



6. **Board Policy CPA - Layoff & Recall for Administrators**
  7. **Board Policy CPA-AR - Layoff and Recall for Administrators**
  8. **Board Policy GCPA - Reduction or Recall of Licensed Staff**
  9. **Board Policy GCPA-AR - Reduction or Recall of Licensed Staff**
  
  10. **Board Policy GCAA - Standards for Competent and Ethical Performance of Oregon Educators**
- M. **Review of the Next Meeting Agenda - 8:00 p.m.**
- N. **Adjournment - 8:05 p.m.**

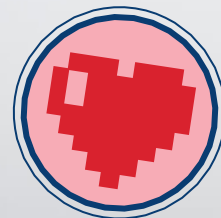
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 **LA CLINICA**  
SCHOOL-BASED HEALTH CENTERS

Phoenix-Talent School District  
partnership with La Clinica.

# Building Sustainable School Healthcare Together





## How did this partnership start

The building blocks of a great partnership



## The Beginning of a Beautiful Partnership

- La Clinica had one school-based health center at Phoenix Elementary school which had been operating since 2003.
- 2019 The state infused the billion dollars into the Education system which created the SSA.
- La Clinica approached all the school districts that had a clinic in it to see how we could partner and braid funding to support growth healthcare in schools and provided a white sheet about what we could provide
- Phoenix/Talent had engaged students, families, and community members around the needs of school district





**Exhibit A – Federally required: Minimum staffing level for new sites**

\* Includes medical equipment purchases, spread out over the two-year startup period. Does not include facility renovations, or other facility related costs currently incurred by the districts

SBHC Expansion Budget: Talent Elementary, Orchard Hill, Talent Middle School, ATI					
EXPENSES	3.15 FTE- QMHP (therapist)	1.26 FTE- QMHA (wellness coach, youth advisory liaison )	0.80 FTE- RN (nurse)	0.84 FTE- OS (office specialist)	Total
<b>Personnel</b>					
Salaries/wages	\$226,903	\$56,025	\$74,240	\$27,954	\$385,122
Payroll taxes/ benefits	\$52,186	\$12,886	\$17,074	\$6,429	\$88,575
Travel/training	\$8,000	\$3,000	\$2,000	\$3,000	\$15,000
<b>Total personnel</b>	<b>\$287,089</b>	<b>\$71,911</b>	<b>\$93,314</b>	<b>\$37,383</b>	<b>\$489,697</b>
<b>Non-personnel expense</b>					<b>Total</b>
Office supplies/ clinical workstation	\$10,000	\$6,300	\$35,828	\$6,300	\$58,428
Recruit; license; membership	\$4,200	\$900	\$4,200	\$900	\$10,200
<b>Total non- personnel</b>	<b>\$14,200</b>	<b>\$7,200</b>	<b>\$40,028</b>	<b>\$7,200</b>	<b>\$68,628</b>
<b>Total program expense</b>	<b>\$301,289</b>	<b>\$79,111</b>	<b>\$133,342</b>	<b>\$44,583</b>	<b>\$558,325</b>
<b>Administrative overhead (Malpractice/HR/accounting/ credentialing/coding etc.)</b>	<b>\$56,039</b>	<b>\$14,715</b>	<b>\$24,801</b>	<b>\$8,293</b>	<b>\$103,848</b>
<b>Total expense with overhead</b>	<b>\$357,328</b>	<b>\$93,825</b>	<b>\$158,143</b>	<b>\$52,876</b>	<b>\$662,172</b>
Estimated billable revenue in start-up, each year for first two years					\$266,347
Start-up costs per year for first two years					\$395,825

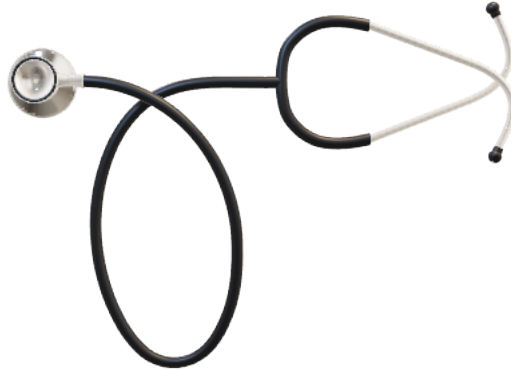
- Based off the needs assessment done the school district made access to culturally sensitive behavioral health and healthcare at their schools their top priority
- It was important that this was driven by the students, families and community.
- It was important that the school district could make an initial investment and after a few years move that investment to other projects while knowing that the health services could sustain on their own.



# What services are now accessible

## Medical Services

- 2 days of Nursing support at each new site
  - Nurses support Covid testing and Covid Vaccines for students, families and staff at each school
  - Medical triage
  - Medical Emergency Support for any one at the school
  - Vaccine support



## Behavioral Health Services

- 5 days a week of Behavioral Health Clinician Support
  - Individual, Family, group therapy, assessment, treatment planning
  - Part time skills training in classroom, on campus support at each elementary school
  - Crisis support for any student at the school

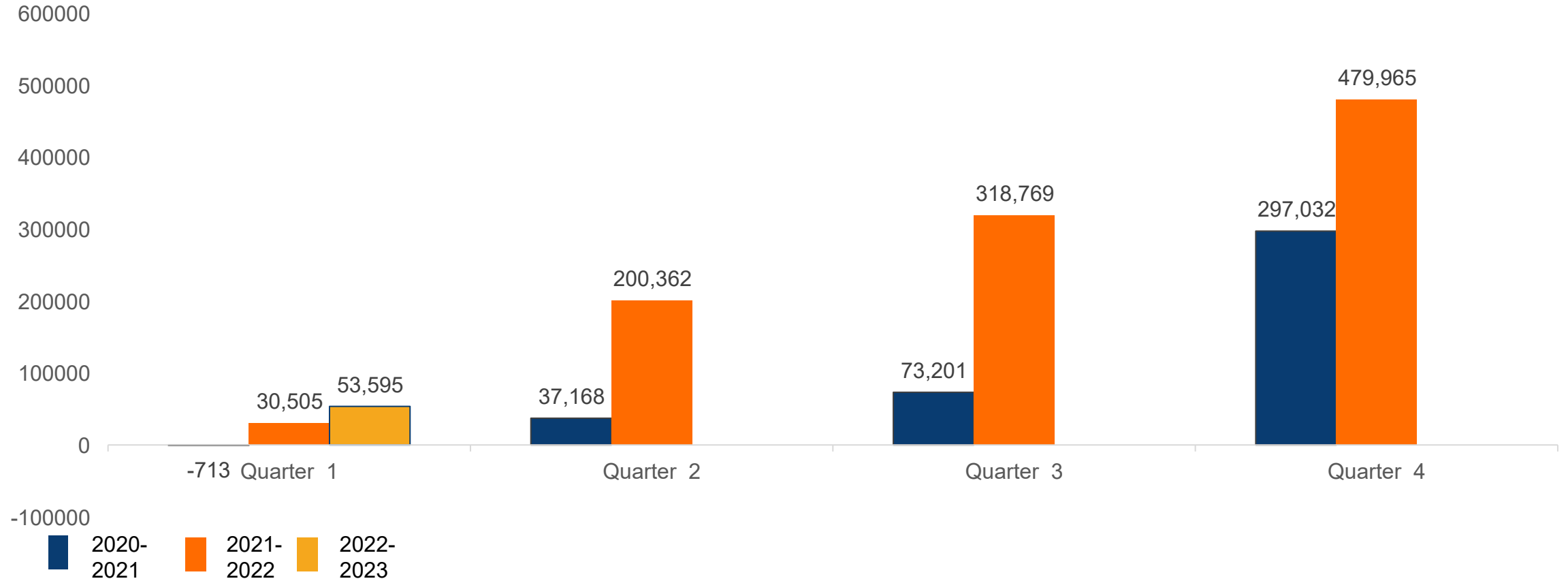
## Community Resource/Benefits Eligibility Support

- Engagement with families to support students and family members with accessing resources in the community in coordination with school Resource support.
- Enrollment support for students and families for OHP

Bilingual staff are available to support access



# Patient Revenue Only for all Phoenix/Talent



# What made this a successful partnership



- Communication- Leadership had very open lines of communication from both the school district and La Clinica.
- Problem solving rather than blame
- Flexibility
- Building Trust through Reliability and Honesty
- Having Aligned Missions
- La Clinica having the ability to bill for the services to sustain it.
- La Clinica having the medical and behavioral health expertise to support the work.



