



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting - 6:00 PM

Thursday, April 3, 2025

In-Person at Talent Middle School

<https://us02web.zoom.us/j/89005793113?pwd=phcerJasHCAyWk5yrftF1E1RlLinXl.1>

Password: 956201

Agenda Español

Minutas Español

AGENDA

- A. **Executive Session - 5:30 p.m. - This session is closed to the public under ORS 192.660 (2)(a)(d)(e)**
- B. **Regular Session Call to Order - 6:00 p.m.**
- C. **Accentuate the Positive**
- D. **Student Representative Report**
- E. **Citizen Comments**
- F. **Superintendent Report**
- G. **Program Report: Comprehensive Counseling**
- H. **Consent Agenda**
 - 1. Approval of Agenda
 - 2. Approval of Minutes from 3/6/25 & 3/20/25
 - 3. Personnel Report
- I. **Information and Discussion**
 - 1. **Legislative / OSBA Update**
 - 2. **Committee Updates**
 - 3. **Superintendent Evaluation Summary**
 - 4. **SRO Contracts Discussion**
 - 5. **Student Representative Process for 25-26**
 - 6. **Review Interdistrict Transfer Slots**
 - 7. **Food Service Contract**
 - 8. **25-26 Board Meeting Calendar**
- J. **Recess**
- K. **Action Items**
- L. **Review of the Next Meeting Agenda**
- M. **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.

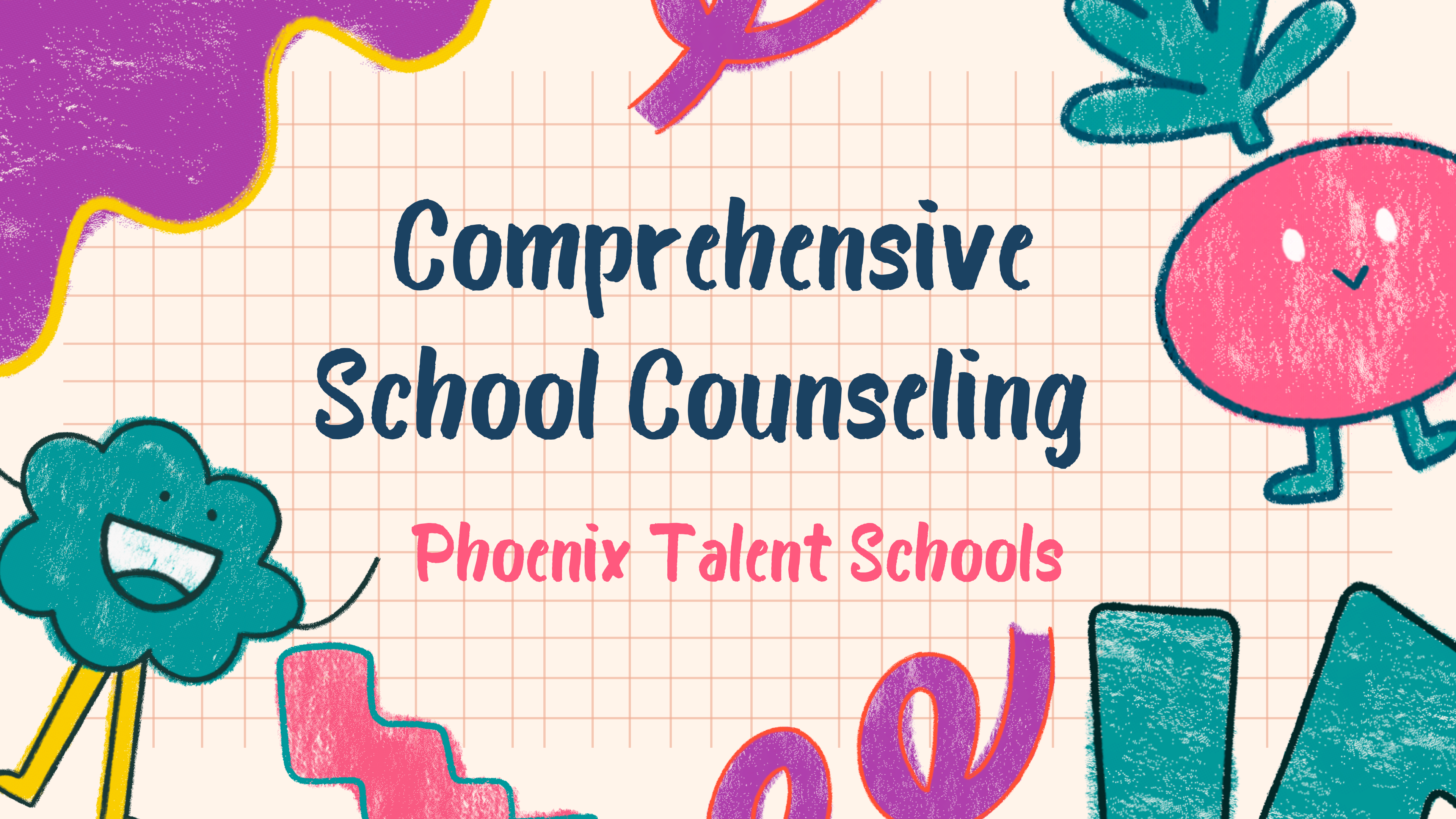


PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

OUT-OF-STATE STUDENT ACTIVITY TRIPS 2024 - 2025

DATE	GROUP	DESTINATION
August 30, 2024	Boys/Girls Cross Country	Bill Springhorn Classic Shasta College Redding, CA
September 12, 2024	Volleyball	Yreka High School Yreka, CA
November 9-11, 2024	Marching Band	Marching Band Competition Napa High School, Napa, CA
December 10, 2024	Girls Basketball	Yreka High School Yreka, CA
March 18, 2025	Boys Golf	Las Plumas High School Table Mountain Golf Course Las Plumas, CA
April 7, 2025	Boys Golf	Pleasant Valley High School Bidwell Park Golf Course Chico, CA
May 2, 2025	ODP	Shasta Caverns Lakehead, CA
May 23-26	Marching Band & Color Guard	Disneyland Anaheim, CA



Comprehensive School Counseling

Phoenix Talent Schools

Comprehensive School Counseling

Each school district shall provide a coordinated comprehensive school program to support the academic, college & career, social-emotional, and community involvement development of each and every student.

Division 22 & OAR 581-022-2060

Oregon's Framework for CSCP is modeled after the American School Counselor Association's (ASCA) National Model.





ASCA Mindsets & Behaviors for Student Standards

What will students receive as a benefit of the program?

- Attitudes
- Skills
- Knowledge

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.



Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2. Self-confidence in ability to succeed
- M 3. Sense of belonging in the school environment
- M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
- M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6. Positive attitude toward work and learning

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies		Self-Management Skills	Social Skills
B-LS 1.	Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2.	Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3.	Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4.	Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5.	Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6.	Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7.	Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8.	Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9.	Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10.	Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Adi's Act - Suicide Prevention

Adi's Act, officially known as Senate Bill 52 (SB 52), was passed by the Oregon Legislative Assembly in 2019 to address student suicide prevention.

