



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting - 6:00 PM

Thursday, April 6, 2023

In-Person at Talent Middle School

<https://us02web.zoom.us/j/85349600702?pwd=K09vLzBSS3ISN3ZzaHlGeTRhTURadz09>

Password: 049480

Agenda Español Minutas Español

AGENDA

- A. **Executive Session – 5:30 p.m.**
This session closed to the public in accordance with the provisions of ORS 192.660 (2)(a)(d)
- B. **Call to Order**
- 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 3/02/23 & 3/16/23 (Work Session)
 - 3. Personnel Report
- H. **Action Items - 7:00 p.m.**
 - 1. **Superintendent Evaluation Summary**
- I. **Recess - 7:15 - 7:25 p.m.**
- J. **Information and Discussion - 7:25 p.m.**
 - 1. **Facilities/Bond Update**
 - 2. **Financial Update**
 - 3. **Legislative / OSBA Update**
 - 4. **Equity, Diversity, & Inclusion**
 - 5. **ATI Contract**
 - 6. **Resolution for CET**
 - 7. **RFP Design Services TES/TMS Seismic Upgrades**
 - 8. **RFP Colver Fields Civil Engineering Services**
 - 9. **Board Policy EFA - Local Wellness**
 - 10. **Board Policy EFA-AR - Local Wellness Program (Recommend Delete)**
 - 11. **Board Policy JFCJ - Weapons in Schools**
- K. **Review of the Next Meeting Agenda - 8:15 p.m.**
- L. **Adjournment**

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



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting - 6:00 PM

Thursday, April 6, 2023

In-Person at Talent Middle School

Join the Zoom Meeting:

<https://us02web.zoom.us/j/85349600702?pwd=K09vLzBSS3ISN3ZzaHIGeTRhTURadz09>

Meeting ID: **853 4960 0702** Passcode: **049480**

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 - 3. Legislative / OSBA Update
 - 4. Equity, Diversity & Inclusion
 - 5. ATI Contract
 - 6. Resolution for CET
 - 7. RFP Design Services TES/TMS Seismic Upgrades
 - 8. RFP Colver Fields Civil Engineering Services
 - 9. Board Policy EFA – Local Wellness
 - 10. Board Policy EFA-AR – Local Wellness Program (Delete)
 - 11. Board Policy JFCJ – Weapons in Schools
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- L. Adjournment - 8:20 p.m.

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PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting
Thursday, March 2, 2023 6:00 PM Pacific

Phoenix High School
745 N. Rose Street
Phoenix, OR 97535

Michael Campbell: Present
Sara Crawford: Present
Polly Farrimond: Present
Nancy McKinnis: Present
Rick Nagel: Present
Dawn Watson: Present
Rebecca Weathers: Present
Present: 7.

A. Executive Session called to order at 5:00 and adjourned at 6:00 p.m. This session was closed to the public.

B. Call to Order - 6:00 p.m.

C. Public Hearing on Integrated Guidance Plan

There were no members of the public in attendance for questions. In addition, no questions were received from staff or board members. The public hearing closed and regular session reopened.

D. Accentuate the Positive

PHS Principal Kalin Cross shares the following:

- Principal Cross said we are finishing our ELA smarter balance assessment testing this week and will start science next week. In a couple of weeks, we will be giving the math assessments.
- Our Future Planning center hosted an Oregon University tour and several representatives came from different campuses and spoke about their campuses.
- As you know, there was a bus accident last weekend with our girls' basketball team on their way home from eastern Oregon. Ms. Cross thanked all who were involved, making sure that everyone was safe. First Student driver, Allan, made some great decisions and made sure everyone was safe; First Student Manger Jonel Todd was there when the students returned home; Athletic Director Dave Ehrhardt had great communication and the coaching staff kept the kids calm; Supt. Barry and Tiffanie Lambert for being supportive.

PHS Athletic Director Dave Ehrhardt shared the following:

- PHS hosted the district-wrestling tournament a couple of weeks ago. Director Crawford helped with scorekeeping and did a great job.
- Five of our DECA kids qualified for the national event, which is taking place in Orlando, FL.
- We are wrapping up winter sports officially on Monday night with our end of season event. Of our 95 winter sports athletes, 64 of them had a GPA of 3.0 or higher.

TMS Principal Kathryn Holden shares the following:

- The snow was a very exciting sight at Talent Middle School this week. Ms. Holden gave a huge thank you to our incredible custodial and maintenance staff, specifically Stephen McCormick, for all their hard work to make sure the sidewalks were clear and our campus was safe.
- This week we spent some time at our staff meeting focusing on high-leverage engagement strategies. Thank you to our instructional coach, Jamar Boyd, for leading the workshop and to all our teachers and instructional aides for digging into the work with us.
- Lastly, winter sports wrapped up last week. Thank you to our girls basketball coaches, Misty Hutsell, Lisa Richardson and Camryn Romo and our wrestling coaches, Ronnie Thompson and Tony Bench, for a successful season. Next week marks the start of spring sports at Talent Middle School and we are very excited to have over 90 students signed up for track and field.

OHES Principal Brandon Hammond shares the following:

- Principal Hammond shared highlights of their mid-year review. From the beginning of the year to right now, students who are on track have had their reading scores improve by 18%. The math group improved by 15%.
- Principal Hammond said that these achievements are a collective effort and he is very appreciative of all staff members including both certified and classified.

TES Principal Heather Lowe-Rogers shares the following:

- Today we had our Oregon Battle of the Books competition. Thirty-six students participated and we have a winner that we will be sending to the regional competition. Thanks to Kathleen Lemcke, Heather Wulff, Glenna Roberts, and Gwen Barrett for all their work in organizing the event and their help today.
- Next week is classified appreciation week. We get to spend the week loving our amazing paraprofessionals and are deeply grateful for all they do to support our students and staff.
- Our PTA is hosting a family dance next Friday, March 10, from 5:00-7:00.
- TES is hosting our next family engagement event, Family Fun with Reading Night, on March 15.
- This week we wrapped up our first round of SART. Jackson County SART has been visiting TES to share age-appropriate lessons on healthy relationships and boundaries. Ava DeRosier was our presenter and has received glowing feedback from our staff.

PES Principal Shawna Schleif shares the following:

- We had our Oregon Battle of the Books competition last week. Thirty-five students participated and our fourth grade team, the African Lyons, will be competing at regionals.
- Mrs. Schleif gave a shout out to Zoey Boyles, Pam Ward and Christi Dixon for their help in facilitating the event. In addition, several parent volunteers helped.
- Mrs. Schleif thanked the custodial crew, Dave Derby, Dustin McFarland, and Mike Copeland, who had been awesome with all the extra duties they had in the late start having to do with snow.
- Our spring showcase concert is on March 10 at 6pm.
- Our Family Fun Reading Night was postponed to the week of March 16, which is also our book fair week.
- Classified appreciation week is next week and we are going with the theme of Let's Fly Away:
 - Inflight snacks, inflight reading, inflight entertainment, baggage claim, and first class meal service.