# Phoenix-Talent parent survey/Listening sessions March 2022

Ranked Priorities	Top Requests of Physical, Mental and Emotional health and safety
Physical, mental, and emotional health & safety (43.4%)	Need La Clinica SBHC at PHS
Well-rounded education (34.7%)	Expanded La Clinica support
Extended learning opportunities (8.8%)	Expanded mental health support
Reduce class size (8%)	Anti-bullying

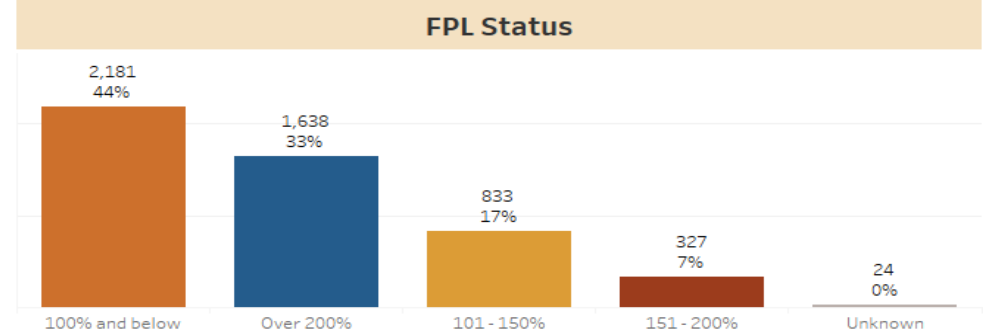
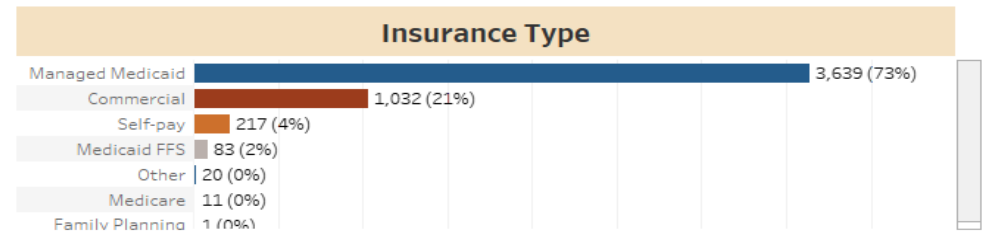
# Who are we Seeing

- 56% Non Hispanic patients and 33% Hispanic Patients .
- 70% of patients seen were youth 18 years or younger and 30% of patients seen were staff or family members.
- 75% of the patient population have Medicaid (OHP), 21% Private Insurance and 4% were self pay.
- 44% fell below the poverty level with another 24% that qualified for federal funding support through La Clinica.

Language		
	Patients	% Patients
English	773	83.75%
Spanish	136	14.73%
Unknown	13	1.41%
Other	1	0.11%

Ethnicity		Race			
	Patients	% Patients			
Non-Hispan..	517	56.01%	White	688	74.54%
Hispanic or ..	288	31.20%	Unknown	158	17.12%
Unknown	99	10.73%	Multiple	44	4.77%
Non-Hispan..	19	2.06%	American Indian	14	1.52%

Age		
	Patients	% Patients
18 and Under	654	70.86%
19 - 44	127	13.76%
45 - 64	123	13.33%
65 - 84	19	2.06%



# What does increased access look like?

- Total Individuals Seen : 923
- Total visits : 5,012

## Visit Dashboard

Reporting Period: 1/3/2022 - 12/16/2022      Data Source Updated: 1/17/2023 3:02:42 AM

### Dept/Provider Visits

POS Department	Providers	Patients	Clinic	Virtual	Visits Total	Avg. Procedures	Avg. Clinic Wait Time
Grand Total		923	4,463	549	5,012	2	12:30
▶ SBHC Phoenix		520	1,573	361	1,934	3	12:42
▶ SBHC Talent Es		187	1,047	53	1,100	2	12:32
▶ SBHC Orchard Hill		59	899	10	909	2	12:17
▶ SBHC Talent Ms		159	600	106	706	2	12:06
▶ SBHC Armadillo		45	234	19	253	4	12:12
▶ SBHC Phoenix Hs		46	110	0	110	2	12:41

### Visits

	Clinic	Patients	Virtual	Patients Virtual
Grand Total	4,463	923	549	100
▶ Behavioral Heal..	3,326	255	540	92
▶ Medical	1,137	753	9	9

### Primary Visit Reason

	Clinic	Virtual	Visits Total
Grand Total	4,446	543	4,989
▶ Behavioral Health	3,312	539	3,851
▶ Medical	1,134	4	1,138

# Continued Access during the Summer

- *Summer of 2022, was the first time La Clinica SBHC offered medical services and behavioral health through the summer. Medical was only open 1 day a week but also had mental health services offered 5 days a week. They were able to see an average of 5 medical visits a day, and served a total of 46 patients during July-August.*
- *There was a high need for sports physicals Summer 2022, so La Clinica SBHC will offer increased medical access in Summer 2023, to support that need.*





- Phoenix-Talent School District have finished the two-year start-up cost commitment to La Clinica and has decided to re-invest a portion of that money to bring La Clinica to their High School. Medical was not able to start until November. 58 individual students have been seen for over 164 visits since the beginning of the school year.
- Phoenix -Talent has gone from one school with one health center in 2019-2020 to all schools have access to onsite behavioral health and RN support in every school.
- Phoenix-Talent can utilize almost \$300,000 of the SSA investment funding to work on other identified needs in the school district.



Phoenix-Talent SD 2022-2023



The Future  
NEXT EXIT





**Thank  
You !!**





# Phoenix-Talent Schools

## 2023 Integrated Application Presentation

# Contents

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- Purpose of Presentation
- Background & Context
- Planning Team
- Plan Inputs
- Plan Overview
- What's Next



# Purpose for Presentation

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- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback on the plan now that it has been developed
- To inform the board and seek board approval

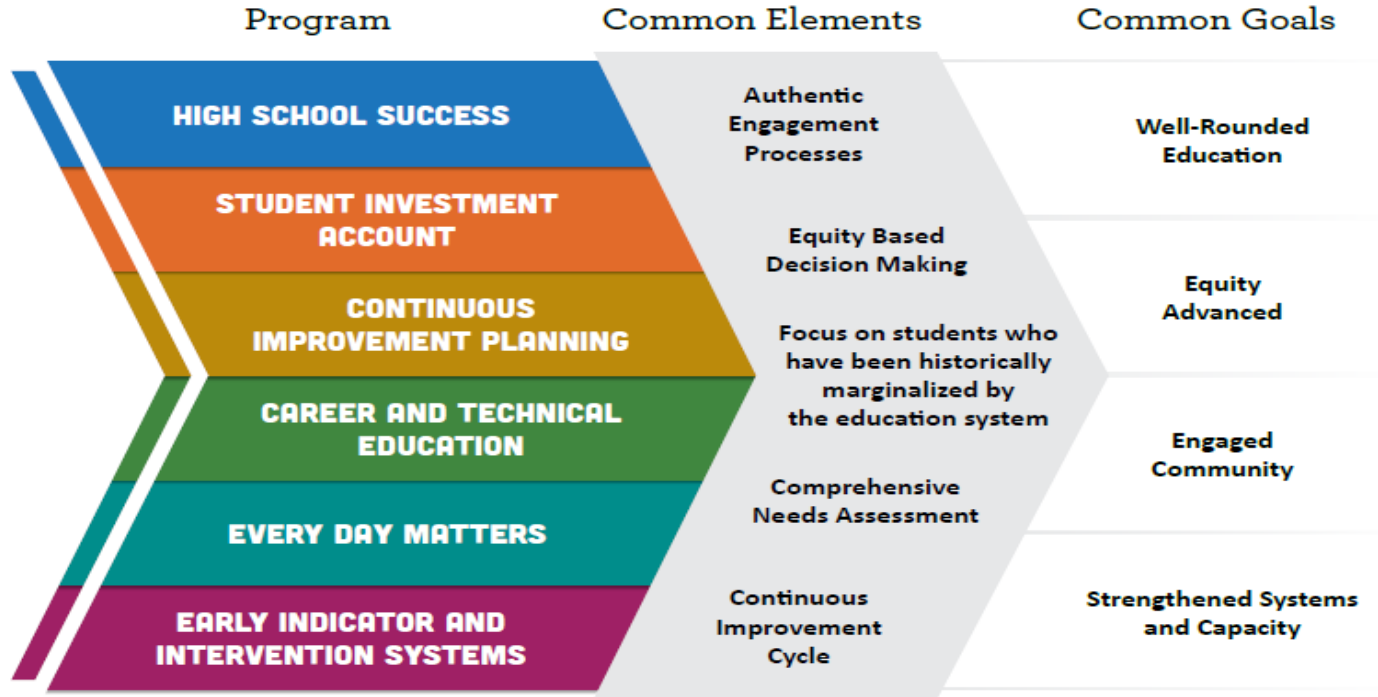


# Background



- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for 6 programs
- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time