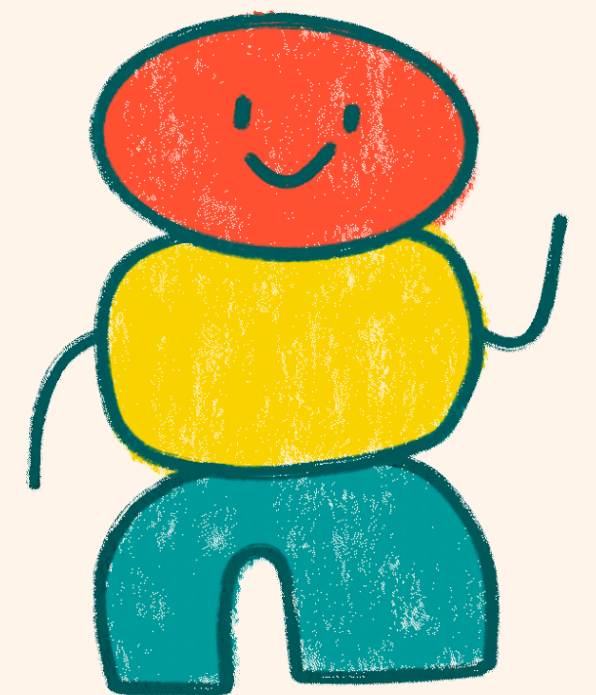
Transformative Social-Emotional Standards

Oregon's Transformative Social and Emotional Learning (TSEL) Framework and Standards were adopted by the State Board of Education on June 15, 2023, in response to House Bill 2166 (2021), now codified as ORS 329.045.

College & Career
.5 Credit required for
students graduating in
2027 and beyond.

ALSO

Comprehensive School Counseling



Meet the Team

Phoenix High School

Angelica Mendoza, Jordan Ruiz & Michelle Carlson
AND Tami Ingwerson, Jesus Ledesma & Skylar Glines

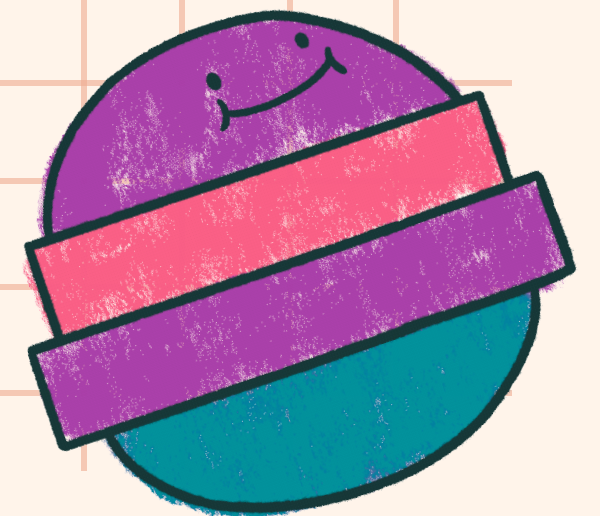
Talent Middle School

Bry Bates & Liz Fletcher

Elementary Behavior Specialists

Christian Sicairos, Richard Mauldin &
Zach Boyd-Helm

American School Counselor Association (ASCA) recommends a student-to-school counselor ratio of 250:1. This means one school counselor for every 250 students to ensure adequate support for student needs.



Meet Hatching Results

Hatching Results: MTMDSS

MTSS

ACADEMIC COLLEGE & CAREER SOCIAL & EMOTIONAL

MTMDSS

TIER 2

TIER 1

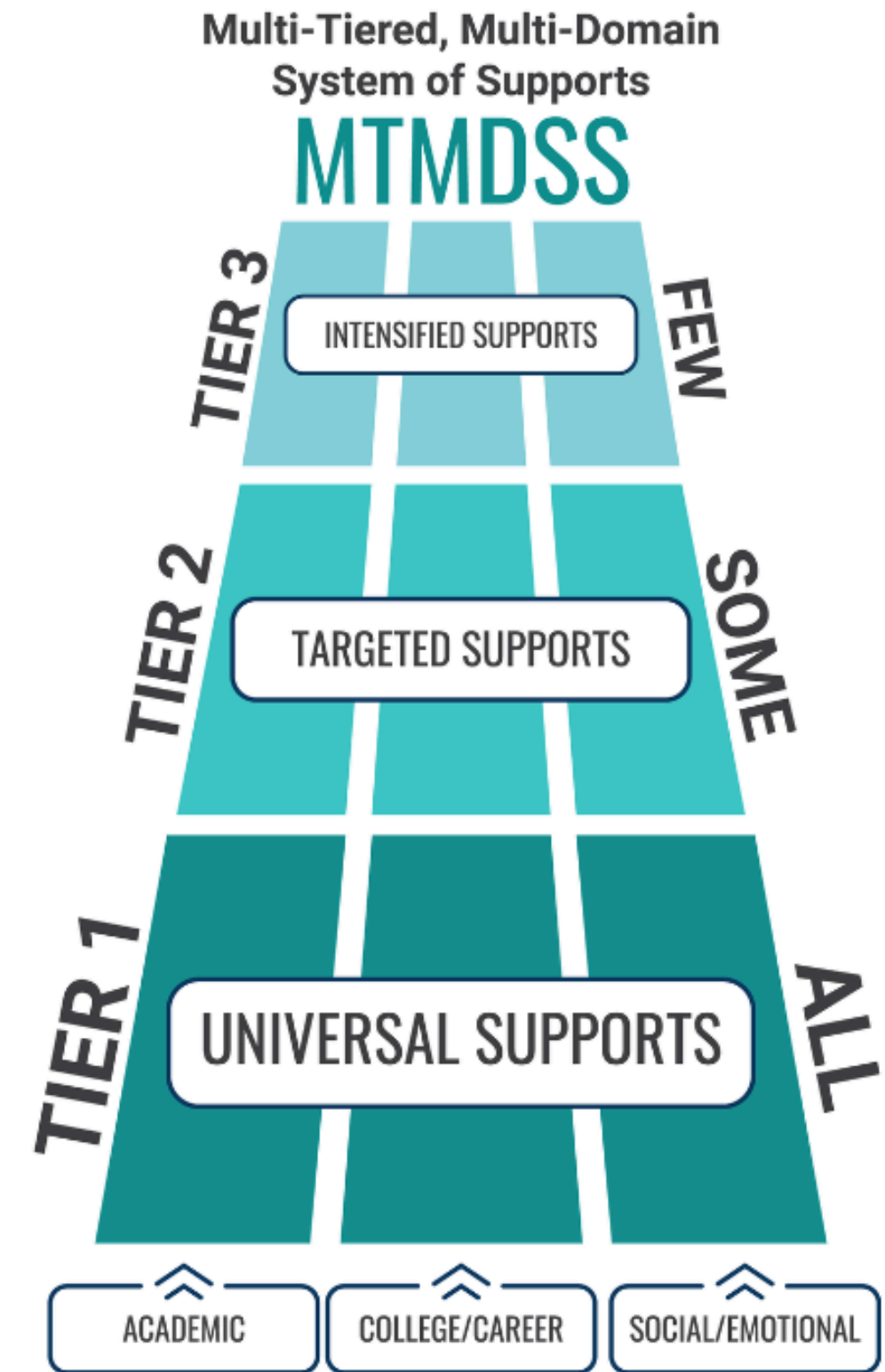
UNIVERSITY SUCCESS EVER

Share

to tier two services or targeted interventions,

School Counseling with MTMDSS

- All students receive instruction, individual student planning, and schoolwide programs & activities
- Students receive support based on data-driven level of need
- Counselors can better impact student success for ALL



