy McKinnis said that the committee last met on November 17. Mrs. McKinnis is grateful for the work that Kelly Soter is doing as we are learning and growing. Mrs. McKinnis is grateful for the diverse representation from the schools. At this meeting, we were tasked to look at our equity policy that we currently have. There was a desire to make tangible, concrete steps. Information discussed to be included was getting measurable input from students, families and staff, desegregated data to regulate audit of demographics, student demographic data, required EDI training, implicit bias training, and all staff to participate in such training, cultural responsiveness, tiered PD training, insuring that the trainers have expertise, a diverse curriculum, focus on staff, and thoughtful and inclusive of IEP's in the equity pieces.

J.5. OSBA Conference Debrief

Director Polly Farrimond said she is so grateful to have had the opportunity to attend. Ms. Farrimond really enjoyed the precession given by Comal. His talk was centered on how to be anti-racist. It was motivating and impactful. Ms. Farrimond was impressed by speaker Brandon Fleming.

Director Nancy McKinnis appreciated the speakers and she is excited that we have budgeted money for equity work in our district. She hopes that we can be creative about utilizing the funding for equity work in our district.

Director Sara Crawford said she enjoyed visiting with other school board members and hearing about their experiences and learning about what is happening in their districts. A take away she learned from another district that attended the summer board conference is that they are having a book study on the book that was highlighted in that conference about community engagement.

Director Rebecca Weathers said she learned a lot and she is grateful for the board that we have and she is happy about the way we do things.

Chair Michael Campbell came away with practical and immediate tools that he has applied in his everyday life. Speaker Brandon Fleming gave such inspirational information about showing love and compassion. There has been discussion amongst our neighboring districts about bringing Brandon to our local districts to speak.

Supt. Barry said that he is grateful to have such a courageous and supportive board. It is evident that it is not the case everywhere and he is appreciative of our board.

J.6. Audit Report

Chair Campbell said that the auditors have to take more time to review items due to more funding sources. The plan is to alleviate some stress for everyone, so the audit committee will meet on December 19 and the report will be presented at the February 2 board meeting.

K. Review of the Next Meeting Agenda

L. Adjournment

The meeting adjourned at 7:30 p.m.

Michael Campbell, Chair

Brent Barry, Superintendent

**PHOENIX HIGH SCHOOL
ADA ACCESSIBLE PLAY PARK**

Todd Mills Construction		
Excavation/Concrete/Rock/Railings		\$ 18,125.00
Rubbercycle (Solid Surface)		
Playsafer RubberbondElevate Blend - 1050 SF		\$ 28,812.00
GameTime (Equipment & Install)		
Inclusive Whirl Basic		\$ 17,779.00
Thrive 450		\$ 30,235.00
Installation		\$ 17,300.00
Discount		\$ (5,370.97)
Freight Fee		\$ 4,115.71
		\$ 110,995.74
15% - Unforeseen Contingency		\$ 16,649.36
TOTAL COST		\$ 127,645.10