# Six Programs & Common Goals



# Summary of Program Purposes

**High School Success (HSS)** - Systems to improve graduation rates and college/career readiness.

**Student Investment Account (SIA)** - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.

**Continuous Improvement Planning (CIP)** - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

**Career and Technical Education - Perkins V (CTE)** - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

**Early Indicator and Intervention System (EIS)** - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

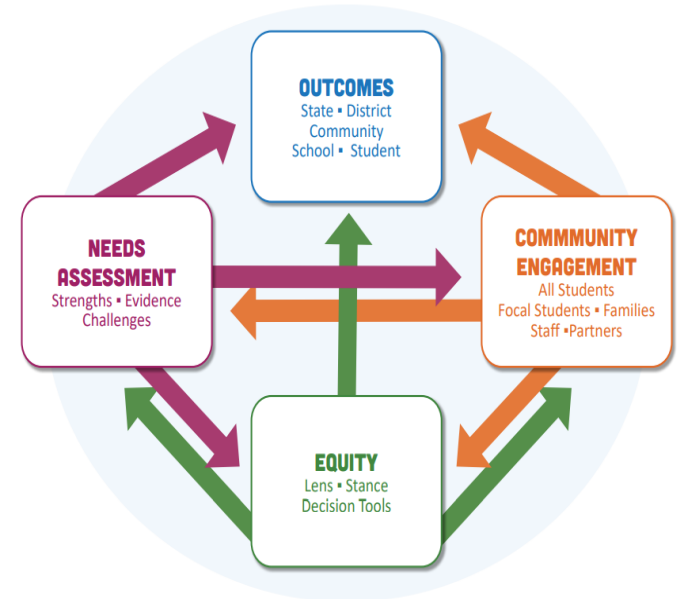
**Every Day Matters - (EDM)** - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

# Meet our Planning Team Members

- **Brent Barry (Supt.)**
- **Summer Brandon (ATI Director)**
- **Jonathan Chavez-Baez (SOU Staff)**
- **Kalin Cross (PHS Principal)**
- **Paityn Croy (PHS Student)**
- **Derek Dougherty (PHS Licensed)**
- **Carmen Edwards-Henry (OHES Licensed)**
- **Jessica Hamlin (Asst. Supt.)**
- **Katherine Holden (TMS Principal)**
- **Tami Ingwerson (PHS Licensed)**
- **Yazmin Karabinas (Dist. Staff)**
- **Tiffanie Lambert (Asst. Supt.)**
- **Heather Lowe Rogers (TES Principal)**
- **Rosa Ochoa (Parent)**
- **Aaron Santi (Dist. Admin.)**
- **Shawna Schleif (PES Principal)**
- **Kelly Soter (Dist. Admin.)**
- **Dawn Watson (Board Member)**
- **Eric Zurita (Parent)**

# Required Planning Processes

- Use of an equity lens
- Community engagement
- Tribal Consultation (if applicable)
- Comprehensive Needs Assessment
- Consider the Oregon Quality Education Model and Student Success Plans
- Review and use regional CTE Consortia inputs
- Further Examination of Potential Impact on Focal Students tied to Planning Decisions
- Development of a four-year plan with clear Outcomes, Strategies, and Activities



# Equity Lens, Tool(s) & Decision Making

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## **District Equity Lens: Key Questions**

- Who will be impacted and are they being included in the process?
- Who is not included in the process? And why?
- How might this decision increase, decrease, or ignore equity?
- Is there a subgroup either positively or negatively affected?
- What data has been used to inform the process and what does the data tell us about our subgroups?
- How and when will the communication take place?
- How will you ensure communication takes place in an inclusive, culturally sensitive and responsible manner?

# Community Engagement Highlights

## *Positive Impressions from our Communities*

- Most **families feel positively about their child(ren)'s school(s)** and feel comfortable communicating with teachers and other school personnel.
- At the **3<sup>rd</sup>-5<sup>th</sup> grade levels our students feel very good about student-teacher relationships** (77% positive responses), and **feel very safe at school** (ranking in the top 1/3 nationally).
- At the **6<sup>th</sup>-12<sup>th</sup> grade levels our students also rate student-teacher relationships** as a strength (58% positive), and **two-thirds feel ready to learn at school**.
- Our **Hispanic/Latino students cite significantly higher senses of belonging** (>10% higher) than avg
- **Across all 6 dimensions measured by an annual survey**, our Classified and Administrative staff members felt more favorable than the average of our Southern Oregon ESD group.
- Our **teachers** feel a strong sense of **physical and emotional safety** at school (74% favorable).

# Community Engagement Highlights

## Opportunities for Improvement

- Families indicated a need/desire for **better information systems and two-way communication** between home and school.
- At the **6<sup>th</sup>-12<sup>th</sup> level our students indicated a significant lack of engagement with their classes**. Only 25% of students reported feeling engaged, putting us in the bottom decile nationally.
- Our **non-binary students and students of two or more races/ethnicities cite significantly lower senses of belonging and school safety (>10% lower)** as compared to district average.
- Licensed, classified, and administrative staff all cited **a need to improve Cultural Awareness and Action** in the district, although there is some improvement over last year.
- **Teachers' overall perception of school climate have dipped** recently (47% favorable).

# Needs Assessment Highlights

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## **Attendance**

- Regular attenders rate dropped to 73% last year – lowest in 5 years (state goal = 90%)
- Black/African American and Native Hawaiian regular attenders rates both dropped by over 30% in the past 3 years

## **Academic**

- Grade 3 ELA Proficiency = 28% (state avg. = 40%)
- Grade 8 Math Proficiency = 12% (state avg. = 27%)
- Hispanic/Latinx performance on i-Ready (both reading and math) lowest of all subgroups

## **Climate/Engagement**

- Secondary students cite significant lack of engagement with their classes
- Teachers' perceptions of school climate have dropped in recent years
- Non-binary and multi-race students feel a low sense of belonging and safety

# Our Plan

These priorities emerged:

1. Continue to advance our equity work to support all students, and specifically our historically disadvantaged groups.
1. Improve and expand our programs to create a strong, well-rounded educational system for all students.
1. Foster engagement with all of our communities to leverage resources and support students.

# Our Plan

Our intended outcomes are:

1. Decrease disparities in student achievement with all sub groups making appropriate academic growth and progress.
2. All students, staff, and community members will feel safe, respected, valued, and included in our schools.
3. Provide opportunities for families to engage in 2-way communication experiences.
4. Ensure families are engaged and not overwhelmed with the expectation to participate in their child's K-12 education.
5. Our students will develop proficient academic and social skills to allow them to access current and future opportunities
6. Our students will be prepared for college and/or careers.
7. We will provide equitable opportunities for all students.

# Our Plan

These key strategies will help us achieve our intended outcomes:

1. Offer extended learning opportunities.
2. Maximize students' physical and mental health.
3. Support and expand CTE opportunities.
4. Maximize magnet programs (TWI, ODP, TAG, PTRAs).
5. Support/enhance fine/performing arts programs.
6. Break down barriers that prevent families from engaging in school decision-making and conversations.
7. Develop cohesive and coordinated calendar of parent/family meetings.
8. Develop a PTS District compact for community partners.
9. Use a broad range of data sources to identify areas of inequity.

# Our Plan

## Key Investments:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>● Summer school</li><li>● After school programs</li><li>● School Nurse (District-wide)</li><li>● Partnership with La Clinica (SBHCs)</li><li>● Graduation Coaches</li><li>● Counselors</li><li>● School Psychologists</li><li>● Additional CTE Pathways (early learning, health care, cosmetology, etc.)</li><li>● College Advisors</li><li>● Project Youth +</li><li>● School Resource Officer program</li></ul> | <ul style="list-style-type: none"><li>● Primary grades Instructional Assistants</li><li>● Music staff and instruments</li><li>● Improved/focused parent meetings</li><li>● Invest in bilingual staff members</li><li>● Training to support staff members' skill sets in the areas of SpEd, diversity, etc.</li><li>● Phoenix-Talent Rising Academy</li><li>● Physical plant improvements to support belonging/safety</li><li>● Guiding compact for district/community partnerships</li></ul> |
|---|--|

# Our Plan - Tiered Approach

Tiers of Planning & Budgeting allow for nimble course changes that have been pre-considered but aren't within the current budget parameters.