PTRA Principal Aaron Santi shares the following:

- Since Phoenix-Talent Rising Academy started, we have had several students whose families went on extended trips that we have been able to keep in our district, due to our ability to serve those students online. Over the last three years, we have had students doing classwork from Mexico, the Caribbean, Alaska, North Carolina, and India. Before PTRA, all of those students would have to be dropped and either not done school while they were gone and seriously fallen behind, or joined an online charter school. Either way, the district would have lost them as students. Now, through PTRA, those students can travel with their families, keep up with their schoolwork, AND stay in the district. It is a win for everyone! In addition, we would like to thank the Tech department for their help in making staying connected to these and all of our PTRA families possible.

Amy Honts-Stark of Sodexo introduced Josh Bailey, who is their third dietician intern. Amy shared information regarding the Future Chef's National Challenge sponsored by Sodexo. We will be the only district having the event. The contest is for grades 3, 4, & 5 and will be on April 10. Ms. Honts-Stark gave a shout out to Brissia Morales from the district office for her help in translating menus.

Rosario Medina, who is a community care coordinator from TES, shared an update. The housing fair we just had was amazing. Our Spanish-speaking and English-speaking families were able to ask questions of community members about housing and they received some great information. We had 15 current families in our district attending and four from outside the district. We are planning a second housing fair but more targeted to specific needs that our families have. On Saturday, April 15, we will be having a health and wellness fair from 10am to 2pm. We will have at least 15 vendors who will be sharing information with our community members. Today, we started a Kaleidoscope group, which is a 0-5 year old playgroup where families can connect. Today we had three families with four children. Randy Wilson, from Kaleidoscope, is the one who is facilitating that group. Yesenia Solorzano, our new community care specialist, started this week and she is very excited about getting started.

Director Sara Crawford said that it was fun to attend the Skyline wrestling conference and help with the score keeping. Ms. Crawford gave kudos to Dave Ehrhardt for helping her learn and to Kaila Calhoun for setting up the gym with the help of the maintenance staff for the meet. Kaila was the go-to person for the tournament and you could tell that she really loved serving the students and the wrestling team.

Vice Chair Dawn Watson thanked the community and parents for their support and for being at the events.

Chair Michael Campbell attended the CTE night on the 22nd. The students and staff did a great job of highlighting what is happening in our school. Chair Campbell thanked our community for their investment in our facilities so that we could improve our CTE programs.

E. Student Representative Report

Paityn Croy shared the following:

- Spring sports have started this week; baseball has about 25 boys out and softball has about 22 girls out; track and field has a little over 100 students, tennis & boys/ girls' golf are growing as well.
- The FFA auction went really well; their event raised \$24,170 and they are very thankful for how much the community came out and supported them.
- Our grad night committee is having their annual auction on May 7 at StoneRiver Winery to raise money for the class of 2023's grad night party.
- The seniors voted on this year's prom theme and they had decided on an Old Hollywood theme.

F. Citizen Comments

Mayor Darby Ayers-Flood wanted to let the board know that she contacted Vice Chair Dawn Watson about some of the modifications to the TURA plan in response to the counties' recommendations. We decided in August after the first plan and public hearings that we would modify the plan, present it to our partner jurisdictions, and give everyone an opportunity to provide feedback and then we would send the plan to our voters in May. We are preparing another presentation of the revised plan and the city manager is making herself available to the board should the board wish to review the plan and ask questions.

G. Superintendent Report

- Supt. Barry said that some of the activities that the community care group have been doing have been life changing for some of our families.
- Next week is classified appreciation week and we do have goodies for our classified staff from the board. PES and PHS will be on Monday. TES and TMS will be Friday. OHES will be Wednesday morning.
- The board shared recently that they wanted feedback on how students are progressing, and Supt. Barry thanked Principal Hammond for sharing data from OHES.
- Supt. Barry announced that ATI Executive Director Summer Brandon shared that she would be stepping down as the Exec Director of ATI. Summer will be supporting ATI throughout next

year and I think the board echoes my thoughts and our staff's thoughts that Summer saved ATI and has been doing an amazing job for kids and families. What Summer and her staff do every day is truly amazing.

H. Consent Agenda

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

- I.1. Approval of Agenda
- I.2. Approval of Minutes from 2/16/2023
- I.3. Personnel Report

I. Action Items

I.1. Integrated Guidance Plan

I move approval of the Integrated Guidance Plan application and budget for submittal to ODE as presented. This motion, made by Sara Crawford and seconded by Rebecca Weathers, 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 Crawford appreciates Aaron Santi's and Brent's input on the plan. It was very comprehensive and informational.

Supt. Barry acknowledged Yazmin Karabinas for her work on the budgeting part of the plan and other staff members who were involved in creating the plan.

I.2. 2023-24 Academic Calendar

I move adoption of the Academic Calendar for 2023-24 as presented.
This motion, made by Rick Nagel and seconded by Rebecca Weathers, 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)

I.3. Board Policy CPA – Layoff & Recall for Administrators

I move to adopt the recommended changes as presented to policy CPA – Layoff & Recall for Administrators. 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)

I.4. Board Policy GCPA – Reduction or Recall of Licensed Staff

I move to adopt the recommended changes as presented to policy GCPA – Reduction or Recall of Licensed Staff. 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)

I.5. Board Policy GCAA – Standards for Competent & Ethical Performance of Oregon Educators

I move to adopt the recommended changes as presented to policy GCAA – Standards for Competent & Ethical Performance of Oregon Educators.

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)

J. Recess – There was no recess

K. Information and Discussion

K.1. Facilities/Bond Update

Facilities Director Jon McCalip said we have not yet heard anything on the grant proposal that we applied for.

We did a walk-thru with the contractors for the CMGC for TES and TMS today.

We received just one proposal from an architect for the TES and TMS project. It was by Chris Brown with Arkitek Design & Architecture and they did the work on the PES seismic project and the OHES cafeteria & office project and he has been a great partner to work with.

K.2. Financial Update

Supt. Barry referred to the financial statement provided and said that the only modification from previous financial reports is we have not included the ADM security monies in the statement for 22-23. Those funds are not available yet. We did receive a lot of clarity from ODE with the help of our local legislators to ask how we can access the money and when we can spend it. We now have a plan for the rest of the ADM security. When we are able to access those funds, we will include them in the financial report.

K.3. Legislative / OSBA Update

Vice Chair Dawn Watson thanked Greg Lemhouse and Carrie Reed of United Strategies & Consulting for their input on our ADM security.

Next weekend is the OSBA board of directors meeting via Zoom on Friday night and Saturday.

Rural Schools Committee - we will most likely change the qualifications.