play.site.sport.
800.922.0070 / www.mrcrc.com

Phoenix HS - Phoenix, OR
View A



A PLAYCORE Company



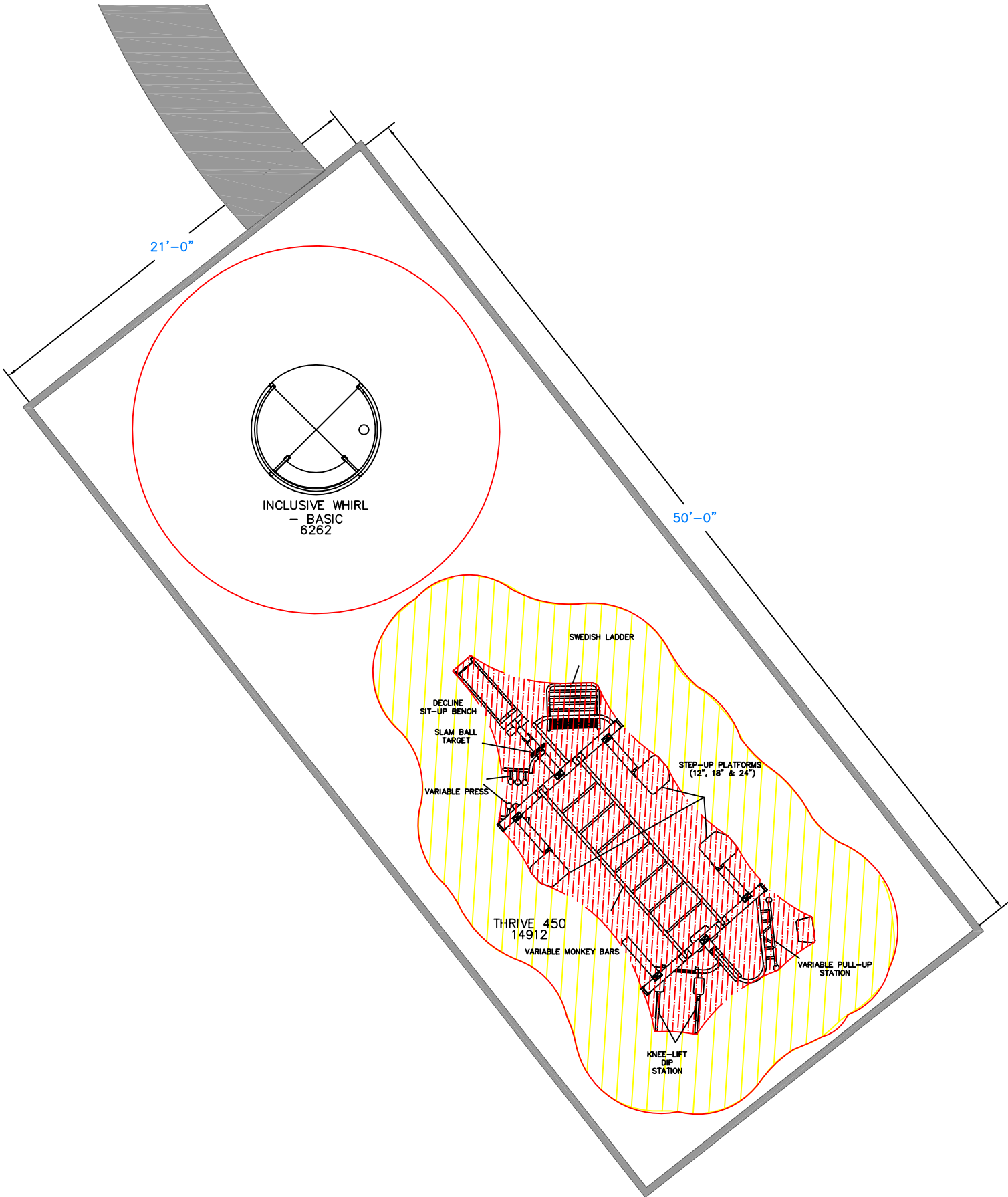
Phoenix HS - Phoenix, OR
View B



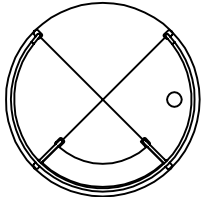
play.site.sport.
800.922.0070 / www.mrcrc.com



A PLAYCORE Company



21'-0"



INCLUSIVE WHIRL
- BASIC
6262

50'-0"

SWEDISH LADDER

DECLINE
SIT-UP BENCH

SLAM BALL
TARGET

VARIABLE PRESS

STEP-UP PLATFORMS
(12", 18" & 24")