Tier One: Universal Supports

High School
101

College &
Career
Exploration

Healthy
Relationships

Managing
Stress

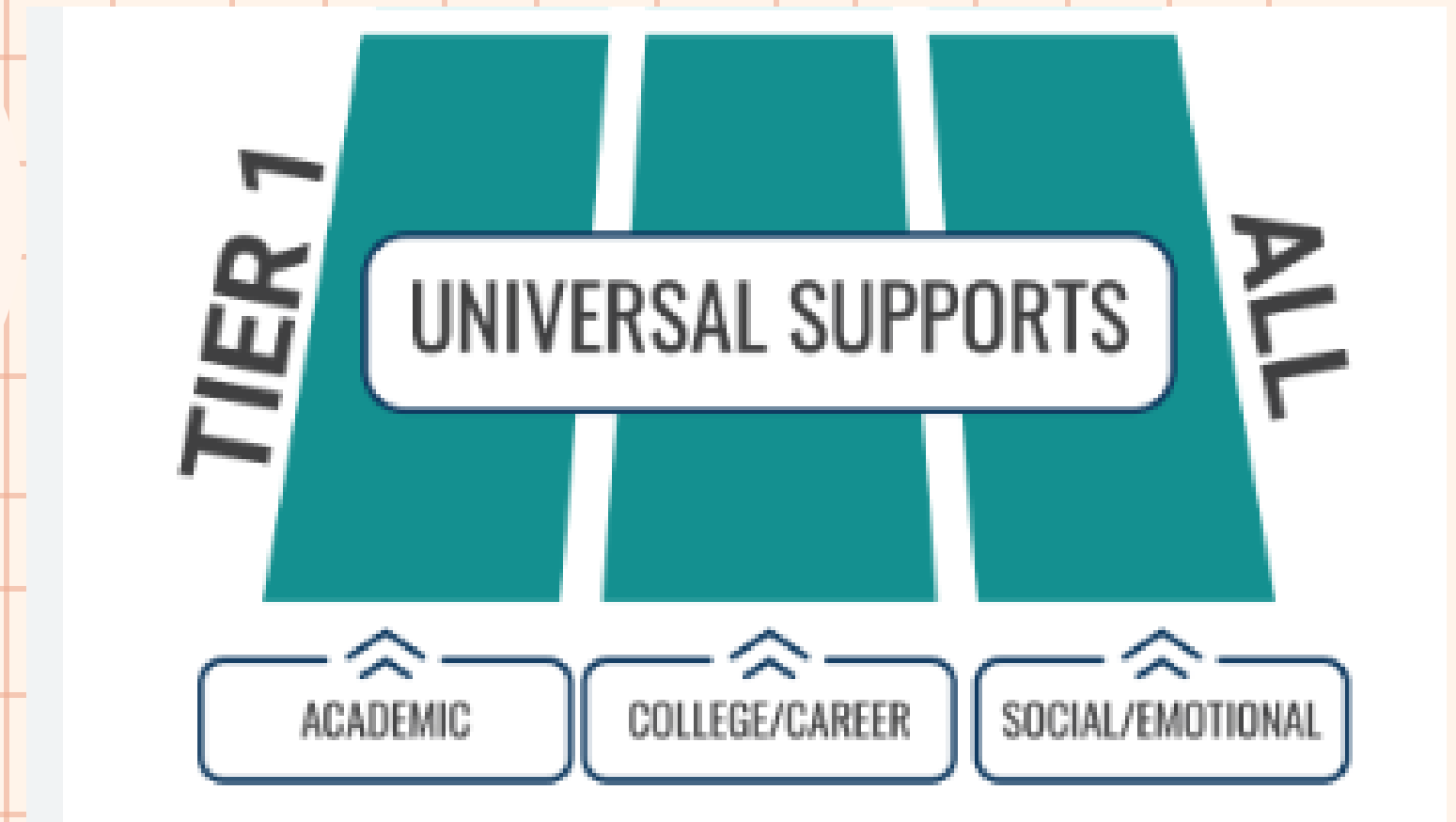
FAFSA
Workshop

4-Year
Planning

Understanding
Your
Transcript

Why Grades
Matter

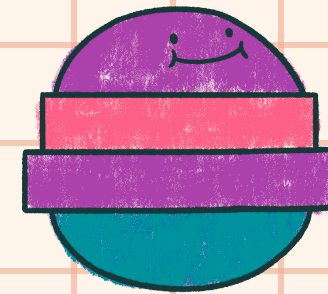
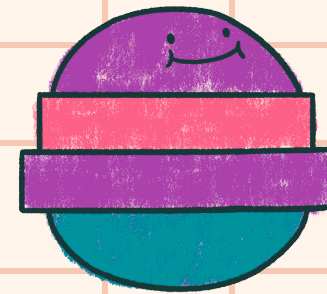
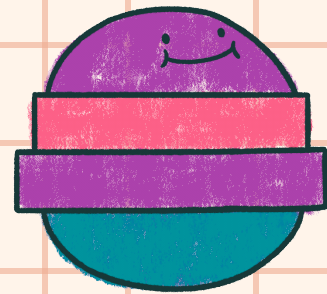
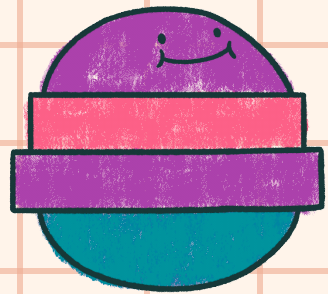
Lessons ALL students receive!



Tier Two: Targeted Support

Some students also get...

with Grad Coaches or Counselors



Grades

Attendance

Behavior

On Track

GPA's

Attending less than 80%

(Mental Health too!)

Credit Accruals

Incidents & Suspensions

Tardies!

Trends

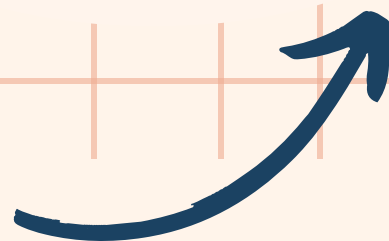
Consecutive Absences

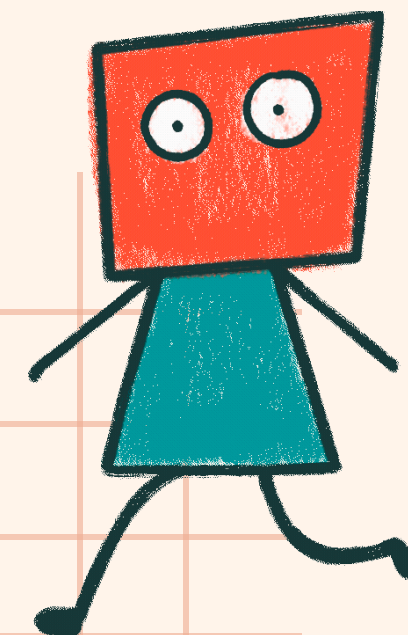
Risk Screeners

Course Failures

D-F Reports

Data-Driven





How-When-Where Comprehensive Counseling Happens

Advisory or
Homeroom
Lessons

1-on-1

Grade Level
Seminars

Small
Groups

Co-Teaching
in Core
Classes

The Magic of School Counseling

“When school counselors use data to design and implement comprehensive programs, they shift from being ‘helpers’ to being ‘leaders’—proactively closing opportunity gaps and ensuring equity for all students.”



– Dr. Trish Hatch, “The Use of Data in School Counseling”