Ms. Watson shared some of the legislative bills to watch for:

- **HB 3101 - Panic alarms in schools** - One of the questions is where does the panic call go? What about rural schools? Are there enough resources for them when a panic call comes? What is the time of those resources? There have been good conversations about safety in schools because of those conversations.
- **SB 773 - Abbreviated Days** - they are still trying to push it through before spring break.
- **SB 48 - Truancy bill** restores the penalty for compulsory school attendance violations. The hearing is scheduled for March 7.
- **SB 49 - Require School Activities** - Requires OSAA to study the availability of competition-sized swimming pools in secondary schools in the state. The hearing is on March 7 at 3pm. If they are going to do a study, this is something we should keep our eye on and be involved.
- **SB 848 - Requires each school district board to develop a written plan to establish a climate change instructional program for K-12** no later than June 1, 2026 - The hearing is on the 9th.
- **SB 575 Directs the Dept. of Education to develop and implement a statewide education plan for students who are eligible for special education** and who have experienced disproportionate results in education due to historical practices. The hearing is on the 14th.

- **SB 524 - Directs the Oregon Criminal Justice Commission** to convene an advisory council to consider policy implications of identifying specific crimes for which conviction is disqualifying conviction for individuals seeking licensure or registration from the Teacher Standards and Practices Commission or seeking employment or contract with a school district.
- **Division 22 standards** - There is talk about the Menstrual Dignity Act and including that into Division 22 standards.

Vice Chair Watson thanked Supt. Barry and Tiffanie Lambert for testifying on our behalf and she also thanked Greg Lemhouse for being our voice.

Sara Crawford shared that Representative Emily McIntire, who is a school board member with the EPSD, is an Oregon House Representative for District 56 and is in her first year in Salem. Emily serves on the House Education Committee and has reached out to school boards statewide stating that she is available to answer questions.

Chair Campbell said that there are many new legislators this year and many new bills. Chair Campbell thanked Sara and Dawn for their work they are doing on the Legislative Policy Committee.

K.4. Equity, Diversity & Inclusion

Nancy McKinnis said that the EDI committee met last week. We are getting close to having something to present to the board. We had Charlie Bauer come in and do a presentation for us on equity work.

Kelly Soter thanked Director McKinnis and Charlie Bauer for facilitating the meeting last week while she was out of town.

K.5. March 16 Work Session

Chair Campbell said Budgeting and Finance 101 and student safety were two topics that we had previously talked about and requested. Chair Campbell also suggested having Talent City Manager Jordan Rooklyn and a TURA board member join us for a 20-minute presentation.

L. Review of the Next Meeting Agenda

M. Adjournment - The meeting adjourned at 7:05 p.m.

Michael Campbell, Chair

Brent Barry, Superintendent



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Work Session
Thursday, March 16, 2023 6:00 PM Pacific

District Office
401 West 4th St.
Phoenix, OR 97535

Michael Campbell: Present
Sara Crawford: Present
Polly Farrimond: Present
Nancy McKinnis: Present
Rick Nagel: Present
Dawn Watson: Present
Rebecca Weathers: Present
Present: 7.

A. **Call to Order** - The meeting was called to order at 6:05 p.m.

B. TURA Presentation with Jordan Rooklyn, Talent City Manager

Supt. Barry introduced Talent City Manager, Jordan Rooklyn, Talent Mayor & TURA Chair, Darby Ayers-Flood, and TURA Vice-Chair Colette Par'e-Miller.

Ms. Rooklyn said that at last night's city council meeting, they did vote to refer the TURA plan on the May special election ballot to the voter. If the community chooses to move forward with the plan then the council will move forward with their process, which is the formal adoption of the plan.

Ms. Rooklyn shared with the board the processes, updates and changes that have happened with the plan. The four major changes made to the plan based on feedback received were:

- Wait for one more year worth of taxes to get back on the assessed tax role so that taxing districts would have a stronger frozen base of taxes.
- Any increase to the maximum indebtedness would be pursuant to an advisory bill.
- Shady Brook Mobile Home Park was removed from the district area due to their concerns of gentrification.
- Language changed in the plan to clarify what was meant by affordable housing. Affordable housing is that which would cost no more than 30% of a person's gross income for housing costs, including utilities.

Ms. Rooklyn said that they are in the process of re-running the numbers so that they can have better estimates on the revenues. Ms. Rooklyn then answered questions from the board.

Darby Ayers-Flood spoke about the three main buckets of the original plan, which included housing, fire recovery, and economic revitalization. The significant change to the plan is that the amount of funds dedicated to housing was significantly reduced, mainly because of the big HUD

package that is coming. This offered us an opportunity to reallocate the funds and focus our priorities on economic recovery and safety and fire mitigation. Darby said that Talent had significant loss in their commercial sector so they will have to focus on the commercial recovery. Another good element of the plan is to replant the tree canopy.

Ms. Rooklyn shared more about the urban renewal goals, which included recovering affordable housing, revitalizing the commercial areas, upgrades to the city infrastructure and improving our response to emergencies in the future. Ms. Rooklyn spoke about the funding sources including gap funding, staffing resources needed, and the project and financing timeline.

C. Student Safety

SRO and Marshall Program

Supt. Barry said that in the interest of time for our guests, Chief Jennifer Snook of the Talent Police Dept. and Chief Derek Bowker of the Phoenix Police Dept., we would move Student Safety before Budgeting and Finance. Supt. Barry asked both Chief Snook and Chief Bowker to speak about the SRO program within their departments.

Chief Snook said that Talent is in their fourth year of the SRO program with TMS. Ernie Wightman Sr., who was a rock star in the MPD, got the program going for us. Chief Snook's hope is that in the next budget season they are able to fund a dedicated SRO position. Right now, the SRO is also in a patrol position due to staffing challenges. Chief Snook looks forward to building upon the SRO program in the next few years.

Chief Bowker said that they have had an SRO at PHS since 2005. Chief Bowker said that he has received many comments that officer Hull has been doing a fantastic job. Chief Bowker realizes the importance of the program and they hope to expand the program in the near future to the other schools within the district.

Supt. Barry is grateful for the relationships we have with both departments and we are committed to fund our portions of the contracts. Supt. Barry spoke about a School Marshal Program, what the concept is, and the differences between an SRO and a School Marshal.

Chief Bowker said that he would like to expand the SRO program, but he is willing to take whatever the board wants to his council, whether it be an SRO or a Marshall. Chief Bowker would like to see an SRO over a Marshall as their role is really that of relationship building.

Chief Bowker and Chief Snook both spoke about the training their SROs receive. Chief Snook said that they have a week of SRO training in the beginning, a summer SRO conference and the SRO's meet monthly with other SRO's in the county. They also receive training for sexual assault and abuse victims as well as bias and behavioral training.

Student Behavior and Discipline

Asst. Supt. Tiffanie Lambert spoke about student behavior and discipline and shared some statistics specific to behavior incident distribution, incidents by school, incidents by trend, actions, and offense group, behavior by primary race, and behavior by focal group.

Phoenix-Talent Schools student safety support staff include: two School Resource Officers; two School Psychologists; one School Nurse; three School Counselors, one School Campus Security; and one Student Engagement Specialist.