THRIVE 450
14912

VARIABLE MONKEY BARS

VARIABLE PULL-UP
STATION

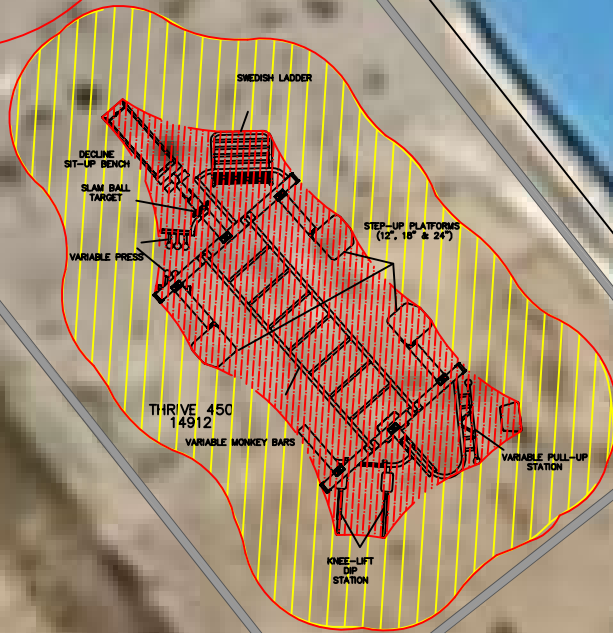
KNEE-LIFT
DIP
STATION

21'-0"



INCLUSIVE WHIRL
- BASIC
6262

50'-0"



RubberBond™

ELEVATE

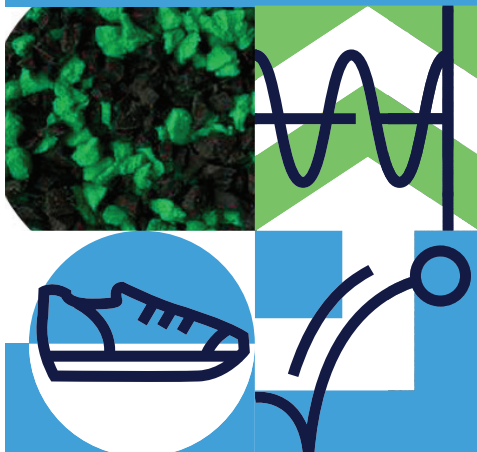
A revolutionary unitary surface with optimal safety ratings, and ultra-vibrant EPDM colors.

FALL PROTECTION

UNDER
400
HIC
at 12 feet

key features:

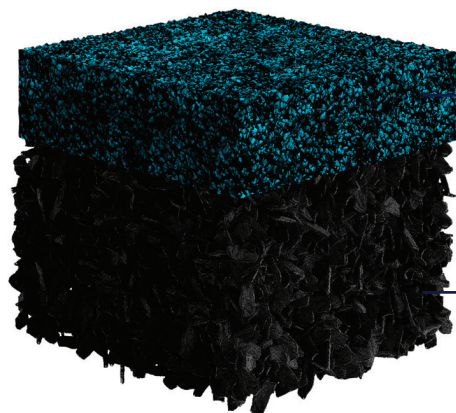
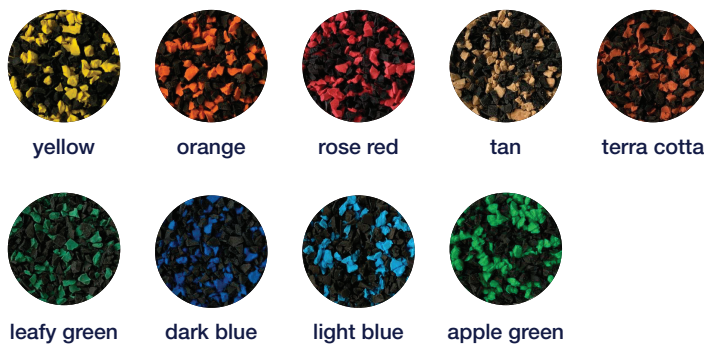
- 1 1/2" wear course
- 5" overall thickness
- 15 lbs weight per square foot
- Exceeds ASTM standards, IPEMA certified, ADA accessible.