People

Counselors at
Middle & High School

Grad Coaches

Elementary Behavior
Specialists

Community Care Specialists

Professional Development

Hatching Results
Professional
Development &
Consultation

Professional Learning
with National School
Counselor Leadership
Conference

Curriculum Resources

Wayfinder

Naviance College, Career &
Life Ready

Signs of Suicide

Sources of Strength


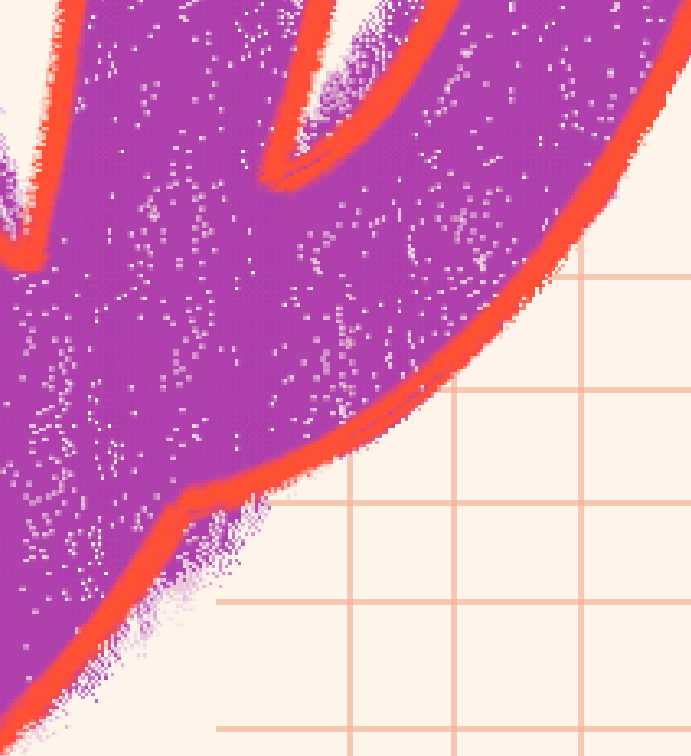
WEB & Link Crew

Technical Assistance

Naviance Course
Planner

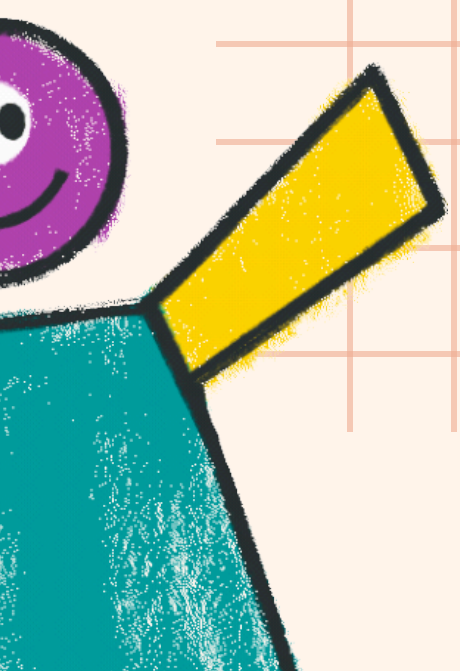
Powerschool
Master Scheduling
Training

Investments in our CSCCP



FLASHLIGHT PRESENTATIONS

A Flashlight Presentation is a concise, data-driven advocacy tool designed to 'shine a light' on the impact of school counseling programs, helping stakeholders quickly understand how comprehensive school counseling supports student success.



Signs of Suicide at Talent Middle School

Talent Middle School Counseling Department

Bry Bates
Liz Fletcher



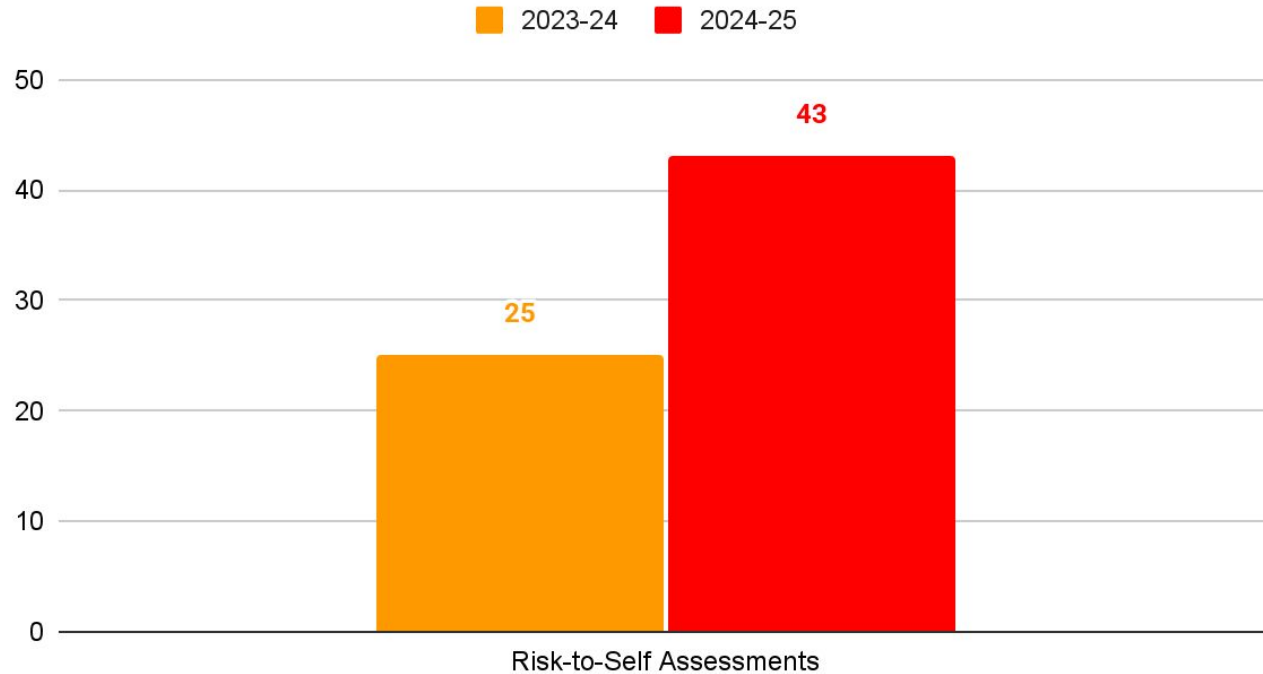
School Counseling SMART Goal

At least three out of four students will be able to appropriately identify and apply the Signs of Suicide ACT (Acknowledge, Care, Tell) Model, given a hypothetical situation.