Mrs. Lambert spoke about our threat assessment team between Phoenix-Talent Schools and Jackson County. Our Threat Assessment Level 1 team includes Mrs. Lambert as the administrator, our two resource officers, and our school psychologist. A threat assessment has a primary purpose of preventing targeted violence. Threat assessment system objectives include:

- Assessing threats of potentially harmful or lethal behavior and determining the level of concern and action required.
- Organize resources and strategies to manage situations involving people that pose threats to others.
- Maintain a sense of psychological safety within the community.

Supt. Barry shared results from the school safety and the sense of belonging data from the Panorama Survey given in the fall of 2022.

Recess: 8:10 p.m. – 8:20 p.m.

Chair Campbell said that board policy JFCJ – Weapons in Schools is one of the last policies left from the policy rewrite. This policy will be on the April 6 agenda as an information and discussion item and will then be an action item on the April 20 agenda.

D. Budgeting & Finance 101

Accounting Director Yazmin Karabinas shared information with the board regarding budgeting and finance. Mrs. Karabinas spoke about Oregon local budget law, the definition of a budget, balancing a budget, fund classification, revenues and resources, and expenditures and requirements. Mrs. Karabinas went over a current financial statement and explained the impact of our enrollment loss. Once the ADM security monies are gone, our ending fund balance will be much less.

E. Adjournment - The meeting adjourned at 9:10 p.m.

Michael Campbell, Chair

Brent Barry, Superintendent

Phoenix-Talent Schools District 4

Code: EFA
Adopted: 4/04/19
Revised/Readopted: 4/21/22
Orig. Code(s): EFA

Local Wellness Program

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

~~The input of staff (including, but not limited to, physical education and school health professionals), students, parents, the public, the Board, school administrators, representatives of the school food authority and public health professionals will be encouraged in the development of wellness policy.~~
The ~~Board~~ **district** shall establish a Wellness Advisory Committee to advise the district in the creation of the local wellness policy. The superintendent or designee will develop guidelines as necessary to implement the goals of the local wellness plan and ensure compliance of such policy.

~~WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT~~

~~Implementation Plan~~

The district shall ~~develop and maintain a plan to~~ manage and coordinate the implementation of this **local** wellness policy.

Implementation will consist of, but not be limited to, the following: ~~The plan will:~~

- 1. Delineating** ~~Delineate~~ roles, responsibilities, actions and timelines specific to each school;
- 2. Generating and disseminating** ~~Include~~ information about who will be responsible to make what change, by how much, where and when;
- ~~3. Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing; and~~
- 4.3. Establishing standards for all foods and beverages provided (but not sold) to students during the school day on participating school campuses;**
- 5.4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP and SBP, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and**

~~6.5.~~ ~~Include~~ **Establishing** specific goals and objectives for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

~~The~~ ~~In an effort to measure the implementation of this policy,~~ the Board designates the district principals as the people who will **to** be responsible for ensuring each school meets the goals outlined **and complies with** this policy.

Record Keeping

The district will retain the following records to document compliance with the **local wellness policy** requirements ~~of the wellness policy~~ at the district's administrative offices:-

~~7.6.~~ The written **local** wellness policy;

~~8.7.~~ Documentation **to demonstrate** ~~demonstrating that~~ the policy has been made available to the public;

~~9.8.~~ Documentation of efforts to review and update the local wellness policy, including an indication of who **participates** ~~is involved~~ in the update and the methods the district uses to make stakeholders aware of their ability to participate;

~~10.9.~~ Documentation to demonstrate compliance with the annual public notification requirements;

~~11.10.~~ **Documentation of the district's** ~~The~~ most recent assessment on the implementation of the local wellness policy;

~~12.11.~~ Documentation **to demonstrate** ~~demonstrating~~ the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Annual Notification of Policy

The district will **inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the district website annually. Included will be, if** ~~make available, to the most recent public annually,~~ an assessment of the implementation, ~~including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy.~~ The district will ~~make this information available through the district website and/or districtwide communications.~~ The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy **and, as well as information on how the public can get involved with the local wellness policy. This information will be published on the district's website and in district communications.**

Triennial Progress Assessments

At least once every three years, the district will evaluate ~~compliance with the local wellness policy, to assess the implementation of this~~ the policy and **its progress with** ~~produce~~ a triennial **assessment and produce a** progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district's policy compares to model **local school** wellness policy^{1}; and

¹ {Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource. }

3. A description of the progress made in attaining the goals of the district’s policy.

The ~~district~~ school will ~~publish~~ actively notify households/families of the availability of the triennial progress report ~~on the district website when available~~.

~~Revisions and Updating the Policy~~

The district will update or modify the ~~local wellness policy~~ based on ~~the results of the triennial assessment~~ assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new federal or state guidance or standards are issued. The ~~local wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment~~.

~~Community Involvement, Outreach and Communications~~ (Review of, and Updating Policy) ^{2}

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy, ~~through a variety of means appropriate for the district~~. The district will ~~communicate information about opportunities~~ [in community news, on the district’s website, on school websites, and/or in district or school communications]. ~~The district will also ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents~~.

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

~~[Wellness Advisory Committee~~ ^{3}

~~The district supports a wellness advisory committee to assist the development, implementation, and periodic review and update of the local wellness policy. The superintendent or designee will be a member of this committee.~~

~~The district will publicize information about the wellness advisory committee [in community news, in communications to parents, and/or on websites operated by the district] to communicate to parents, students and the community at large to explain the committee’s purpose, process and an invitation to volunteer.~~

1. ~~The wellness advisory committee membership will include, to the extent possible, but not be limited to:~~
 - a. ~~Parents, caregivers and students;~~
 - b. ~~Representatives of the school nutrition program (e.g., school nutrition director);~~
 - c. ~~Physical education and/or health education teachers;~~
 - d. ~~School health professionals (e.g., school nurses, physicians, dentists, health educators and other allied health personnel who provide school health services);~~

² {USDA Local school wellness policy [resource](#); CDC [resource](#); CDC Healthy Schools [resource](#); USDA Local school wellness policy [outreach toolkit](#) and communication resource from [Alliance for a Healthier Generation](#). }

³ {A Wellness Advisory Committee is not required. If the district chooses to have a committee, the district should amend the language here to establish the membership and responsibilities of the committee. [School Wellness Committee Toolkit](#) published by the Alliance for a Healthier Generation }

- e. ~~Mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists);~~
 - f. ~~School administrators (e.g., superintendent, assistant superintendent, principal, vice principal);~~
 - g. ~~Board members;~~
 - h. ~~Supplemental Nutrition Assistance Program (SNAP) education coordinators;~~
 - i. ~~Healthcare professionals and/or other health related professionals (e.g., dietitians, doctors, nurses, dentists); and~~
 - j. ~~Members of the general public.~~
2. ~~The committee, appointed by the superintendent or designee, will meet to organize and vote on a committee chair and a secretary prior to or at the beginning of the school year. The chair and secretary will serve for one year minimum and may be reappointed.~~
 3. ~~The wellness advisory committee will meet [four] times per year to review of the local wellness policy.~~
 4. ~~The committee will facilitate the development, review and update of the wellness policy, and evaluate each participating school’s compliance with the policy.~~

~~The district will create building level committees to establish school specific goals and activities that implement this policy. A school coordinator will be designated to support compliance with this policy.]~~

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based **strategies and** techniques and nutrition messages **and**; by creating food environments that **support** encourage healthy nutrition choices and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents, students and the community.