available in these standard colors:

elevating safe play surfaces to the highest level

This revolutionary hybrid bi-layer system combines the superior safety ratings of a loose-fill system, with the accessibility, durability and design options of a unitary system. RubberBond Elevate features a vibrant, brightly colored EPDM particulate blend that stays colorfast for years. Easily installs over a variety of substrates, saving on costly concrete or asphalt sub-bases.



unitary bonded 1.5" EPDM top layer

vivid and durable EPDM material is poured in place

3.5" rubber mulch under-layer

maximum shock-absorption, performs over uneven terrain

RubberBond™
ELEVATE

Traditional
Poured-in-Place

	RubberBond™ ELEVATE	Traditional Poured-in-Place
WEAR COURSE	1 1/2"	3/8 - 1/2"
OVERALL THICKNESS	5"	2 - 3 1/2"
AVERAGE HIC RATING	400	800+
FALL HEIGHT RATING	14"	6 - 8"
WEIGHT PER SQ. FT.	15 lbs	5 - 7 lbs
WARRANTY	7 yrs	5 yrs

RUBBERRECYCLE™

**PHOENIX-TALENT SCHOOL DISTRICT
EVALUATION FOR SUPERINTENDENT**

Date: _____

PLANNING AND GOVERNANCE

<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Provides leadership and vision in developing mission and goals	<u>2-Needs Improvement</u> Initiates planning at the request of the Board (Requires written comment)	<u>1-Ineffective</u> Does not look to the future (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Offers strategies to Board based on sound research and study	<u>2-Needs Improvement</u> Gives recommendations upon request (Requires written comment)	<u>1-Ineffective</u> Gives poor or limited advice when asked (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Assures that Board policies are updated, reviewed and followed	<u>2-Needs Improvement</u> Reviews Board policies as needed, but without foresight (Requires written comment)	<u>1-Ineffective</u> Rarely reviews policies and does not discuss them (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Treats all Board members with equal respect; communication is thorough and timely	<u>2-Needs Improvement</u> Communication is frequent, but some subjects require more depth (Requires written comment)	<u>1-Ineffective</u> Communication with the Board is infrequent, regardless of topic (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Sets and meets personal goals, relating them to District objectives	<u>2-Needs Improvement</u> Sets realistic goals, but has sporadic results in achievement (Requires written comment)	<u>1-Ineffective</u> Goals, if set, are unrealistic (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Is responsive to Board direction and follows through with Board recommendations	<u>2-Needs Improvement</u> Listens to Board direction, but follow-up is inconsistent (Requires written comment)	<u>1-Ineffective</u> Ignores most or all of Board requests (Requires written comment)

Additional Comments:

MANAGEMENT OF THE DISTRICT

<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Understands all aspects of the District operations and services	<u>2-Needs Improvement</u> Understands most areas of District operations and services (Requires written comment)	<u>1-Ineffective</u> Is surprised with the complexity of some operations and services (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Budgets appropriately, understands the process, and promotes fiscal responsibility	<u>2-Needs Improvement</u> Finds budgetary process unduly complex, and is unclear on District's financial direction (Requires written comment)	<u>1-Ineffective</u> Overwhelmed with the budget process and unable to delegate (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Promotes a team concept throughout the District that is understood by all	<u>2-Needs Improvement</u> Leadership roles are clear, but sometimes messages become diluted (Requires written comment)	<u>1-Ineffective</u> There is a large disparity of goals at various levels in the District (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Has provided leadership and vision in completion of the special projects	<u>2-Needs Improvement</u> Pays limited attention to details in special projects, but is actively involved (Requires written comment)	<u>1-Ineffective</u> Is not involved in the project's process and is unaware of progress (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Deals with difficult issues or complex issues effectively at all levels through research and proper methodology	<u>2-Needs Improvement</u> Seeks solutions to difficult issues, but the response is widely perceived as inadequate (Requires written comment)	<u>1-Ineffective</u> Difficult issues linger through inaction and/or inappropriate response (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Motivates staff at a high level to accomplish District goals	<u>2-Needs Improvement</u> Motivates occasionally, accomplishing most District goals (Requires written comment)	<u>1-Ineffective</u> Is not an effective motivator of staff (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Fully understands the complexities of ESEA and other federal and state regulations. Has plans to assure that building and district goals are consistent	<u>2-Needs Improvement</u> Deals effectively with new regulations and statutes on an "as needed" basis. (Requires written comment)	<u>1-Ineffective</u> Is overwhelmed by government mandated policies and unwilling to address resolutions (Requires written comment)