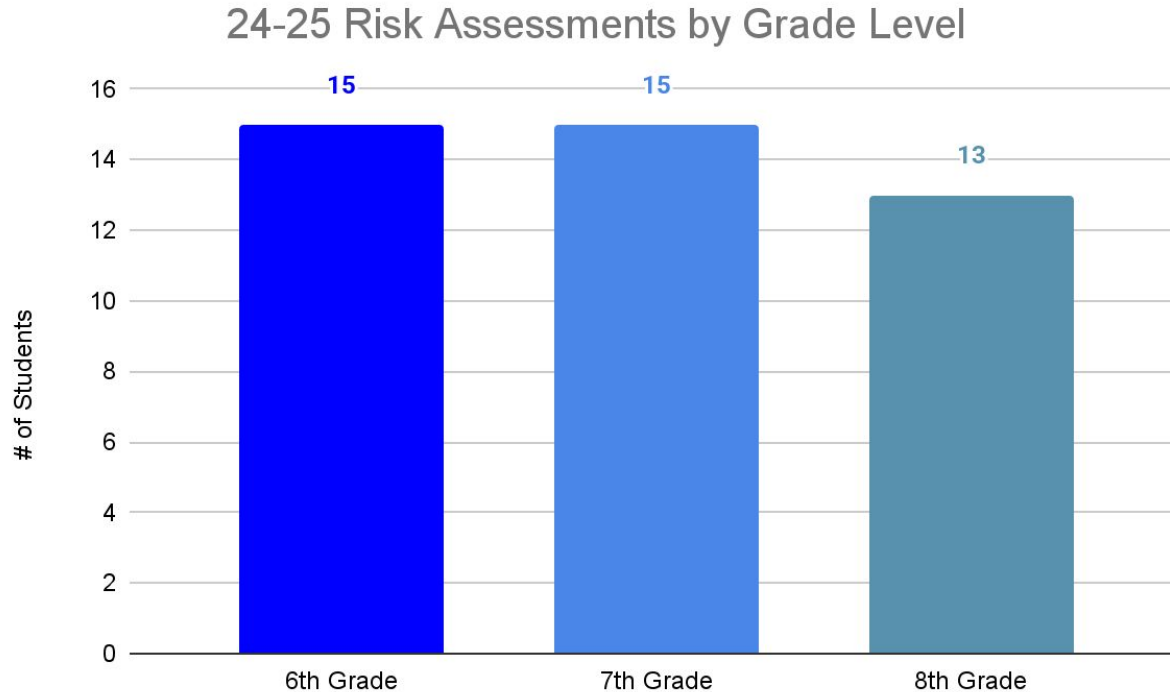


Rationale for SOS: School Data

TMS Risk-to-Self Assessments



Rationale for SOS: School Data



Rationale for Activity: Research

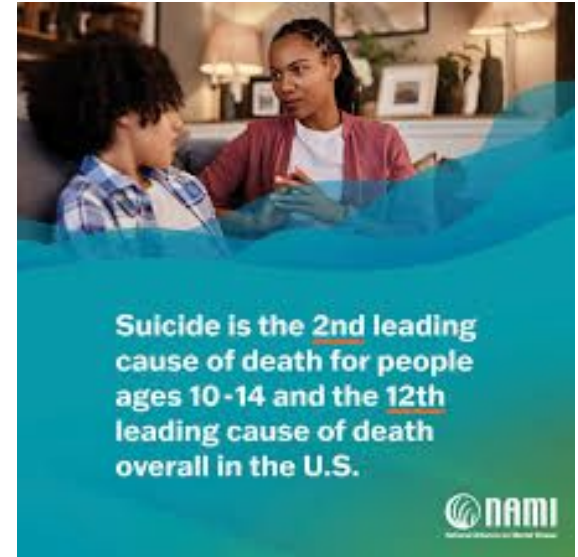
“

Between 2000 and 2018, the suicide rate among youth ages 10 to 24 rose from 6.8 per 100,000 to 10.7 per 100,000, according to death certificate data ([Curtin, S. C., *National Vital Statistics Report*, Vol. 69, No. 11, 2020 \[PDF, 477KB\]](#)).

This rise pushed suicide into the **second leading cause of death** for people **ages 10 to 14** in 2021.

-CDC, *Facts About Suicide*,
May 2023

”



Student Standards Addressed

ASCA Mindsets and Behaviors

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- B-SS 3 Positive relationships with adults to support success
- B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary



Process (“Participation”) Data

- Implemented Signs of Suicide curriculum
 - ACT Model: Acknowledge, Care, Tell
- 6th-grade Health classes
- 135 6th-grade students (those present)
- January 22nd and 23rd, 2025

Tough conversations can happen anywhere.


Do you know how to **ACT**?

ACKNOWLEDGE
signs of suicide in a friend

Show your friend that you **CARE**

TELL a trusted adult

You can also text **ACT** to the Crisis Text Line at 741741

 MindWise
INNOVATIONS

Learn more about ACT at
mindwise.org/ACT



Process (“Participation”) Data

Activity included the following content:

- Videos with discussion questions
- Application of the ACT Model: Acknowledge, Care, Tell
- Pre and Post-assessments to measure Attitudes, Knowledge, and Skills



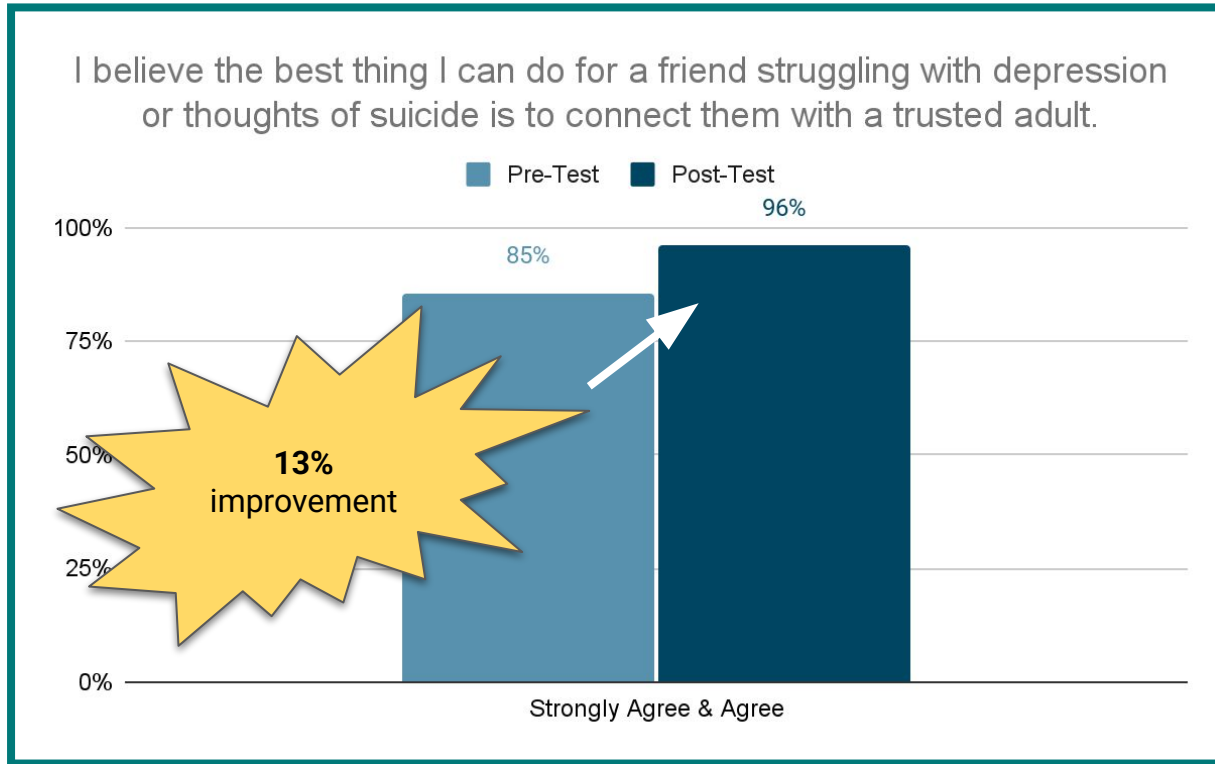
Question 4 of 10

What makes someone a trusted adult?

Who are the trusted adults in your own life?



Perception Data: Attitudes



Representing Percent Change Accurately



Increased 25 cents

Improved 100%

(total amount of money doubled)

Increase/Decrease = the actual percentage increase/decrease from before the lesson to after the lesson

Improvement/Reduction = the percentage calculated in relationship to the original average score

Hatching Results for Secondary School Counseling, pgs. 276-277



Perception Data: Knowledge

Answers:

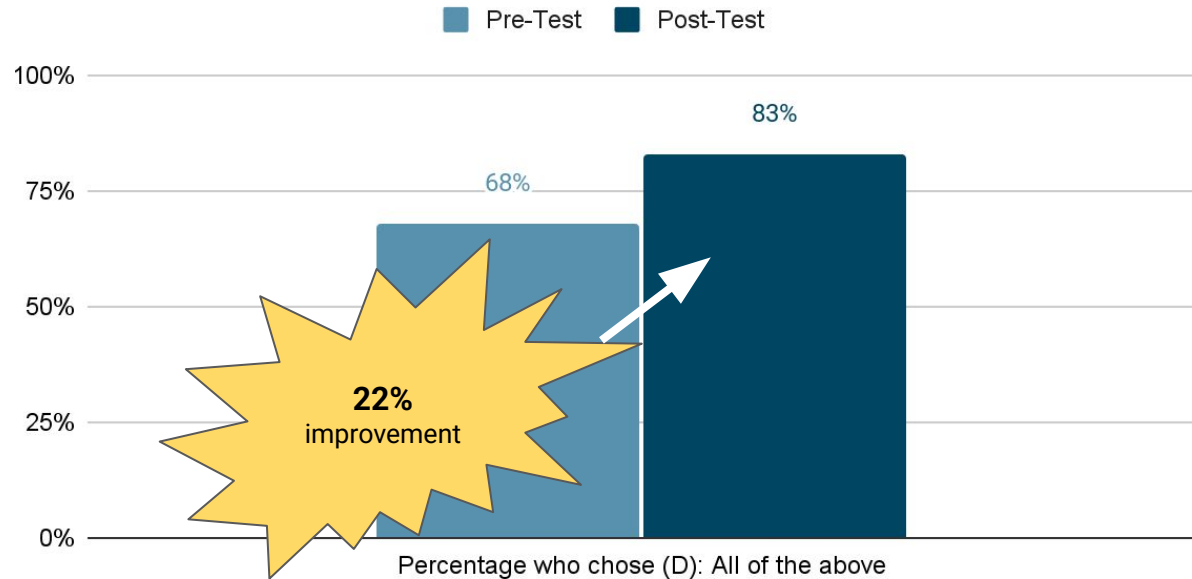
(A). Sudden anger or intense sadness

(B). Major changes in behavior like withdrawing from friends or quitting activities they once loved

(C). Sounding hopeless or feeling like a burden

(D). All of the above (correct answer)

What are some warning signs that a person might be thinking of suicide?