In our district, these additional strategies and activities are possible if we move to another tier in our plan:

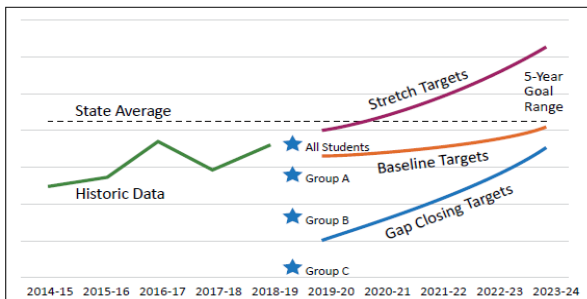
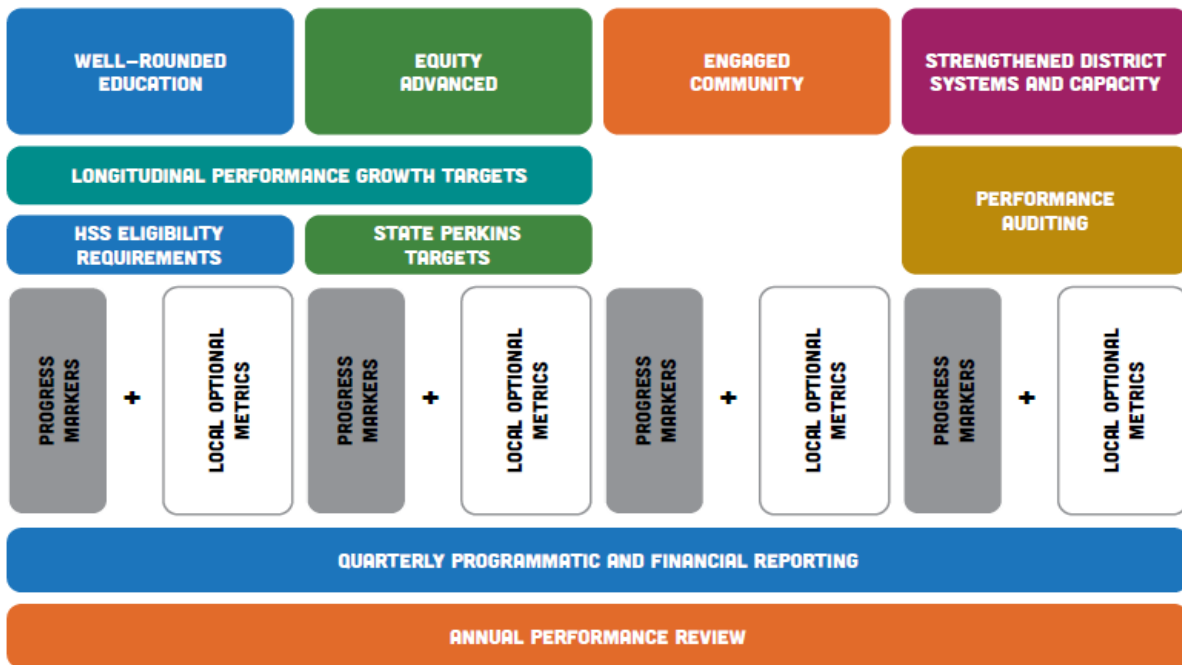
- Additional high school AP offerings
- Expansion of dual language-certified staff members at the middle and high school levels
- Hire a licensed media specialist (district-wide)

# How the State understands success

## SUMMARY OF PERFORMANCE MEASURES

There are seven distinct performance measures and processes used in the monitoring and evaluation process for implementation under this integrated guidance:

1. Longitudinal Performance Growth Targets (LPGTs)
2. High School Success Eligibility Requirements
3. State CTE Perkins Performance Targets
4. Progress Markers
5. Local Optional Metrics
6. Quarterly and Financial Reporting
7. Annual Reporting
8. Auditing (SIA funds only)
9. Performance Reviews



# Longitudinal Performance Growth Targets (LPGTs)

**ODE shall collaborate with the grant recipient to develop applicable Longitudinal Performance Growth Targets, based on:**

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Use the following applicable metrics for the overall population and disaggregated:
  - **Third-grade reading proficiency rates measured by ELA**
  - **Ninth-grade on-track rates**
  - **Regular attendance rates**
  - **Four-year or on-time graduation rates**
  - **Five-year completion rates**
  - Other local metrics may be used to develop applicable performance growth targets.

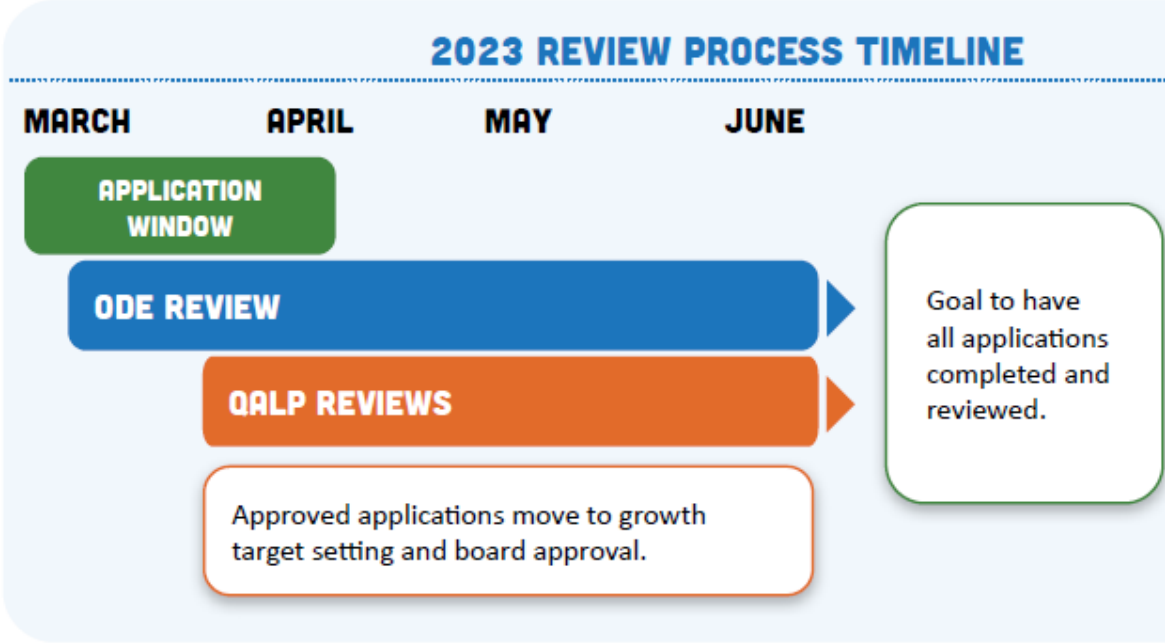


Referred to as  
"5 Common Metrics"

# How we understand success

- Narrowing of the academic achievement gap for our focal student groups
- Meeting or exceeding the state average in 3rd Grade LA and 8th Grade Math OSAS scores
- Maintaining or improving 9th grade on track and 4 year graduation rates
- Meeting the state's regular attender targets for our whole group of students along with each measured subgroup
- Increased sense of belonging, engagement, and safety among our student, family, and employee communities

# What Happens Next?



# Questions & Comments

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# Phoenix-Talent Schools District 4

Code: BCF  
Adopted: 12/08/16  
Revised/Readopted: 1/13/22  
Orig. Code(s): BCF

## Advisory Committees to the Board

In an ongoing effort to increase communication with the public and to provide for community involvement, the Board may appoint advisory committees which include community members to consider matters of districtwide importance.

Recommendations of such committees will be given careful consideration by the Board, but such recommendations will not relieve the Board of its legal responsibility to make final decisions about such matters.

All meetings of advisory committees shall follow the Public Meetings Law. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the committee chair.

The composition of advisory committees to the Board will be broadly representative and will take into consideration the specific tasks assigned to the committee. The process for the appointment of community members to an advisory committee will be determined by the Board. When requested and approved by the Board, appointment of staff members, when appropriate, will be made by the superintendent.

The Board ~~will~~ shall adopt guidelines for each committee as appropriate, ~~which will~~ ~~that shall~~ include, but not be limited to, the following:

1. The committee's written charge which shall include, but not be limited to, a statement of purpose and responsibility;
2. The length of time the committee is being asked to serve;
3. The resources the Board will provide;
4. The approximate dates on which the Board wishes to receive committee reports.

Except as specifically provided by the Board, advisory committees will cease to function when their reports have been received by the Board or when the purposes for which they were established have been accomplished.

The Board may be represented on lay and professional committees that serve the Board in an advisory capacity, with specific Board members appointed by the chair, but normally such Board members will function as ex-officio members of the committees.

*{This following section is recommended for immediate adoption for districts with more than 10,000 ADM. For districts with an ADM of 10,000 or less, this is recommended for adoption prior to September 15, 2025.}*

## [Educational Equity Advisory Committee<sup>{1 2}</sup>]

The duties of the district's educational equity advisory committee shall include:

1. Advising the Board about the educational equity impacts of policy decisions;
2. Advising the superintendent about the educational equity impacts of policy decisions; and
3. Informing the Board and superintendent when a situation arises in a district school that negatively impacts underrepresented students and advising the Board and superintendent on how best to handle that situation.

The educational equity advisory committee may prepare an annual report that:

1. Contains the following information:
  - a. The successes and challenges the district has experienced in meeting the educational equity needs of students in the district;
  - b. Recommendations the committee made to the Board and superintendent, and the actions that were taken in response to those recommendation; and
  - c. Any other information required by the State Board of Education.
2. Is made available by being:
  - a. Distributed to parents of district students;
  - b. Posted on the district's website;
  - c. Presented to the Board in at a board meeting with adequate opportunity for public comment; and
  - d. Sent to the State Board of Education.