Additional Comments:

COMMUNICATION

<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Is an appropriate voice for the District with the media and the community	<u>2-Needs Improvement</u> Is available to the public, but could be more assertive in delivering the District's message (Requires written comment)	<u>1-Ineffective</u> Displays an unresponsive image to the public (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Written communication skills are distinguished by originality and clarity	<u>2-Needs Improvement</u> Writes infrequently, but is able to get the point across (Requires written comment)	<u>1-Ineffective</u> Writing skills are undeveloped and confusing (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Has dealt efficiently with local legislators to deliver educational messages. Prioritizes messages for content and relevance.	<u>2-Needs Improvement</u> Should take a more proactive role communicating with politicians locally, in Salem and in Washington D.C. (Requires written comment)	<u>1-Ineffective</u> Does not spend time with outside interests on political topics (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Recognizes that listening is vital to effective communication and is perceived by all as a good listener	<u>2-Needs Improvement</u> Listens to some, but is occasionally distracted (Requires written comment)	<u>1-Ineffective</u> Seldom pays attention to the messages of others (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Assures that all communication is timely and relevant	<u>2-Needs Improvement</u> Sometimes fails to properly prioritize critical announcements, but is generally proficient (Requires written comment)	<u>1-Ineffective</u> Most information is disjointed and late (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Oral communication skills are clear, focused and passionate	<u>2-Needs Improvement</u> Is easy to understand, but spends some time in clarification (Requires written comment)	<u>1-Ineffective</u> Wastes time restating relatively simple points; is unable to communicate (Requires written comment)

Additional Comments:

PERSONAL QUALITIES

Rating 4-Exceptional

3-Outstanding

Properly handles pressure and maintains poise in demanding situations

2-Needs Improvement

Occasionally demonstrates poor judgment in stressful times
(Requires written comment)

1-Ineffective

Is sometimes unprofessional and detrimental to the District
(Requires written comment)

Rating 4-Exceptional

3-Outstanding

Is committed to the highest ethical standards in professional and personal life

2-Needs Improvement

Is willing to compromise standards for professional or personal gain
(Requires written comment)

1-Ineffective

Integrity is frequently in question
(Requires written comment)

Rating 4-Exceptional

3-Outstanding

Recognizes the need for ongoing training and promotes this ideal to all District employees

2-Needs Improvement

Promotes training for only management level positions
(Requires written comment)

1-Ineffective

Accepts mediocrity and constancy
(Requires written comment)

Rating 4-Exceptional

3-Outstanding

Is decisive and in an appropriate way; generally exercises good judgment

2-Needs Improvement

Thoughtful, but may focus on irrelevant factors
(Requires written comment)

1-Ineffective

Decisions are sometimes slow and misguided
(Requires written comment)

Rating 4-Exceptional

3-Outstanding

Has earned the respect of all through the right balance of delegation and leadership

2-Needs Improvement

Is highly regarded in most areas
(Requires written comment)

1-Ineffective

Is respected by very few
(Requires written comment)

Additional Comments:

Phoenix-Talent Schools District 4

Code: BBBA
Adopted: 1/12/17
Revised/Readopted: 1/13/22
Orig. Code(s): BBBA

Board Member Qualifications

A person is eligible to serve as a Board member if the person is ~~an~~ a qualified elector¹ of the district. ~~An “elector” means an individual qualified to vote under Section 2, Article II of the Oregon Constitution. The individual must be 18 years of age or older, registered to vote at least 20 calendar days immediately preceding any election in the manner provided by law and must have~~ and has been a resident within the district for one year immediately preceding the election or appointment. ~~Additionally, if the district and the position sought is one elected or nominated is by zoned, the individual person must meet the requirements of Oregon Revised Statute (ORS) 332.124 – 332.126~~ also reside in the zone from which the person is nominated except as authorized by law.