Perception Data: Skill

Answers:

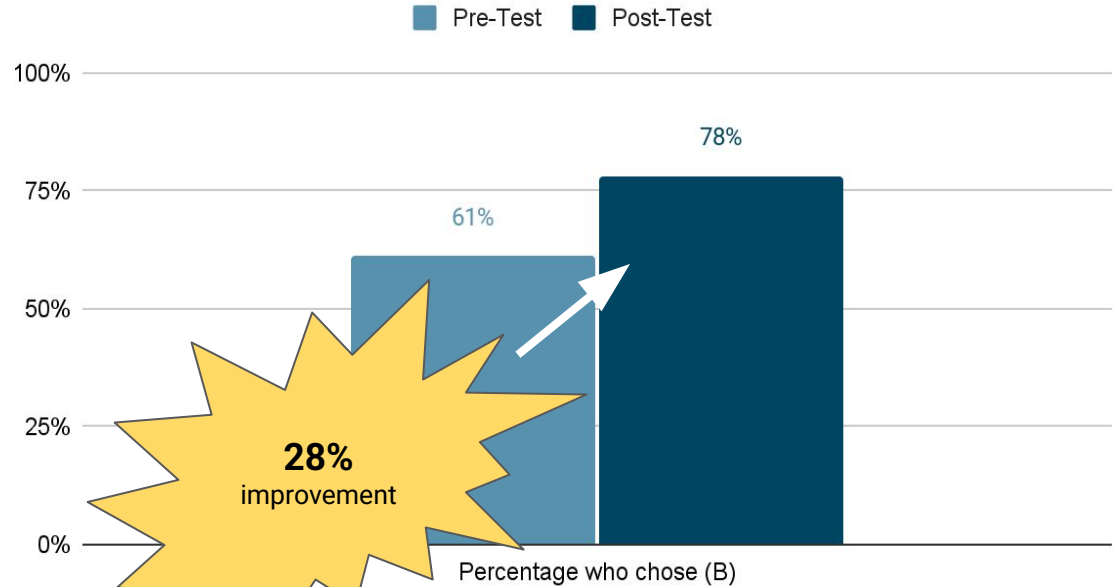
A. Ignore it because it might be a phase and Paul will be fine soon.

B. Acknowledge that Paul is going through a tough time and tell him you care. Then, tell a trusted adult, like a teacher or counselor, so Paul can get the help he needs (correct answer).

C. Tell Paul to just "snap out of it" and focus on something fun to cheer him up.

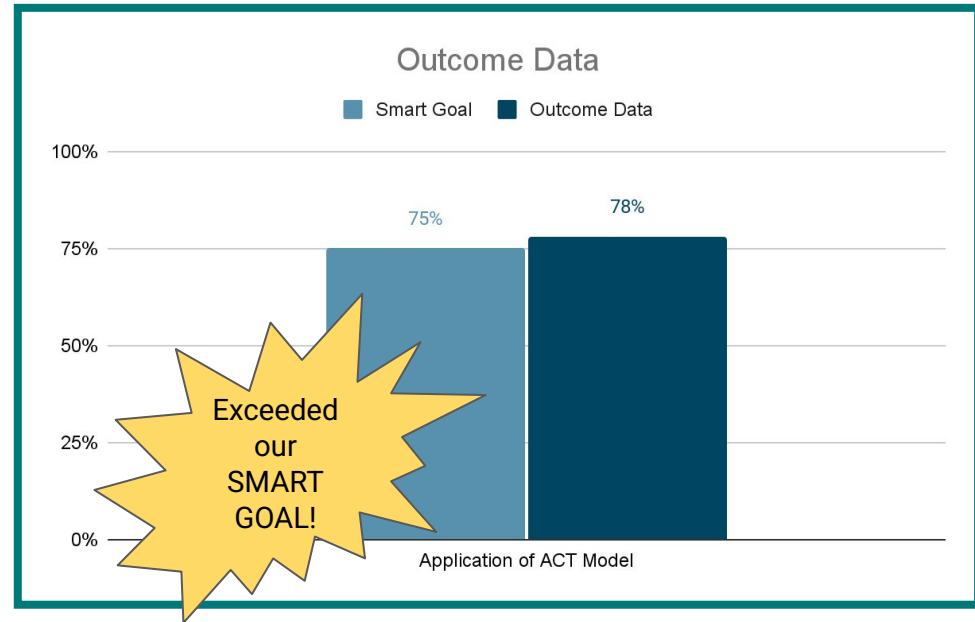
D. Care by giving Paul a compliment and asking him to hang out, but don't tell anyone because it's his personal business.

You notice that your friend, Paul, has been withdrawing from friends and activities. Recently, Paul has been posting vague, concerning messages on social media about feeling hopeless and not wanting to be around anymore. You're concerned for Paul and want to help. What should you do?



Outcome Data

In our SMART goal, we hoped that three out of four students would be able to appropriately identify and apply the ACT (Acknowledge, Care, Tell) Model, given a hypothetical situation.



Summary and Implications

- Student Engagement
 - Students were **actively engaged** in class discussion
- Strong Culture of Help-Seeking
 - We learned that 85% of our 6th-grade students before receiving the SOS curriculum believed that the best way to support a friend struggling with depression or suicidal ideation is by connecting them with a trusted adult. **96% of students endorsed this belief after the lesson.**
- Trusted Adults at TMS
 - Students named a **wide variety of staff**, both teachers and support staff, as trusted adults



Limitations

- Right now, this is **one-time intervention**, though we will repeat it each year.
- This intervention **did not include a parent/guardian component**, though we did send resources out to parent/guardians.
- It is a **complex topic** and covering it thoroughly in 55 minutes can be challenging.
- Ideally, this lesson would be **offered in the fall**, rather than winter



Next Steps

- We are hoping to increase the impact of Sources of Strength program next year, another suicide-prevention program that focuses on **hope, help, strength and connection to trusted adults**.
- Sources of Strength is peer-led, which offers a way to tap into the developmental needs of TMS students: **purpose, peer connection**.
- Ideally, this could become a class where students have the opportunity to hone their **leadership skills through running campaigns** throughout the year.
- We will continue to deliver **Signs of Suicide** lessons each year.

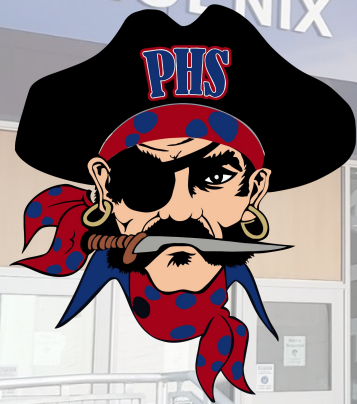


Thank you!

We appreciate our **TMS staff** (especially our **Health teachers**) **administration**, **Hatching Results**, and our **TMS families** for their contributions to these efforts and support of the school counseling program!



Comprehensive School Counseling Program Flashlight



**Phoenix High School
Counseling Department**

Angelica Mendoza

Michelle Carlson

Jordan Ruiz



Alignment to School and District Goals

The lesson we are “flashlighting” is in the school counseling domain of **Career/College Readiness**, and is aligned with the [PTS Strategic Plan](#).



We will:

- Provide **personalized learning** that ensures students are engaged in and own their learning process.
- Strengthen the advisory program through **comprehensive school counseling practices** including MTSS and restorative processes.
- Ensure that every high school student is known by name, **strength**, and need.