The educational equity advisory committee shall be appointed by the Board and superintendent and must be composed of parents, employees, students and community members from the district. For the purposes of selecting members, the Board and superintendent:

1. Shall solicit name of possible members from the community;
2. Must ensure that membership is primarily representative of underserved student groups;
3. May not exclude members based on immigration status; and
4. Must comply with any other requirements established by the State Board of Education.

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<sup>1</sup> {District with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025.}

<sup>2</sup> Additional information on the formation, membership and responsibility of the committee can be found in OAR 581-022-2307.

A member of the educational equity advisory committee will also serve on the school district budget committee.<sup>3]</sup>

END OF POLICY

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**Legal Reference(s):**

[ORS 192.610](#)  
[ORS 192.630](#)

[ORS 294.414](#)  
[ORS 329.704](#)

[ORS 329.711](#)  
[ORS 332.107](#)

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL.

Corrected 10/18/22

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<sup>3</sup> The district is not required to add an educational equity advisory committee member to the budget committee until there is a non-school board member vacancy on the budget committee.

# Phoenix-Talent Schools District 4

Code: CB  
Adopted: 4/08/10  
Revised/Readopted: 2/17/22  
Orig. Code(s): CB

## Superintendent

The superintendent<sup>1</sup> is designated as the district’s chief executive officer. Under the Board’s direction, the superintendent exercises general supervision of all district schools, personnel and departments. The superintendent is responsible for managing the schools under the Board’s policies and is accountable to the Board for that management. **The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law<sup>2</sup> that applies to school districts<sup>3</sup>.**

The superintendent may delegate to other district personnel any powers and duties imposed upon the superintendent by Board policies or by vote of the Board. Delegation of power or duty will not relieve the superintendent of responsibility for action taken under such delegation.

END OF POLICY

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### Legal Reference(s):

[ORS 332.505](#)  
[ORS 332.515](#)

[OAR 581-022-2405](#)  
[OAR 584-005-0005\(51\)](#)

Senate Bill 1521 (2022)

### Cross Reference(s):

CBG - Evaluation of the Superintendent

Corrected 10/18/22

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<sup>1</sup> The term “superintendent” includes an interim superintendent.

<sup>2</sup> “Local, state or federal law” means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

<sup>3</sup> Also includes taking any action that conflicts with law that applies to education service districts.

# Phoenix-Talent Schools District 4

Code: CBC  
Adopted: 10/07/99  
Revised/Readopted: 2/17/22  
Orig. Code(s): CBC

## Superintendent's Contract

The superintendent, upon appointment by the Board, will receive a written contract which will state the terms of employment such as compensation, benefits and other conditions. **The Board may not issue a contract that includes terms which direct the superintendent<sup>1</sup> to take any action that conflicts with a local, state or federal law<sup>2</sup> that applies to the district<sup>3</sup>, or which allows the Board to take an adverse employment action against the superintendent for complying with such laws.** Contracts shall not be issued for more than three years in duration. The contract shall automatically expire at the end of its term. The Board may elect to issue a subsequent contract at any time for up to three years.

The compensation and benefits for the position of superintendent will be fixed by the Board and based upon the responsibilities required of the superintendent in performing their duties. The Board may not enter into an employment contract that contains provisions that expressly obligate the district to compensate the superintendent for work that is not performed.

Provisions for termination of the superintendent's employment, either by the Board or the superintendent, will also be set forth in the superintendent's employment contract. **The employment contract, if it includes a mutually agreed to termination-without-cause provision by the Board, will include a 12-month notice of termination for such provision.**

The district may provide health benefits for a superintendent that is no longer employed by the district until the superintendent:

1. Reaches 65 years of age; or
2. Finds new employment that provides health benefits.

For a period of one year after termination of the contract, the superintendent may not:

1. Purchase property or surplus property owned by the district or public charter school; or

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<sup>1</sup> The term "superintendent" includes an interim superintendent.

<sup>2</sup> "Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

<sup>3</sup> Also includes taking any action that conflicts with law that applies to education services districts.

2. Use property owned by the district or public charter school in a manner other than the manner permitted for the general public.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.432](#)  
[ORS 332.505](#)

[ORS 342.549](#)  
[ORS 342.815](#)

[OAR 584-005-0005\(51\)](#)

Senate Bill 1521 (2022)

**Cross Reference(s):**

CBB - Recruitment and Appointment of the Superintendent

Corrected 10/18/22

# Phoenix-Talent Schools District 4

Code: EH  
Adopted: 4/05/84  
Revised/Readopted: 4/21/22  
Orig. Code(s): EH

## Records and Data Management

The superintendent will provide for the preparation, ~~and~~ maintenance and retention of records and reports as are required by law.

If a record is a public record then it may be subject to retention requirements based on the content of the message. Records shall not be destroyed if they have been requested under the Public Records Law or if they are part of litigation, even if their retention period has expired.

Employees will retain and destroy records in accordance with the Oregon Archives Division records retention schedule. Employees should consult the retention schedule to determine the retention period of the record.

The district's retention system is to retain records [that are part of the network and email system] [by scanning, saving and/or filing them in an electronic filing system[ and deleting them from the email account]].

~~Records will be kept in accordance with administrative regulations as prescribed in administrative regulation EH-AR—Records and Data Management.~~

The district will comply with all other state and federal laws and regulations concerning the custody and maintenance of public records.

[“Retention schedule” means a general schedule published by the State Archivist in Oregon Administrative Rule (OAR) Chapter 166 in which certain common public records are described or listed by title and a minimum retention period is established for each.]

END OF POLICY

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### Legal Reference(s):

[ORS 192.001 - 192.431](#)  
[ORS 192.650](#)  
[ORS 326.565 – 326.580](#)  
[ORS 336.184 – 336.187](#)

[OAR 166-400-0010 - 166-400-0065](#)  
[OAR 581-015-2300](#)  
[OAR 581-022-2260](#)

[OAR 581-022-2305](#)  
[OAR 581-023-0006](#)  
[OAR 581-053-0070](#)

### Cross Reference(s):

CM - Compliance and Reporting on Standards  
DIC - Financial Reports and Statements  
DBJ - Budget Implementation  
DIE - Audits  
DJ - District Purchasing  
DJC - Bidding Requirements  
EBBB - Injury/Illness Reports  
GBL - Personnel Records  
IGBAB/JO - Education Records/Records of Students with Disabilities  
JO/IGBAB - Education Records/Records of Students with Disabilities

# Phoenix-Talent Schools District 4

Code: CPA  
Adopted: 5/15/03  
Revised/Readopted: 2/17/22  
Orig. Code(s): CPA

## Layoff/ ~~and Recall~~ –~~for Administrative~~~~ors~~ Personnel

This policy applies to all licensed administrators below the rank of assistant superintendent **who are not considered teachers under ORS 342.934<sup>1</sup>**.

The Board retains the right to determine when a layoff is necessary. Layoffs shall be by position. A reduction in hours does not constitute a layoff.

The factors considered in the layoff process will be license, seniority, qualifications, merit and/or competence. ~~Competence includes recent experience, additional training and educational attainments. Merit includes the measurement of one administrator's ability and effectiveness against the ability and effectiveness of another administrator.~~

The Board desires/expects administration to retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs of the district's schools.

Prior to initial development of a recall procedure for administrators, the Board will consult with the employees or a designated representative of the employees covered by this policy.

The district will develop administrative regulations to implement this policy.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

[ORS 342.934](#)

Corrected 10/18/22

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<sup>1</sup> Prior to laying off any administrators, the district will work with legal counsel to determine if the cultural or linguistic expertise criteria apply to any impacted employees.

# Phoenix-Talent Schools District 4

Code: CPA-AR  
Adopted: 5/15/03  
Revised/Readopted: 2/17/22  
Orig. Code(s): CPA-AR

## Layoff/ ~~and Recall~~ —~~for Administrative~~ ~~Personnel~~

### General

This administrative regulation applies to all licensed administrators below the rank of assistant superintendent ~~who are not considered teachers under ORS 342.934.~~<sup>1</sup>

The Board retains the right to determine when a layoff is necessary. Layoffs ~~shall be~~ ~~will occur~~ by position. A reduction in hours does not constitute a layoff.

The superintendent or designee shall offer recommendations to the Board regarding transfers, both voluntary and involuntary, and the position(s) which will be eliminated. The factors considered in the layoff process will be license, seniority, qualifications, merit and/or competence. ~~Competence includes recent experience, additional training and educational attainments. Merit includes the measure of one's administrative ability and effectiveness against the ability and effectiveness of another administrator.~~

The Board desires/expects administration to retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs of the district's schools.

When the district determines that a layoff of licensed administrators is necessary, the superintendent or designee will use the procedures described in Section II of this regulation. The superintendent or designee will make every reasonable effort to transfer a licensed and qualified administrator who will be laid off to a vacant administrative position for which the administrator is licensed and qualified, in accordance with the procedures described in Section III. The superintendent or designee may combine remaining positions, if it meets district curriculum needs, so that administrators continue to be licensed and qualified to perform available jobs.