Persons applying for Board Positions 1, 2, 6 and 7 must qualify by residing in Zone II as identified by the [map](#) appended to this policy and made a part of this policy by reference. Persons applying for Board Positions 3, 4, and 5 must qualify by residing in Zone I as identified by the [map](#) appended to this policy and made a part of this policy by reference. All board members must qualify by zone, but are elected at large. The Jackson County Clerk will make the final determination as to which zone the candidate resides.

~~No~~ A person who is an employee of the district is not eligible to serve as a Board member while so employed. A person who is an employee of a public charter school may not serve as a member of the Board of the district in which the public charter school that employs the person is located.

END OF POLICY

Legal Reference(s):

[ORS 247.002](#)
[ORS 247.035](#)
[ORS 249.013](#)

[ORS 332.016](#)
[ORS 332.018](#)
[ORS 332.030](#)

[ORS 332.124](#)
[ORS 332.126](#)

OREGON CONSTITUTION, ARTICLE II, Section 2.

Cross Reference(s):

BBE - Vacancies on the Board

Corrected 10/18/22

¹ “Elector” means an individual qualified to vote under Article II, section 2, [Oregon Constitution](#).

Phoenix-Talent Schools District 4

Code: IFE
Adopted: 10/07/99
Revised/Readopted: 8/11/22
Orig. Code: IFE

Curriculum Guides and Course Outlines

Curriculum guides and course outlines will be written for all courses offered in the district. Academic content standards ~~and Essential Skills~~ as adopted by the State Board of Education will be included. Teachers are expected to adhere closely to the course of study adopted by the district. Information regarding course offerings will be made available to all students and interested district patrons, upon request.

END OF POLICY

Legal Reference(s):

[ORS 332.075\(1\)](#)
[ORS 336.035](#)

[OAR 581-021-0046](#)
[OAR 581-022-2000](#)
[OAR 581-022-2030](#)
[OAR 581-022-2250](#)

[OAR 581-022-2300](#)
[OAR 581-022-2305](#)
[OAR 581-022-2310](#)
[OAR 581-022-2315](#)

Corrected 10/18/22

Phoenix-Talent Schools District 4

Code: IGAI
Adopted: 9/05/19
Revised/Readopted: 8/11/22
Orig. Code(s): IGAI

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**

The district shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects. Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. A part of the comprehensive plan of instruction shall provide age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. The district must provide a minimum of four instructional sessions annually; one instructional session is equal to one standard class period. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grades 6 through 8 and at least twice during grades 9 through 12.

Parents, teachers, school administrators, local health departments staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV instruction. Any parent may request that their child be excused from that portion of the instructional program under the procedures set forth in Oregon Revised Statute (ORS) 336.035(2).

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school-age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;
4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;
5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;
6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;
7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health
Education** – IGAI

8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;
9. Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;
10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;
11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
12. Encourages family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;
13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;
14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;
15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;
16. Validates the importance of one's honesty, respect for each person's dignity and well-being, and responsibility for one's actions;
17. Uses inclusive materials and strategies that recognizes different sexual orientations, gender identities and gender expression;
18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and
19. Is culturally inclusive.

The comprehensive plan of instruction shall emphasize skills-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self-esteem and ability to resist peer pressure;
2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;
3. Enhances students' ability to access valid health information and resources related to their sexual health;
4. Teaches how to develop and communicate sexual and reproductive boundaries;
5. Is research based, evidence based or best practice; and

6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies, and activities must not, in any way use shame or fear-based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated or witnessed sexual abuse and relationship violence.