~~[Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students’ eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.]~~

To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:

1. ^{4}[Students and staff will receive **consistent culturally relevant** nutrition messages throughout the school environment;
2. Nutrition education is provided throughout the student’s school years as part of the district’s age-appropriate, comprehensive nutrition program [~~(which includes the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, and handling and storage related to food and~~

⁴ {The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to “review and consider evidence-based strategies and techniques” (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

eating)], and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;

- ~~3. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs; *took the words culturally relevant and added to item #1 on previous page.~~
4. Teachers will receive curriculum-specific training;
5. Parents and families are encouraged through school communications to send healthy snacks/meals and [reusable] water bottles with their student to school;
- ~~6. Families and community organizations are involved, to the extent practicable, in nutrition education;~~
- ~~7. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes);~~
- ~~8. Materials on how to assess one's personal eating habits, set goals for improvement and achieve those goals.]~~

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

1. ^{5}[[Information about all available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year or when available];
2. Encourage parents and caregivers to help shape children's eating habits by role modeling healthy cooking and eating at home. Examples include: displaying healthy snacks around the home, involve children in decision-making about food purchasing and menus, and preparing meals as a family.
- ~~3. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;~~
- ~~4. Nutrition promotion materials are sent home with students, published on the district website, and distributed at parent-teacher conferences;~~
- ~~5. Families are invited to attend exhibitions of student nutrition projects or health fairs;~~
- ~~5. Physical activity is a planned part of all school community events.]~~

School Meals

⁵ {The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to "review and consider evidence-based strategies and techniques" (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

~~[Schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), Summer Food Service Program (SFSP), Supper programs or others. The district also operates additional nutrition related programs and activities including Farm to School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts or Grab ‘n’ Go Breakfast.]~~

The district’s available meal program(s) will operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The ~~[principal(s) district]~~ will support nutrition and food services operation as addressed in Board policy EFAA – District Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

Staff Qualifications and Professional Development

~~All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.~~

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

~~The district controls the sale of all competitive foods.~~ All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day ~~and extended school day~~ will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards⁶. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, ~~and snack or food carts~~ **and fund raising**.

Celebrations and Rewards/~~Incentives~~

All foods **and beverages** offered on the school campus will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, **and** classroom snacks brought by parents, ~~rewards and incentives~~. ~~[Food will not be used as a reward or incentive.]~~ ~~[This information will be conveyed to staff and parents.]~~

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day. ~~[Such requests to conduct a fund raiser will be submitted to the [principal] for approval before starting.]~~

Food and Beverage Marketing in Schools

⁶ Oregon Department of Education,

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards for **competitive foods** set by the USDA and the Oregon Smart Snacks Standards.

~~[The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment, and product purchase or replacement to reflect the applicable food and beverage marketing guidelines.]~~

~~“Food and beverage marketing” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.~~

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

~~Physical activity should be included in the school’s daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.~~

~~Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason.~~

~~The Board realizes that a~~ **A** quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards **and program minute requirements** in order to meet the ODE’s physical education content standards **and state law**.

Physical activity should be included in the school’s daily education program for grades K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:

- 1. ^{7} [Physical education will be a course of study that focuses on students’ physical literacy and development of motor skills;**
- ~~2. Staff encourages and provides support for parental involvement in their children’s physical education;~~
- 3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;**
- 4. Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities annually;**

⁷ {The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to “review and consider evidence-based strategies and techniques” (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

5. ~~{⁸} Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade 5 shall participate for a least 150 minutes during each school week, and students in grades 6 through 8 for at least 225 minutes per school week;~~
6. ~~Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;~~
7. ~~Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment or a reward;~~
8. ~~{⁹} At least 50 percent of the weekly physical education class time in grades K through 8 shall be devoted to actual physical activity;~~
9. ~~Physical activity is a planned part of all school community events;~~
10. ~~Materials promoting physical activity are sent home with students and published on the district website.]~~

~~{¹⁰} A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.]~~

~~{¹¹} Employee Wellness {¹²}~~

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school’s overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district’s Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will ~~collaborate~~^{work} with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

~~[The district’s Employee Wellness Program may include the following:~~

⁸ {Districts are required to provide the specified number of physical education minutes, but are not required to include them as goals or in this policy. If the district operates K-5 elementary schools, select “5” in the first bracket and “6” in the second bracket. If the district operates K-6 elementary schools, select “6” in the first bracket and “7” in the second bracket.}

⁹ {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

¹⁰ {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

¹¹ {This language is optional and is not required by state or federal law.}

¹² {CDC resources for [school employee wellness](#) and [workplace health promotion](#)}

1. ~~Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;~~
2. ~~Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;~~
3. ~~Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;~~
4. ~~Education and resources to help employees make decisions about health care; and~~
5. ~~Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.~~

~~The district encourages participation from all employees. "Employees" are not limited to instructional staff (i.e., teachers and instructional assistants), but includes all administrators and support staff.~~

~~The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:~~

1. ~~School personnel who implement existing wellness programs in the district (i.e., employee wellness committee);~~
2. ~~District personnel who implement health programs for students (e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and~~
3. ~~Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendents, human resource administrators, fiscal services administrators and principals).]~~

Other Activities that Promote Student Wellness

~~The district will integrate wellness activities throughout the entire school environment (districtwide), not just in the cafeterias, other food and beverage venues and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complimentary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.~~

The district will provide the following activities and encourage the following practices which promote local wellness:

1. **[Scoliois screening];**
2. **Safe Routes to Schools Program;**
3. ~~Physically active family and community engagement activities for families to learn about healthy eating or to practice being active together (e.g., skate night, fun run, dance night);~~
4. **Nonfood-related fund raisers;**

5. Physical activity energizers during transitions from one subject to another;
6. Intramural sports;
7. Monthly/Weekly school walks;
8. Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;
9. Use of alternates to food as rewards in the classroom;
10. Creation of connections between out of school time (OST) programs that involve staff members from OST programs, both school and community based, in school initiatives that address healthy eating, such as school wellness teams or wellness committees;
11. Integration of social, emotional and mental health supports into school programs (e.g., promote a positive school climate where respect is encouraged and students can seek help from trusted adults);
12. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;
13. Include wellness as a standing agenda item for school-based meetings (e.g., staff meetings, site council meetings, PTO).]

[DEFINITIONS

1. “Competitive food” means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.
2. “Food and beverage marketing”¹³ is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.
3. “Oregon Smart Snacks Standards”¹⁴ means the State’s minimum nutrition standards for competitive foods and beverages (ORS 336.423).
4. “School day” means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day[, i.e., at the conclusion of

¹³ [This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.); corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.]