### Section I - Definitions

1. "Competence" means the ability to perform the essential functions of a job or assignment based on recent experience, additional training or educational attainments, ~~or both,~~ but not based solely on type of license and endorsements of an employee. The superintendent or designee may interpret "recent experience" as having performed the essential functions of the job or assignment within the last five school years. ~~The superintendent or designee, as a guideline, may consider whether a person has held a position "directly above" or a position "directly below" the eliminated position. "Directly above" means a supervisory position. "Directly below" means a direct or indirect reporting relationship to the superintendent.~~
2. "Merit" means the measurement of one administrator's ability and effectiveness against the ability and effectiveness of another administrator.

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<sup>1</sup> Prior to laying off any administrators, the district will work with legal counsel to determine if the procedures in ORS 339.934, including cultural or linguistic expertise criteria, apply to any impacted employees.

3. "Seniority" is calculated from the first day of actual ~~continuous~~ service as an administrator in the district inclusive of approved leaves of absence. If necessary, ties in length of service shall be broken by drawing lots.
4. "License" means a document or documents issued by Teacher Standards and Practices Commission permitting an individual to perform certain duties within a public **school** district.
5. "Qualifications" mean training, experience, skill and other attributes in addition to the individual's license.

## Section II - Layoff Procedures

1. Administrative positions will be grouped by positions or assignments which the superintendent or designee determines are sufficiently comparable to use in the layoff process.
2. The superintendent or designee may use the following job groups as a guideline:
  - a. School Administrators
    - Group 1: **Principals**~~High school/Middle school/Elementary principals~~
    - Group 2: Assistant principals
  - b. Central Office Administrators
    - Group 3: Directors (e.g., transportation, maintenance, special education, etc.)
    - Group 4: Coordinators (e.g., talented and gifted (TAG), special education, curriculum, etc.)
    - Group 5: Assistant superintendents
    - Group 6: Others
3. If a new administrative position is created, it will be placed in one of the existing job groupings or in a new job grouping, as determined by the superintendent or designee.
4. Upon recommendation by the superintendent or designee, the Board may eliminate one or more administrative positions within a job group or groups.
5. The superintendent or designee may recommend layoffs within job groups based on license, seniority, qualifications, merit and/or competence.
6. After identification of the administrator(s) to be laid off from a particular job group, the superintendent or designee will reassign the remaining administrators in that group to the remaining positions as necessary.
7. The superintendent or designee will determine whether the administrators identified for layoff will be transferred to a vacant administrative position under the procedures of Section III below or as provided for in state law given the option of a classroom teaching assignment provided the administrator is licensed and determined by the district to be qualified based on merit and/or competence for the assignment.

## Section III - Reassignments and Transfers

1. The superintendent or designee will review an administrator's personnel file, and from consultation with the administrator's supervisors, shall determine if an administrator who will be laid off under Section II can be transferred to a vacant administrative position. Each transfer may be based on license, seniority, qualifications, merit, **and/or competence**~~competence and previous administrative positions held as determined by the superintendent or designee.~~

2. An administrator may voluntarily accept a classroom teaching assignment in lieu of a layoff.
  - a. The administrator may accept a classroom teaching assignment which is currently vacant.
  - b. If the administrator previously taught and was a contract teacher in the district, the administrator may displace (“bump”) a probationary or contract teacher with less seniority.
  - c. If the administrator never taught in the district, the administrator may displace (“bump”) a probationary teacher with less seniority.
3. While an administrator retains rights to ~~recall~~~~be recalled~~ to a vacant administrative position in accordance with Section IV below, an administrator who voluntarily accepts a classroom teacher assignment will also be covered by the layoff/recall and other provisions of the collective bargaining agreement governing regularly employed teachers for purposes of their rights as teachers.

#### Section IV - Recall

1. An administrator who is laid off under this procedure shall be placed in a recall pool. An administrator who resigns rather than accept layoff or reassignment under this procedure forfeits rights to be placed in the recall pool.
2. An administrator will be maintained in the recall pool for a period of not more than 27 calendar months from the effective date of layoff.
3. A laid-off administrator who rejects recall to a position offered by the district for which the administrator is licensed and qualified to perform and which is similar to the workday or work year of the person’s previous position, thereby waives any further recall rights, and the administrator’s employment terminates effective the date of rejection of the job offer.
4. Licensed and qualified administrators will be considered for recall based on proper licensure and qualifications to perform the essential functions of the job. The district retains the right to recall a less senior administrator to the position if that individual has more merit and/or competence.
5. Administrators will be recalled based on license, seniority, qualifications, merit, ~~and other relevant factors~~, and/or competence.
6. Notification of recall will be delivered in person or deposited as certified mail, postage prepaid and addressed to the last known address of the laid-off employee. It is the responsibility of the administrator to ensure up-to-date mailing information is provided to the district. The individual shall be allowed 10 calendar days from the date of personal delivery or postmark to accept the position in writing. If the individual declines the recall or fails to accept within the 10-day period or fails to report for duty on the date specified in the recall notice, the individual’s name will be removed from the recall pool. The individual will be considered to have resigned employment with the district and waived any further right of recall.
7. An administrator who wishes to remain eligible for recall to a position requiring a license must maintain a valid license.
8. Individuals who wish to waive recall rights prior to 27 months subsequent to the effective date of a layoff may do so by written notification to the district. Such notice will be considered a voluntary resignation and the individuals shall forfeit all employment rights with the district.
9. Employees returning from layoff shall be credited with all seniority and sick leave the employee earned prior to the effective date of the layoff, but the employee shall not accrue leave, benefits or seniority during the period of the layoff. If applicable, the district will apply any sick leave accrued from another school district employment during the recall time as allowed by state law.

10. An employee who has been laid off has the option of continuing the employee's health insurance program at the employee's expense for up to 18 months, subject to the approval and rules of the insurance carrier(s).
11. An employee must have completed at least 135 contract days during 1 school year in order to be eligible for 1 vertical step advancement for the succeeding school year. If, because of layoff, an employee does not complete at least 135 contract days that school year, the employee will be placed on the same salary schedule step as the employee was on prior to layoff.
12. Nothing in this regulation shall be construed so as to interfere with the district's right to dismiss an administrator, not extend the contract of an administrator or dismiss or nonrenew the contract of a probationary administrator pursuant to state law.

#### **Section V - Announcements of Decisions**

Public announcements of layoff decisions should occur only after prior notice to affected administrators. Certain circumstances may, in some cases, prevent prior notice and employees will be notified as soon as is practical.

#### **Section VI - Appeal Procedure**

An appeal from a layoff decision shall be by arbitration pursuant to the employee's individual employment contract, administrator group contract ("employment agreements or meet and confer agreements") or rules of the Employment Relations Board.

#### **Section VII - Future Changes in Procedure**

The district reserves the right to amend, revise or repeal all or any part of this procedure at any future time and no employee shall have any vested right in the continuation of this procedure or any amendment thereof, provided, however, that no amendment or repeal of this procedure shall prejudice the reinstatement rights of any individual who is in the "recall pool" at the time these procedures are amended, revised or repealed. The district will also consult with employees covered by this administrative regulation prior to making any decisions regarding changes to this procedure.

Corrected 10/18/22

# Phoenix-Talent Schools District 4

Code: GCPA  
Adopted: 6/16/22

## ~~Layoff~~ **Reduction or Recall** –of Licensed Staff

When the Board is considering a reduction of staff due to a lack of funds to continue the educational program at its anticipated level or due to the elimination or adjustment of classes due to an administrative decision ~~When the Board determines, through the budgeting process, that a layoff of staff is necessary, it will discuss the matter at a regular or special Board meeting and will consider such factors and alternatives it deems necessary to arrive at a decision. Layoff may take place under the following conditions:~~

- ~~1. The district's lack of funds to continue its educational program at its anticipated level;~~
- ~~2. Elimination or adjustment of classes due to an administrative decision;~~
- ~~3. Other reasons as determined by the Board.~~

Using the goals and priorities of the district, the Board shall direct the superintendent to prepare a reduction plan identifying which programs **are** to be reduced or eliminated for Board approval. As a result of the program reductions or elimination, the superintendent shall bring a list of positions to be cut or eliminated to the Board for approval. **The district shall consider cultural or linguistic expertise and seniority, and may consider merit and competence, in accordance with Oregon law.<sup>1</sup>**

Nothing in this policy is intended to interfere with the right of the district to discharge, remove or **fail to non-renew** the contract of a probationary teacher, or to not extend the contract of or dismiss a contract teacher pursuant to the provisions of the Accountability for Schools for the 21st Century Law<sup>2</sup>.

END OF POLICY

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### Legal Reference(s):

[ORS 342.805 - 342.910](#)

[ORS 342.934](#)

Corrected 10/18/22

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<sup>1</sup> See ORS 342.934 (HB 2001 (2021)) for definitions and requirements.

<sup>2</sup> ORS 342.805 - 342.937.