The district's health and sexuality education will provide information on menstrual health and will be inclusive and affirming of transgender, non-binary, intersex, and two spirit/indigiqueer students; be positive and not fear- or shame-based; be age-appropriate; be medically-accurate; be culturally responsive; and be accessible for students with disabilities.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.059](#)
[ORS 336.107](#)
[ORS 336.455 - 336.474](#)

[ORS 339.370 - 339.400](#)
[OAR 581-021-0009](#)
[OAR 581-021-0593](#)

[OAR 581-022-2030](#)
[OAR 581-022-2050](#)
[OAR 581-022-2220](#)

Cross Reference(s):

IGBHD - Program Exemptions

Corrected 10/18/22

Phoenix-Talent Schools District 4

Code: IK
Adopted: 10/04/12
Revised/Readopted: 8/11/22
Orig. Code: IK

Academic Achievement**

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Parents and students may be informed at least annually, of their student's progress toward achieving the academic content standards, including but not limited to:
2. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
 - a. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
 - b. Evidence of the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the district;
 - c. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - d. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned; ~~and demonstration of extended application and demonstration of the Essential Skills.~~
3. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
4. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude or behavior. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade;
5. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;

6. When no grades are given but the student is evaluated in terms of progress, the school staff will **show whether the student is achieving course requirements at** ~~also provide a realistic appraisal of the student's~~ **current grade level** ~~standing in relation to his/her peers;~~
7. The staff will take particular care to explain to students the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)
[ORS 329.485](#)

[ORS 343.295](#)
[OAR 581-021-0022](#)

[OAR 581-022-2260](#)
[OAR 581-022-2270](#)

Cross Reference(s):

IKAB - Student Progress Reports to Parents

Corrected 10/18/22



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting - 6:00 PM

Thursday, February 2, 2023

In-Person at Orchard Hill Elementary School

or Join via Zoom Meeting:

<https://us02web.zoom.us/j/82454879050?pwd=K1VVRGNDeXA0QmE3TEhUOXRSaVdJUT09>

Meeting ID: 824 5487 9050 Passcode: 560308

AGENDA

- A. Call to Order - 6:00 p.m.
- B. **PUBLIC HEARING** for Exemption from Competitive Bidding Requirements
- C. Accentuate the Positive - 6:05 p.m.
- D. Student Representative Report - 6:15 p.m.
- E. Citizen Comments - 6:20 p.m.
- F. Superintendent Report - 6:50 p.m.
- G. Consent Agenda - 6:55 p.m.
 1. Approval of Agenda
 2. Approval of Minutes from 1/5/23 & 1/19/23
 3. Personnel Report
- H. Action Items – 7:00 p.m.
 1. Audit Report
 2. Board Policy BBBA – Board Member Qualifications
 3. Board Policy IFE – Curriculum Guides and Course Outlines
 4. Board Policy IGAI – Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education
 5. Board Policy IK - Academic Achievement
 6. Criteria for Evaluating the Superintendent
- I. Recess - 7:10 - 7:20 p.m.
- J. Information and Discussion – 7:20
 1. Facilities/Bond Update
 2. Financial Update
 3. Legislative / OSBA Update
 4. Equity, Diversity, & Inclusion
 5. Filing Date for Board Members
 6. ESD Resolutions
 7. Renewal of Teacher's and Administrator's Contracts
 8. Drop-out Report/Graduation Rate (Pending State Release of Information)
 9. Board Policy CB - Superintendent
 10. Board Policy CBC – Superintendent's Contract
 11. Board Policy CPA – Layoff and Recall for Administrators
 12. Board Policy JFCEB – Personal Electronic Devices and Social Media
 13. Board Policy GCAB - Personal Electronic Devices and Social Media - Staff
- K. Review of the Next Meeting Agenda - 8:00 p.m.
- L. Adjournment - 8:05 p.m.