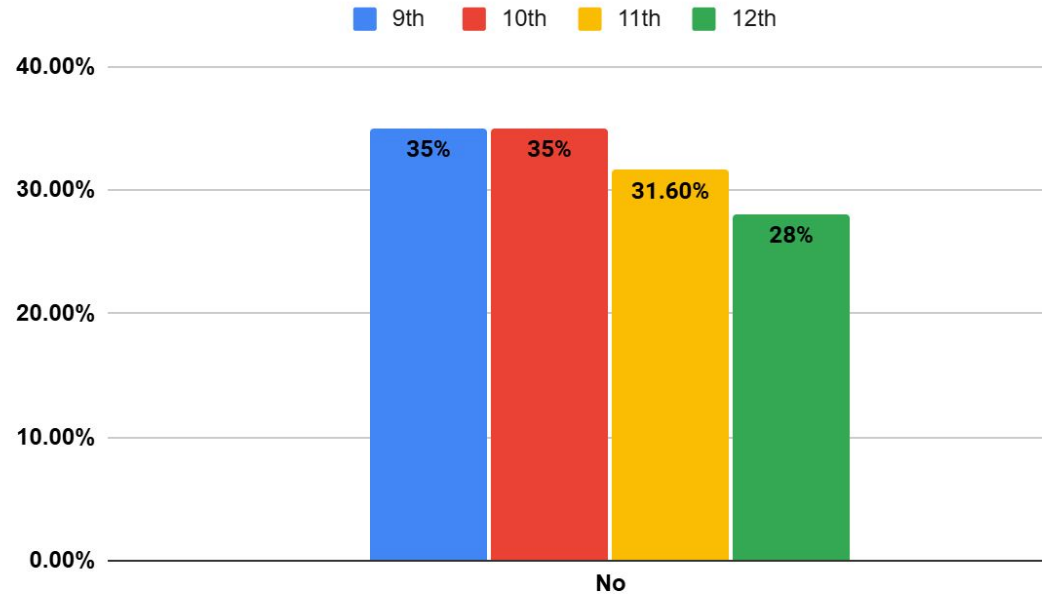
Rationale for Activity: School Data

Why did we choose this lesson?

Our 2024 PHS Student Needs Assessment showed many students did not have an understanding of jobs/careers that would fit their personality. Students also indicated that they wanted help completing a career interest survey.

Our school counseling team chose to introduce students to the AchieveWorks Personality Assessment, one of the career surveys offered in Naviance.

I know what jobs or careers align with my personality.



Rationale for Activity: Research

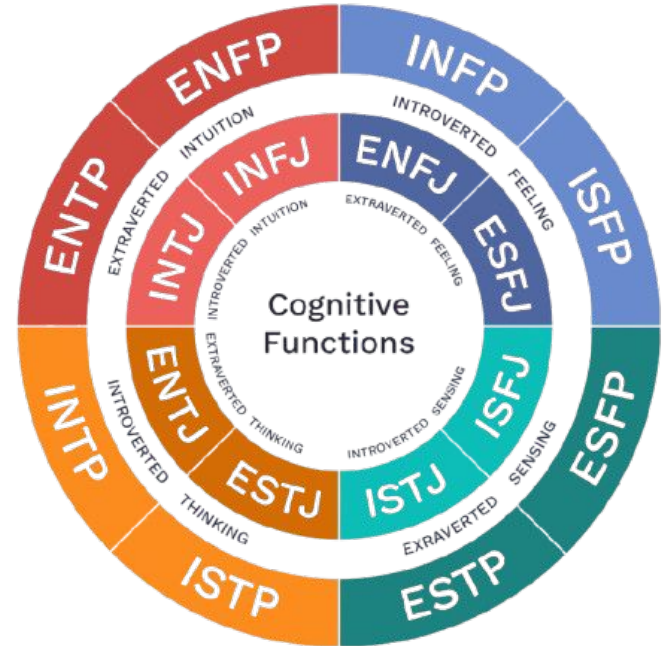
“

When it comes to learning, [...] motivation, goal and strategy is in some way related to each personality trait.

[“Personality Traits, Learning and Academic Achievements”](#)

Journal of Education and Learning, v4 n4
2015

”



Student Standards Addressed

ASCA Mindsets and Behaviors for Student Success

M-5: Belief in using abilities to their fullest to achieve high-quality results and outcomes

B-LS 4: Self-motivation and self-direction for learning

B-LS 7: Long- and short-term academic, career, and social/emotional goals



Process (“Participation”) Data



Who, What, and When?

- 9th - 11th grade (and some seniors!)
- 407 students participated
- Hosted in Science classes February 10th, 14th, and 21st in between SBAC testing sessions

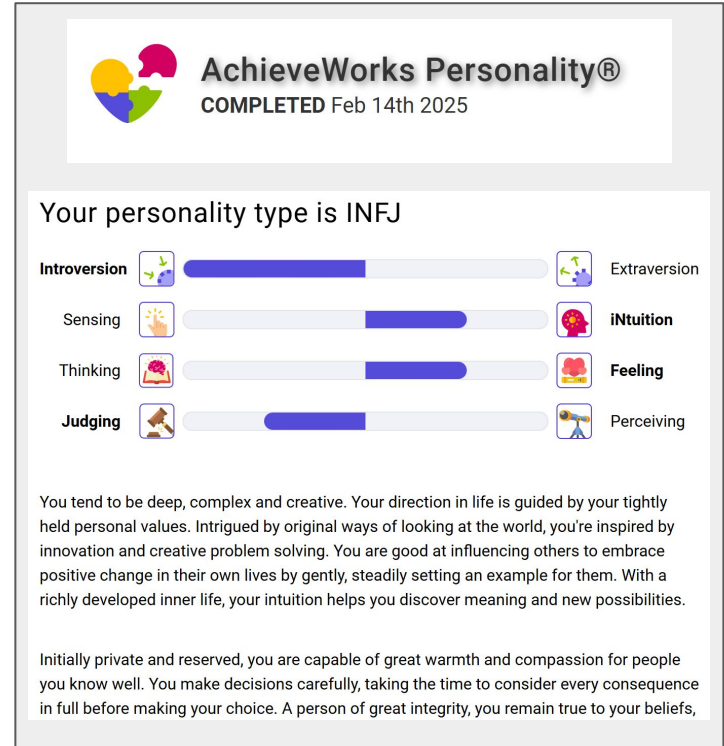


Process (“Participation”) Data

Who, What, and When?













The lesson covered:

- Introduction to the Naviance program
- Pre-Test
- Using the Naviance Dashboard
- The Meyer-Briggs Type Indicator (MBTI)
- Results Worksheet
- Debrief Discussion
- Post-Test



AchieveWorks Personality®
COMPLETED Feb 14th 2025

Your personality type is INFJ

Introversion				Extraversion
Sensing				iNtuition
Thinking				Feeling
Judging				Perceiving

You tend to be deep, complex and creative. Your direction in life is guided by your tightly held personal values. Intrigued by original ways of looking at the world, you're inspired by innovation and creative problem solving. You are good at influencing others to embrace positive change in their own lives by gently, steadily setting an example for them. With a richly developed inner life, your intuition helps you discover meaning and new possibilities.