# Phoenix-Talent Schools District 4

Code: GCPA-AR  
Revised/Reviewed: 6/16/22

## ~~Layoff~~Reduction/ or Recall –of Licensed Staff

The Board will make the final decision on programs to be kept, cut or eliminated following a review of the reduction plan developed by the superintendent. The Board will determine when staff layoffs become necessary, and will approve positions to be cut or limited as **after receiving a recommendation from the superintendent.**<sup>1</sup>~~recommended by the superintendent. The Board cannot change the proposed list of positions, as they are defined by the collective bargaining agreements.~~ Individuals that may be impacted by the layoff shall not be discussed by the Board. The affected employees shall be notified within a reasonable time.

### [Definitions

1. “Competence” means the ability of a teacher to teach a subject or grade level based on consideration of any of the following:
  - a. Teaching experience within the past five years related to the subject or grade level;
  - b. Educational attainments, which may not be based solely on being licensed to teach; or
  - c. The teacher’s willingness to undergo additional training or pursue additional education.
2. “Cultural or linguistic expertise” means the expertise of one teacher, as measured against the expertise of another teacher, based on consideration of any of the following factors:
  - a. A teacher’s linguistic ability in relation to an in-district language, as determined by the district using a method of verification or attestation of fluency for all in-district languages;
  - b. A teacher’s completion of a teacher pathway program that is implemented by a teacher pathway partnership at the national, state, regional or local level and that has the primary focus of increasing the number of culturally or linguistically diverse teachers; or
  - c. A teacher’s current work assignment that requires the teacher to work at least 50 percent of the teacher’s work assignment time:
    - (1) At a school where at least 25 percent of the student population consists of students from a historically underserved background, if the teacher is assigned to one school; or
    - (2) At programs, schools or school districts where at least 25 percent of the student population consists of students from a historically underserved background, if the teacher is assigned to multiple programs, schools or school districts.
3. “In-district language” means a heritage language or a language other than English that is spoken:
  - a. By five percent or more of the students enrolled at the school where a teacher is assigned or, if the teacher is not assigned to a school, of the students enrolled in the schools of the district; or

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<sup>1</sup> Districts are encouraged to consult with legal counsel and any applicable collective bargaining agreements prior to taking any action on reductions of staff.

- b. At five percent or more of the homes of the students enrolled at the school where a teacher is assigned or, if the teacher is not assigned to a school, of the homes of the students enrolled in the schools of the district. “Merit” means the measurement of one teacher’s ability and effectiveness against the ability and effectiveness of another teacher.
4. “Qualified” means the measurement of the teacher’s ability to teach the particular grade level or subject matter in which the teacher is placed after the reduction in force.
  5. “Qualified teacher with cultural or linguistic expertise” means a teacher who:
    - a. Has more cultural or linguistic expertise than a teacher with more or equal seniority; and
    - b. Holds proper licenses or other credentials to fill a remaining position.
  6. “Student from a historically underserved background” includes a student who:
    - a. Is an English language learner;
    - b. Is from a racial or ethnic group that has historically experienced academic disparities, including racial or ethnic groups for which a statewide education plan has been developed under ORS 329.841, 329.843 or 329.845 for students who are black, African-American, American Indian, Alaska Native, Latino or Hispanic;
    - c. Is economically disadvantaged; or
    - d. Has a disability.
  7. “Teacher” has the meaning given that term in ORS 342.120.]

**Procedures**

~~In~~ **When** determining **which** teachers **will** ~~to~~ be retained when **the district reduces staff** ~~layoffs occur~~, the district shall **prioritize seniority, except as follows:**

- ~~8. Determine whether teachers to be retained hold proper licensure at the time of layoff;~~
- ~~9. Determine competence and merit of teachers;~~
- ~~10. Determine length of service of teachers to be retained.~~

~~The district shall not waive the right to consider competence in making decisions about staff layoffs or recall of staff. Retained teachers will be licensed and qualified, as defined in Oregon statutes, for the positions they fill.~~

- 1. A district shall retain a qualified teacher with cultural or linguistic expertise who has less seniority if the release of the less senior teacher would result in a lesser proportion of teachers with cultural or linguistic expertise compared to teachers without cultural or linguistic expertise.**
- 2. If a qualified teacher with cultural or linguistic expertise is retained as described above and the district is determining which teachers to retain who do not have cultural or linguistic expertise, the district shall prioritize:**

- a. Seniority<sup>2</sup>; or
  - b. Competence or merit in accordance with law.
3. The district may retain a teacher with less seniority than a teacher being released if the district determines that the teacher being retained has more competence or merit than the teacher with more seniority who is being released.

The district shall not agree in any collective bargaining agreement to waive the right to consider competence in making decisions about reduction in staff or recall of staff. Retained teachers will be properly licensed and qualified, as defined in Oregon statutes, for the positions they fill.

The district will develop criteria and procedures for identifying in-district languages, verifying teacher language abilities, reviewing teacher pathway programs and determining which teachers teach in schools with 25 percent or more students from a historically underserved population. Procedures and timelines will be communicated to teachers.

~~**Licensed Support Personnel-Media Specialist, Music, P.E., Counselor, Etc.**~~

~~If the district determines that a support program should be eliminated the following shall occur:~~

- ~~1. If the licensed teacher is properly licensed as a classroom teacher and meets the definition of competence, they shall be considered a classroom teacher;~~
- ~~2. If the licensed teacher is not properly licensed as a classroom teacher they will be considered only for that position for which they are licensed, competent and qualified.~~

**Recall**

~~If a teacher is laid off they shall notify the administration in writing of the position for which they wish to be recalled.~~

A teacher who **was released due to a reduction in staff** is laid off will ~~remain on the layoff list and be~~ eligible for recall for 27 months **after** ~~from~~ the last date of **release, unless waived by a rejection of a specific position.** ~~layoff.~~ No new teacher shall be hired to any position until all **staff who remain on a recall list** ~~laid-off employees~~ who are licensed **and**, fully qualified and competent for the position have been given an opportunity to accept the position.

The district shall notify **teachers on the recall list** ~~laid-off employees~~ of a position opening by registered letter, return receipt requested, at their last known address. **Teachers** ~~Laid-off teachers~~ shall have 7 calendar days from receipt of such notification in which to indicate their acceptance or rejection of the position and an additional 14 days from date of acceptance in which to begin active employment unless otherwise mutually agreed upon.

If the teacher **rejects** ~~cannot be reached at the last known address, or if they reject~~ any position offered for which the teacher is licensed **and**, qualified, **or the teacher fails to respond within the specified timeline,**

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<sup>2</sup> Seniority shall be calculated from the first day of actual service as teachers with the district, inclusive of approved leaves of absence. In the event there is a tie in calculating seniority, it shall be broken by drawing lots.

~~the teacher and competent, they shall forfeit all recall rights. Teachers who wish to waive re-employment rights may do so by written notification to the district.~~

~~Employees~~ Staff returning ~~to work~~ from layoff shall have all previously accrued sick leave and seniority reinstated, but shall not receive benefits for the period of the ~~release~~ layoff.

Teachers will have recall rights for a maximum 27-month period. If they choose, ~~released teachers~~ staff members on layoff may ~~maintain~~ keep up their ~~district~~ institutional insurance and health plans by paying their own premiums as prescribed by law, subject to the rules of the insurance carrier.

[Teachers affected by a reduction in staff may be placed on the substitute list for any position requested when released. They will be notified for those positions requested before other substitutes are notified.]

Corrected 10/18/22

# Phoenix-Talent Schools District 4

Code: GCAA  
Adopted: 6/16/22

## Standards for Competent and Ethical Performance of Oregon Educators

### Application of Rules

1. Oregon Administrative Rules were adopted by the Teacher Standards and Practices Commission (TSPC) in accordance with Oregon Revised Statutes (**ORS**).
2. Oregon Administrative Rules (OAR) may be used as criteria by the TSPC in matters pertaining to the revocation or suspension of licenses issued by ~~TSPC the commission~~ under Oregon ~~law~~ **Revised Statutes (ORS)** or the discipline of any license holder or any person who has held a license at any time within five years prior to issuance of the notice of charges under ~~ORS Oregon Revised Statutes~~.
3. The ~~TSPC commission~~ determines whether an educator's performance is ethical or competent in light of all the facts and circumstances surrounding the educator's performance as a whole.
4. The ~~TSPC commission~~ will promptly investigate complaints:
  - a. The ~~TSPC commission~~ may at its discretion defer action to charge an educator against whom a complaint has been filed under ~~law Oregon Revised Statutes~~ when the investigation report indicates that disciplinary action against the educator is pending at the local district level or when criminal charges are pending or are likely to be filed against the educator. In considering whether to defer action to charge an educator, the ~~TSPC commission~~ shall consider all relevant circumstances including the nature and seriousness of the allegations and whether the educator is currently employed as a teacher or school administrator;
  - b. The executive secretary shall regularly inform the ~~TSPC commission~~ of the status of any complaints on which the ~~TSPC commission~~ has deferred action.