¹⁴ Oregon Department of Education, [Oregon Smart Snacks Standards](#)

~~afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities].~~

5. ~~“School campus” means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.]~~

END OF POLICY

Legal Reference(s):

[ORS 327.531](#)

[ORS 327.537](#)

[ORS 329.496](#)

[ORS 332.107](#)

[ORS 336.423](#)

[OAR 581-051-0100](#)

[OAR 581-051-0305](#)

[OAR 581-051-0306](#)

[OAR 581-051-0310](#)

[OAR 581-051-0400](#)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).

National School Lunch Program, 7 C.F.R. Part 210 (2022).

School Breakfast Program, 7 C.F.R. Part 220 (2022).

Cross Reference(s):

EFAA - District Nutrition and Food Services

EFC - Vending Machines and School Stores

Corrected 10/18/22

Phoenix-Talent Schools District 4

Code: EFA-AR
Adopted: 5/18/17
Revised/Readopted: 4/21/22
Orig. Code: EFA-AR

Local Wellness Program

The district's comprehensive age-appropriate nutrition program will be implemented in district schools in accordance with the following requirements:

Definitions

1. "Accompaniment foods" means food items served along with another food to enhance palatability such as butter, jelly, cream cheese, salad dressing, croutons and condiments.
2. "Combination foods" means products that contain two or more components, representing two or more of the recommended food groups: fruit; vegetable; dairy; protein; or grains.
3. "Competitive foods" means any food or drink sold in competition with the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) during the school day.
4. "Entree item" means an item that is either:
 - a. A combination food of meat or meat alternate and whole grain rich food; or
 - b. A combination food of vegetable or fruit and meat or meat alternate; or
 - c. A meat or meat alternate alone with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut or seed butters and meat snacks (such as dried beef jerky); or
 - d. Grains only when served in the SBP.
5. "Food service area" means any area on school premises where NSLP or SBP meals are both served and eaten, as well as any areas in which NSLP or SBP meals are either served or eaten.
6. "Meal period" means the period(s) during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.
7. "Nutrition education" means a planned sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.
8. "Oregon Smart Snacks Standards"¹ means the minimum nutrition standards for competitive foods and beverages.
 - a. Food items, including accompaniment foods, must:
 - (1) Be a grain product that contains 50 percent or more whole grains by weight or have as the first ingredient a whole grain (e.g., flour, flake or meal); or

¹ Oregon Department of Education,

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- (2) Have as the first ingredient, one of the non-grain major food groups: fruits; vegetables; dairy or protein foods (e.g., meat, beans, poultry, seafood, eggs, nuts, seeds); or
- (3) Be a combination food that contains one-quarter cup of fruit and/or vegetable; or
- (4) Have one of the food items above as a second ingredient if water is the first ingredient; and
- (5) Meet all the competitive food nutrient standards:

(a) Calories:

(i) Snacks contain no more than:

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- 1) 150 calories as packaged or served for elementary level;
- 2) 180 calories as packaged or served for middle school level; and
- 3) 200 calories as packaged or served for high school level.

(ii) Entrees contain no more than 350 calories as packaged or served.

(b) Total fat: contains 35 percent or less of total calories from fat per item as packaged or served.

Exemptions to the total fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts, seeds, nut or seed butters, products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat and seafood with no added fat.

(c) Saturated fat: contains no more than 10 percent of total calories from saturated fat per item as packaged or served.

Exemptions to the saturated fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts and products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat.

(d) Transfat: contains 0 grams of trans fat per item as packaged or served.

(e) Sugar must be no more than 35 percent by weight.

(i) Exempt from the sugar standard are:

- 1) Dried whole fruits or vegetables;
- 2) Dried whole fruit or vegetable pieces;
- 3) Dehydrated fruits or vegetables with no added nutritive sweeteners; and
- 4) Dried fruits with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, blueberries, tart cherries).

(f) Sodium:

- (i) Snacks contain no more than 200 mg sodium per item as packaged or served.
- (ii) Entrees contain no more than 480 mg sodium per item as packaged or served.

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- (g) Caffeine free, except for naturally occurring trace amounts, for elementary and middle school level.
- (h) Exempt from all nutrients standards on any day are:
 - (i) Fresh, canned and frozen fruits or vegetables with no added ingredients except water.
 - (ii) Fruit packed in 100 percent juice, extra light or light syrup.
 - (iii) Canned vegetables that contain a small amount of sugar for processing purposes.

(i) Entrees in same or smaller portion served on the day or the day following in the National School Lunch or School Breakfast Programs are exempt from the nutrient standards for:

- (i) Calories;
- (ii) Total fat;
- (iii) Saturated fat;
- (iv) Transfat;
- (v) Sodium; and
- (vi) Sugar.

b. Beverages must be:

(1) For elementary level students:

- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Lowfat milk (unflavored), with portion size not to exceed 8 ounces and 150 calories;
- (c) Nonfat milk (including flavored), with portion size not to exceed 8 ounces and 150 calories;
- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 8 ounces and 150 calories;
- (e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 8 ounces and 120 calories;
- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 8 ounces and 120 calories;
- (g) Caffeine free, except for naturally occurring trace amounts.

(2) For middle school level students:

- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Lowfat milk (unflavored), portion size not to exceed 10 ounces and 190 calories;
- (c) Nonfat milk (including flavored), portion size not to exceed 10 ounces and 190 calories;
- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 10 ounces and 190 calories;
- (e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 10 ounces and 150 calories;

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- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 10 ounces and 150 calories;
- (g) Caffeine free, except for naturally occurring trace amounts.

(3) For high school level students:

- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Lowfat milk (unflavored), portion size not to exceed 12 ounces and 225 calories;
- (c) Nonfat milk (including flavored), portion size not to exceed 12 ounces and 225 calories;
- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 12 ounces and 225 calories;
- (e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 12 ounces and 180 calories;
- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 12 ounces and 180 calories;
- (g) Low or no calorie beverage is less than 5 calories per 8 ounce serving or less than or equal to 10 calories per 20 fluid ounces, portion size not to exceed 20 ounce serving;
- (h) Other beverages are not to exceed 40 calories per 8 fluid ounces (or 60 calories per 12 fluid ounces) with portion size not to exceed 12 ounces.

c. Use the nutrient standard for the lowest grade group when mixed grades have open access to competitive foods.

- 9. “School day” means a student education day beginning at midnight and ending at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.
- 10. “School campus” means all areas of property under the jurisdiction of the school that are accessible to students during the school day.
- 11. “Snack” means a food that is generally regarded as supplementing a meal and includes, but is not limited to, chips, crackers, onion rings, nachos, french fries, doughnuts, cookies, pastries, cinnamon rolls and candy.

Nutrition Promotion and Nutrition Education

Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students’ eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.

Nutrition education at all levels of the district’s curriculum shall include the following essential components designed to help students learn:

- 1. Age-appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary

supplements, safe food preparation, handling and storage and cultural diversity related to food and eating;

2. Age-appropriate nutrition-related skills, including but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising; and
3. How to assess one's personal eating habits, set goals for improvement and achieve those goals.

Food and Beverage Marketing

The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment and product purchase or replacement to reflect the applicable food and beverage marketing guidelines established by the district wellness policy.

“Food and beverage marketing” is defined as advertising and other promotions in schools. Food and beverage marketing often include oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

This term includes, but is not limited to, the following:

1. Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
2. Displays, such as on vending machine exteriors;
3. Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards;

Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance;

1. Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district;
2. Advertisements in school publications or school mailings;
3. Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Physical Activity and Physical Education

In order to insure students are afforded the opportunity to engage in physical activity and physical education in the school setting, the following guidelines apply:

1. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;

2. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
4. All physical education classes will be taught by licensed physical education teachers and/or appropriately licensed teachers as outlined by the Teacher Standards and Practices Commission (TSPC);
5. Daily recess period(s) will be provided that will not be used as a punishment or a reward.

Nutrition Guidelines and Food Services Operation

In order to support a school's nutrition and food services operation as an essential partner in the educational mission of the district and its role in the district's comprehensive nutrition program, the principal is responsible for ensuring:

1. The school encourages all students to participate in the school's NSLP and SBP meal opportunities;
2. The school notifies families of need-based programs for free or reduced-price meals and encourages eligible families to apply;
3. The school's NSLP, SBP and Special Milk Program (SMP) maintains the confidentiality of students and families applying for or receiving free or reduced-priced meals or free milk in accordance with the National School Lunch Act;
4. The school's NSLP, SBP and SMP operates to meet dietary specifications in accordance with the Healthy, Hunger-Free Kids Act of 2010 and applicable state laws and regulations;
5. The school sells or serves varied and nutritious food choices consistent with the applicable nutrition standards set by the USDA and the Oregon Smart Snacks Standards. A school or district, that operates or contracts the food service component of their NSLP and SBP, shall form a nutrition advisory committee comprised of staff, students and parents. Cultural norms and preferences will be considered;
6. Food prices set by the district are communicated to students and parents. District pricing strategies will encourage students to purchase full meals and nutritious items;
7. Procedures are in place to provide families, on request, information about the ingredients and nutritional value of the foods served;
8. Modified meals are prepared for students with special dietary needs:
 - a. The district will provide substitute foods to students with a disability² that restricts their diet, when supported by a written statement from a state-licensed health care professional who is authorized to write medical prescriptions.

² To comply with Section 504 as it relates to a student's severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

- b. Such substitutions will be provided only when a medical statement from the licensed health care professional is on file at the school. The medical statement must state the nature of the child's impairment so its effect on the student's diet is understood, and what must be done to accommodate the impairment.
9. Food service equipment and facilities meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation and workplace safety;
10. Students are provided adequate time and space to eat meals in a pleasant and safe environment. School dining areas will be reviewed to ensure:
 - a. Tables and chairs are of the appropriate size for students;
 - b. Seating is not overcrowded;
 - c. Students have a relaxed environment;
 - d. Noise is not allowed to become excessive;
 - e. Rules for safe behavior are consistently enforced;
 - f. Tables and floors are cleaned between meal periods;
 - g. The physical structure of the eating area is in good repair; and
 - h. Appropriate supervision is provided.
11. The guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. § 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. § 1758(f)(1), § 1766(a)), as those regulations and guidance apply to schools.

Competitive Food Sales

In keeping with federal regulations, the district controls the sale of all competitive foods. Accordingly, the district will select food items that meet the Oregon Smart Snacks Standards.

The sale of foods and beverages in competition with the district's NSLP and SBP meals shall be permitted when all income from the food sales accrues to the benefit of the district's nutrition and food services operation or a school or student organization as approved by the Board.

Other Foods Offered or Sold

Foods and beverages sold or offered in classrooms or school-sponsored activities during the school day shall follow the Oregon Smart Snacks Standards.

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

Employee Wellness

The district's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;
2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;
3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;
4. Education and resources to help employees make decisions about health care; and
5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees. "Employees" are not limited to instructional staff (i.e. teachers and instructional assistants), but includes all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the district (i.e., employee wellness committee);
2. District personnel who implement health programs for students (e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and
3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendents, human resource administrators, fiscal services administrators and principals).

Other Activities that Promote Student Wellness

The district will provide the following activities and encourage the following practices which promote local wellness:

1. Safe Routes to Schools Program;
2. Physically active community engagement (e.g., skate night, fun run, dance night);
3. Nonfood-related fund raisers;

4. Physical activity brain breaks during transitions from one subject to another;
5. Intramural sports;
6. Monthly/Weekly school walks;
7. Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;
8. The use of alternates to food as rewards in the classroom;
9. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;
10. Include wellness as a standing agenda item for school-based meetings (e.g., staff meetings, site council meetings, PTO).

Staff Development

Ongoing pre-service and professional development training opportunities for staff will be encouraged. Staff responsible for nutrition education will be encouraged to participate in professional development activities to effectively deliver the nutrition education program as planned. Nutrition and food service personnel will receive opportunities to participate in professional development activities that address strategies for promoting healthy eating behavior; food safety; maintaining safe, orderly and pleasant eating environments; and other topics directly relevant to the employee's job duties. The principal is responsible to ensure such training is made available, including but not limited to, the following:

1. Personnel management;
2. Financial management and record keeping;
3. Cost- and labor-efficient food purchasing and preparation;
4. Sanitation and safe food handling, preparation and storage;
5. Planning menus for students with special needs and students of diverse cultural backgrounds;
6. Customer service and student and family involvement;
7. Marketing healthy meals;
8. Principles of nutrition education, including selected curriculum content and innovative nutrition teaching strategies; and
9. Assessment by staff of their own eating practices and increased awareness of behavioral messages staff provide as role models.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the principal is responsible for ensuring:

1. Nutrition education materials and cafeteria menus are sent home with students;
2. Parents are encouraged to send healthy snacks/meals to school;
3. Parents and other family members are invited to periodically eat with their student in the cafeteria;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Nutrition education workshops and screening services are offered;
6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
7. Staff are encouraged to cooperate within their own schools and with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate;
8. Staff encourages and provides support for parental involvement in their children's physical education.

Program Evaluation

In order to evaluate the effectiveness of the local wellness program in promoting healthy eating, increased physical activity among students, and to implement program changes as necessary to increase its effectiveness, the superintendent or designee is responsible for ensuring:

1. Board policy and this administrative regulation are implemented as written;
2. All building, grade-level nutrition education curricula and materials are assessed for accuracy, completeness, balance and consistency with state and local district educational goals and standards;
3. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program, and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
4. Teachers deliver nutrition education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
5. Teachers and school nutrition and food service personnel have undertaken joint project planning and action;
6. Teachers have received curriculum-specific training;
7. Families and community organizations are involved, to the extent practicable, in nutrition education; and

8. One or more persons within the district or at each school, as appropriate, will be charged with the operational responsibility of ensuring that the policy and administrative regulations are followed and will develop an evaluation plan to be used to assess the district's level of compliance with state and federal requirements.