### Definitions

The following definitions apply to Oregon Administrative Rules unless otherwise indicated by context:

1. "Administrator": any educator who holds a valid Oregon administrative license or registration and who works in a position requiring an administrative license;
2. "Competent": discharging required duties as set forth in these rules;
3. "Educator": any licensed or registered or certified person who is authorized to be engaged in the instructional program including teaching, counseling, school psychology, administering and supervising;
4. "Ethical": conforming to the professional standards of conduct set forth in these rules;
5. "Sexual conduct": **means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve any conduct with a student that ~~are~~ includes, but is not limited to:**
  - a. ~~The intentional touching of the breast or sexual or other intimate parts of a student;~~
  - b. ~~Causing, encouraging or permitting a student to touch the breast or sexual or other intimate parts of the educator;~~
  - e.a. Sexual advances or requests for sexual favors directed **toward the** towards a student; or

- d. ~~b.~~ ~~Of Verbal or physical conduct of a sexual nature that are when directed toward the a student or that have when such conduct has the effect of unreasonably interfering with the a student's educational performance, or of creating creates an intimidating or, hostile or offensive educational environment.; or~~
- e. ~~Verbal or physical conduct which has the effect of unreasonably interfering with a student's educational performance or creates an intimidating, hostile or offensive educational environment.~~

“Sexual conduct” does not include:

- a. Touching or other physical contact:
  - (1) That is necessitated by the nature of the district employee’s job duties or by the services required to be provided by the contractor, agent, or volunteer; and
  - (2) For which there is no sexual intent.
- b. Verbal, written or electronic communications that are provided as party of an education program that meets the state educational standards or a policy approved by the Board
- c. Conduct or communications described in above if the district employee, contractor, agent or volunteer is also a student and the conduct or communications:
  - (1) Arise out of a consensual relationship between students;
  - (2) Do not create an intimidating or hostile educational environment; and
  - (3) Are not prohibited by law, any policies of the district or any applicable employment agreements.

6. “Sexual harassment”: any unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;
- b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- c. Such conduct unreasonably interferes with an individual’s work performance or creates an intimidating, hostile or offensive working environment.

7. “Teacher”: any person who holds a teacher’s license as provided in ORS 342.125.

~~8. “Student”: any individual enrolled in the state’s public or private schools from preschool through high school graduation or any individual under the age of 18.~~

~~9.~~ 8. “Student”: means any person who is:

- a. In any grade from kindergarten through grade 12; or
- b. Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institution of education; or
- c. Who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

## The Competent Educator

The teacher or administrator demonstrates a commitment to:

- 1. Recognize the worth and dignity of all persons and respect for each individual;

2. Encourage scholarship;
3. Promote democratic and inclusive citizenship;
4. Raise educational standards;
5. Use professional judgment; and
6. Promote equitable learning opportunities.

### **Curriculum and Instruction**

The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful formulation of goals as they are appropriate for each individual.

The competent teacher demonstrates:

1. Use of state- and district-adopted curriculum and goals;
2. Skill in setting instructional goals and objectives expressed as learning outcomes;
3. Use of current subject matter appropriate to the individual needs of students;
4. Use of students' growth and development patterns to adjust instruction to individual needs consistent with number of students and amount of time available; and
5. Skill in the selection and use of teaching techniques conducive to student learning.

The competent administrator demonstrates:

1. Skill in assisting individual staff members to become more competent **educator** teachers by complying with **federal**, state **and local** law, rules and lawful and reasonable district policy and contracts;
2. Knowledge of curriculum and instruction appropriate to assignment;
3. Skill in implementing instructional programs through adequate communication with staff; and
4. Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.

### **Supervision and Evaluation**

The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

The competent teacher demonstrates:

1. Multiple ways to assess the academic progress of individual students;
2. Skill in the application of assessment data to assist individual student growth;

3. Procedures for evaluating curriculum and instructional goals and practices;
4. Skill in the supervision of students; and
5. Skills in differentiating instruction.

The competent administrator demonstrates:

1. Skill in the use of assessment data to provide effective instructional programs;
2. Skill in the implementation of the district's student evaluation program;
3. Skill in providing equal opportunity for all students and staff; and
4. Skill in the use of employee and leadership techniques appropriate to the assignment and according to well-established standards which ensure due process for the staff for which the administrator is responsible for evaluating.

### **Management Skills**

The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required and as needed to assist the growth of students.

The competent teacher demonstrates skills in:

1. Establishing and maintaining classroom management that is conducive to learning;
2. Using and maintaining district property, equipment and materials appropriately;
3. Using and maintaining student records as required by federal and state law and district policies and procedures;
4. Using district and school business and financial procedures; and
5. Using district lawful and reasonable rules and regulations.

The competent administrator demonstrates:

1. Leadership skills in managing the school, its students, staff and programs as required by lawful and reasonable district policies, rules and regulations, state and federal laws and regulations and other programs as assigned and assures that staff is informed of these requirements; and
2. Skills in planning and staff ~~assignment~~ utilization.

### **Human Relations and Communications**

The competent educator works effectively with others — students, staff, parents and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity and judgment about educational matters, the school and the needs of students.

The competent teacher demonstrates:

1. Willingness to be flexible in cooperatively working with others; and

2. Skill in communicating with students, staff, parents and other patrons.

The competent administrator demonstrates:

1. Skill in helping students, staff, parents and other patrons to learn about the school, the district and its program;
2. Skills in communicating district and school goals to staff and the public;
3. Willingness to be flexible in cooperatively working with others; and
4. Skill in reconciling conflict.

### **The Ethical Educator**

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district and the profession.

The ethical educator, in fulfilling obligations to the student, will:

1. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;
2. Refrain from exploiting professional relationships with any student for personal gain or in support of persons or issues; and
3. Maintain an appropriate professional student-~~educator~~teacher relationship by:
  - a. Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
  - b. Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
  - c. Reporting to the educator's supervisor if the educator has reason to believe a student is, or may be, becoming romantically attached to the educator; and
  - d. Honoring appropriate adult boundaries with students in conduct and conversations at all times.

The ethical educator, in fulfilling obligations to the district, will:

1. Apply for, accept, offer or assign a position of responsibility only on the basis of professional qualifications and will adhere to the conditions of a contract or the terms of the appointment;
2. Conduct professional business, including grievances, through established lawful and reasonable procedures;
3. Strive for continued improvement and professional growth;
4. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
5. Not use the district's or school's name, property or resources for noneducational benefit without approval of the educator's supervisor or the appointing authority.

The ethical educator, in fulfilling obligations to the profession, will:

1. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
2. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; ~~and~~
3. Respond to requests for evaluation of colleagues and to keep such information confidential as appropriate; ~~and-~~
4. Respond to requests from a TSPC representative for information, furnish documents to TSPC, and participate in interviews with a TSPC representative relating to a TSPC investigation, except subject to the exercise of any legal right or privilege.

END OF POLICY

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**Legal Reference(s):**

[OAR 584-020-0000 - 0035](#)

**Cross Reference(s):**

GBJ - Weapons in Schools - Staff

Corrected 10/18/22



# PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting - 6:00 PM

Thursday, March 2, 2023

In-Person at Phoenix High School

Join the Zoom Meeting:

<https://us02web.zoom.us/j/83739607420?pwd=OGxZK2tWa2lwZkRZMjE4UWtKUjlnZz09>

Meeting ID: 837 3960 7420      Passcode: 068200

## AGENDA

- A. Executive Session – 4:30 p.m.  
In accordance with the provisions of ORS 192.660 (2)(a) - Personnel
- B. Call to Order - 6:00 p.m.
- C. Public Hearing on Integrated Guidance – 6:00 p.m.
- D. Accentuate the Positive - 6:05 p.m.
- E. Student Representative Report - 6:15 p.m.
- F. Citizen Comments - 6:20 p.m.
- G. Superintendent Report - 6:50 p.m.
- H. Consent Agenda - 6:55 p.m.
  - 1. Approval of Agenda
  - 2. Approval of Minutes from 2/16/2023
  - 3. Personnel Report
- I. Action Items – 7:00 p.m.
  - 1. Integrated Guidance
  - 2. 2023-24 Academic Calendar
  - 3. Board Policy CPA – Layoff & Recall for Administrators
  - 4. Board Policy GCPA – Reduction or Recall of Licensed Staff
  - 5. Board Policy GCAA – Standards for Competent & Ethical Performance of Oregon Educators
- J. Recess - 7:20 - 7:30 p.m.
- K. Information and Discussion – 7:30
  - 1. Facilities/Bond Update
  - 2. Financial Update
  - 3. Legislative / OSBA Update
  - 4. Equity, Diversity & Inclusion
  - 5. Board Policy EFA – Local Wellness
  - 6. Board Policy EFA-AR – Local Wellness Program (Delete)
- L. Review of the Next Meeting Agenda - 7:50 p.m.
- M. Adjournment - 7:55 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.