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Phoenix-Talent Schools District 4

Code: JFCJ
Adopted: 10/17/19
Orig. Code: JFCJ

Weapons in the Schools**

Students shall not bring, possess, conceal or use a weapon on or at ~~any district property~~ **under the jurisdiction of the district, any** activities under the jurisdiction of the district or **any** interscholastic activities administered by a voluntary organization.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A “school zone,” as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds. (*Note: This paragraph was moved from page three*).

The superintendent may authorize persons to possess weapons for courses, programs and activities approved by the district and conducted on district property [including, but not limited to, hunter safety courses, weapons-related vocational courses or weapons-related sports]. The district will post a notice at any site or premise off district grounds that at the time is being used exclusively for a school program or activity. The notice shall identify the district as the sponsor, the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under Oregon Revised Statute (ORS) 166.370.

For purposes of this policy, and as defined by state and federal law, “weapon” includes:

1. A “dangerous weapon” means any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;
2. A “deadly weapon” means any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;
3. A “firearm” means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm **muffler or** silencer or any destructive device;
4. A “destructive device” **includes but is not limited to** ~~means~~ any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

Weapons may also include, but are not limited to, knives, metal knuckles, straight razors, noxious or irritating gases, poisons, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents and **community members.** ~~patrons.~~

Replicas of weapons, fireworks and pocket knives are also prohibited by Board policy. Exceptions to the district's replicas prohibition may be granted only with prior principal approval for certain curriculum or school-related activities.

Prohibited weapons, replicas of weapons, fireworks, and pocket knives are subject to seizure or forfeiture.

In accordance with Oregon law, any **district** employee who has reasonable cause to believe a student or other person, **while in a school, is or has**, within the previous 120 days **has**, ~~unlawfully~~ been in possession of a firearm or destructive device, as defined by this policy, shall immediately report such violation to an administrator **or, his/her** designee or law enforcement. **[Any district employee who has reasonable cause to believe that a person, while in a school, is or has been in possession of a firearm or destructive device more than 120 days previously, may report to law enforcement.]** Employees who report directly to law enforcement shall also immediately inform an administrator.

Administrators shall promptly notify the appropriate law enforcement agency of staff reports received and at any other time there is reasonable cause to believe violations **for firearms or destructive devices** have occurred or that a student has been expelled for bringing, possessing, concealing or using a dangerous or deadly weapon, firearm or destructive device.

Parents will be notified of all conduct by their student that violates this policy.

A person making a report as described above who has reasonable grounds for making the report is immune from liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the report. The identity of a person participating in a good faith report as described above may not be disclosed except when allowed by law.

Employees shall promptly report all other conduct prohibited by this policy to an administrator.

Students **determined** ~~found~~ to have brought, possessed, concealed or used a firearm, **as defined in policy**, in violation of this policy or state law shall be expelled **from school** for a period of not less than one year. All other violations of the policy will result in discipline ~~up to~~ and **may include** ~~including~~ expulsion and/or referral to law enforcement, as appropriate. The superintendent may, on a case-by-case basis, modify this expulsion requirement. The superintendent may propose alternative programs of instruction or instruction combined with counseling that are ~~age-appropriate~~ **and accessible to the student**, and shall provide such information in writing to the student and the parent in accordance with law¹. Appropriate disciplinary and/or legal action will be taken against students or others who assist in activity prohibited by this policy.

Special education students shall be disciplined in accordance with federal law and Board policy JGDA – Discipline of Students with Disabilities and accompanying administrative regulation.

~~Weapons under the control of law enforcement personnel or a person who has a valid license under ORS 166.291 and 166.292 are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the district and conducted on district property including, but not limited to, hunter safety courses, weapons-related vocational courses or weapons-related sports.~~

~~The district may post a notice at any site or premise off district grounds that at the time is being used exclusively for a school program or activity. The notice shall identify the district as the sponsor, the~~

¹ **At least once every six months or at any time the information changes because of the availability of new programs.**

~~activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under ORS 166.370.~~

~~In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A “school zone,” as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.~~

“Gun-Free School Zone” signs may be posted in cooperation with city and/or county officials as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.

The superintendent will annually report the name of each school and the number of students from each listed schools expelled for bringing, possessing, concealing or using a firearm to the Oregon Department of Education.

END OF POLICY

Legal Reference(s):

[ORS 161.015](#)
[ORS 166.210 - 166.370](#)
[ORS 166.382](#)
[ORS 332.107](#)
[ORS 339.115](#)
[ORS 339.240](#)

[ORS 339.250](#)
[ORS 339.315](#)
[ORS 339.327](#)
[ORS 809.135](#)
[ORS 809.260](#)

[OAR 581-021-0050](#) - ~~021-0075~~
[OAR 581-053-0010\(5\)](#)
[OAR 581-053-0230\(9\)\(k\)](#)
[OAR 581-053-0330\(1\)\(r\)](#)
[OAR 581-053-0430\(17\)](#)
[OAR 581-053-0531\(16\)](#)

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2018).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).
Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2018)
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101, 7111-7121 (2018).



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting – **10:00 AM**

Thursday, April 20, 2023

In-Person at Talent Middle School

Join the Zoom Meeting:

<https://us02web.zoom.us/j/86994380035?pwd=TW1McG5sekRZY0o5MHgyQWFrL2xrdz09>

Meeting ID: 869 9438 0035

Passcode: 407562

AGENDA

- A. Executive Session –9:30 a.m.
In accordance with the provisions of ORS 192.660(2)(a)(d)(e)[a-personnel, d-negotiations, e-real estate]
- B. Call to Order - 10:00 a.m.
- C. Accentuate the Positive - 10:00 a.m.
- D. Student Representative Report - 10:10 a.m.
- E. Citizen Comments - 10:15 a.m.
- F. Superintendent Report - 10:45 a.m.
- G. Program Report: Discussion with TMS Students – 10:50 a.m.
- H. Consent Agenda – 11:10 a.m.
 - 1. Approval of Agenda
 - 2. Approval of Minutes from 4/6/2023
 - 3. Personnel Report
- I. Action Items – 11:05 a.m.
 - 1. ATI Contract
 - 2. RFP Design Services TES/TMS Seismic Upgrades
 - 3. RFP Colver Fields Civil Engineering Services
 - 4. Board Policy EFA – Local Wellness
 - 5. Board Policy EFA-AR – Local Wellness Program (Delete)
 - 6. Board Policy JFCJ – Weapons in Schools
- J. Recess – 11:35 a.m. – 11:45 a.m.
- K. Information and Discussion – 11:45 a.m.
 - 1. Facilities/Bond Update
 - 2. Financial Update
 - 3. Legislative / OSBA Update
 - 4. Community Recovery Update
 - 5. Colver Road Property Update
 - 6. TURA and Marshall Program Discussion
 - 7. Curriculum Update
 - 8. Board Policy AC-AR – Discrimination Complaint Procedure
 - 9. Board Policy IGBHD – Program Exemptions
 - 10. Board Policy JGE – Expulsion
 - 11. Board Policy KL-AR(1) – Public Complaint Procedure
- L. Review of the Next Meeting Agenda - 12:30 p.m.
- M. Adjournment – 12:35 p.m.