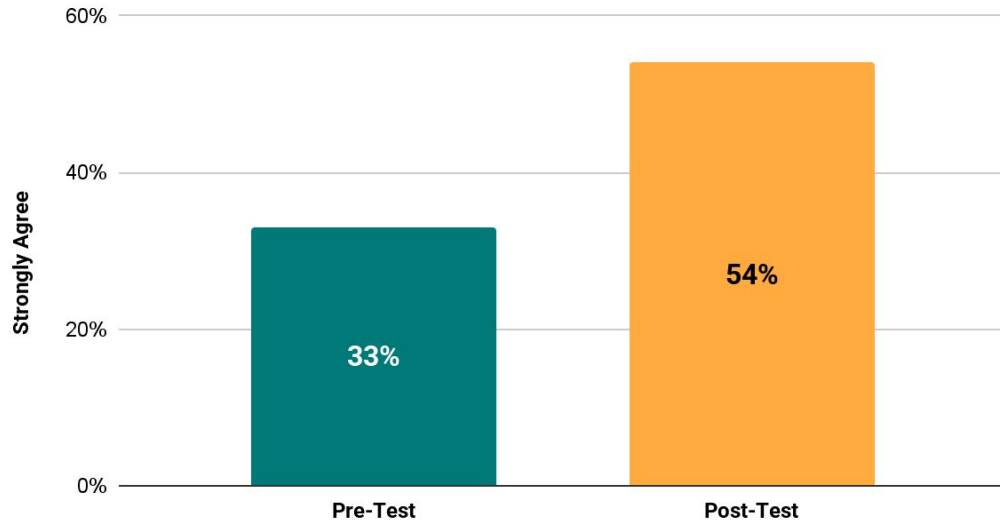
Initially private and reserved, you are capable of great warmth and compassion for people you know well. You make decisions carefully, taking the time to consider every consequence in full before making your choice. A person of great integrity, you remain true to your beliefs,



Perception Data: Attitudes

I believe understanding your personality can impact education, communication, and work.

Percentage of "Strongly Agree" responses



Already strong attitude in our school culture at over 96% agreement.

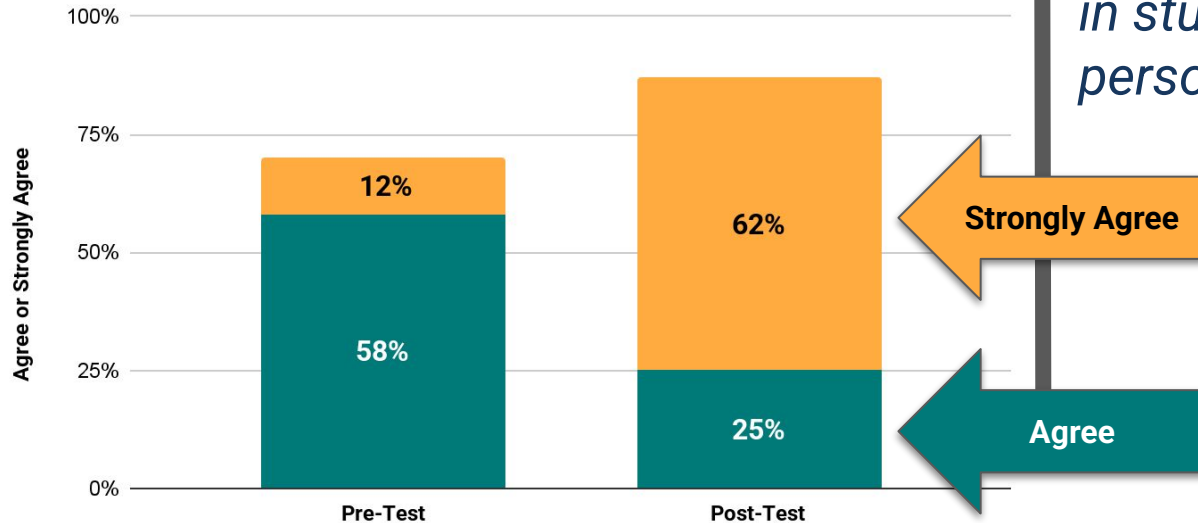
Even so – we saw a 21% increase in the resolve of this belief. Our overall agreement remain at 96% but those selecting “Strongly Agree” rose to 54%



Perception Data: Knowledge

I understand which careers align with my personality type.

Percentage of "Agree" or "Strongly Agree" responses



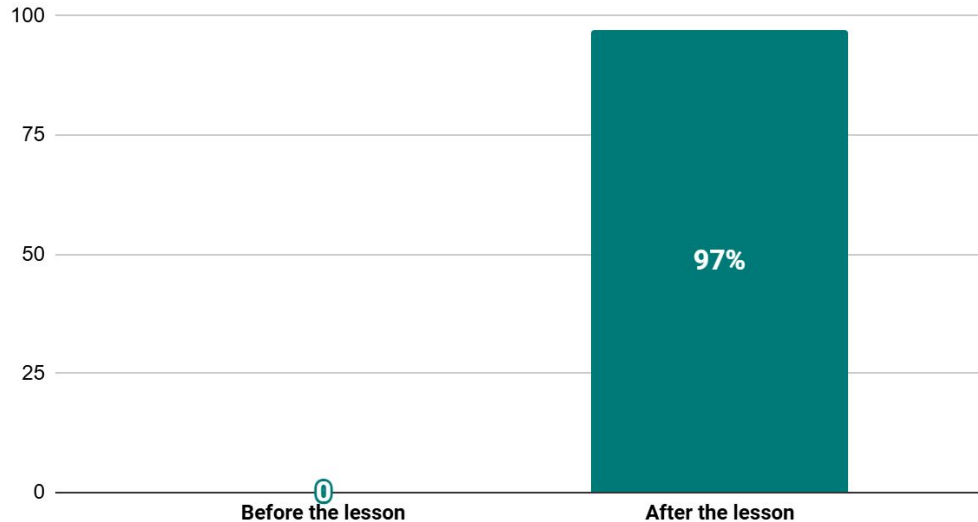
There was an overall improvement in student understanding of how personalities connect to careers.

In addition, the percentage of respondents who selected "Strongly Agree" rose by 50%.



Perception Data: Skills

Completion of AchieveWorks Personality Assessment



By the end of the lesson, 97% of the students had fully completed the AchieveWorks Personality Assessment.

Completion of this assessment is the first step to access personalized learning strategies and recommended careers.



Outcome Data

The data indicates an increase in attitudes and knowledge around understanding personality and its connection to careers.

As students learn more about their **strengths**, they can better engage in and advocate for learning opportunities that utilize those strengths.

By providing these **personalized learning** opportunities through our **comprehensive school counseling program**, we work towards PTS's Strategic Outcome that **our students will be prepared for college and/or careers**.



Recommendations

The following recommendations are based on your results. Consider each and select the ones you think would work best for you.

For Sending and Receiving Communication

- A good listener and deeply insightful, you have a remarkable ability to read someone's mood and understand their needs. Use your strengths to encourage others and help them find solutions to their problems. However, don't assume you know best. Their

Recommended Careers

Great news - there are a lot of careers that could be a good fit for you based on your results. Take a look and explore what makes you curious.



Industrial-Organizational Psychologists

Apply principles of psychology to human



Clinical and Counseling Psychologists

Assess, diagnose, and treat mental and



Summary and Implications

What worked well?

- Students accessed the Naviance platform, some for the first time this school year, and had an opportunity to see the resources available
- Student engagement throughout the lesson was generally strong, especially for our upperclassmen
- Overall, student feedback was positive!



Limitations

What challenges did we encounter?

- Students' stage of development - our 9th grade students were less engaged and invested
- Time constraints - assessment and results debrief were administered in one 50-minute class period
- Technology - some students ran into tech issues during their initial login to Naviance



Next Steps



Where do we go from here?

- Development of additional Naviance lessons
- Increase awareness of Naviance resources with students, families, and staff
- Alignment with [Oregon's Higher Education and Career Path Skills](#) diploma requirement





Thank you!

We want to give a shout-out to our **Science department** for hosting us in their classrooms, as well as our **administration** and **Student Resources team** for their constant support!



Kindness Challenge Wayfinder Lesson Tier 2 Intervention

Elementary School Social Emotional Learning & Behavior
Specialist's

Zach Boyd-Helm- Talent Elementary School

Richard Mauldin- Orchard Hill Elementary School

Christian Sicairos- Phoenix Elementary School



SMART Goal

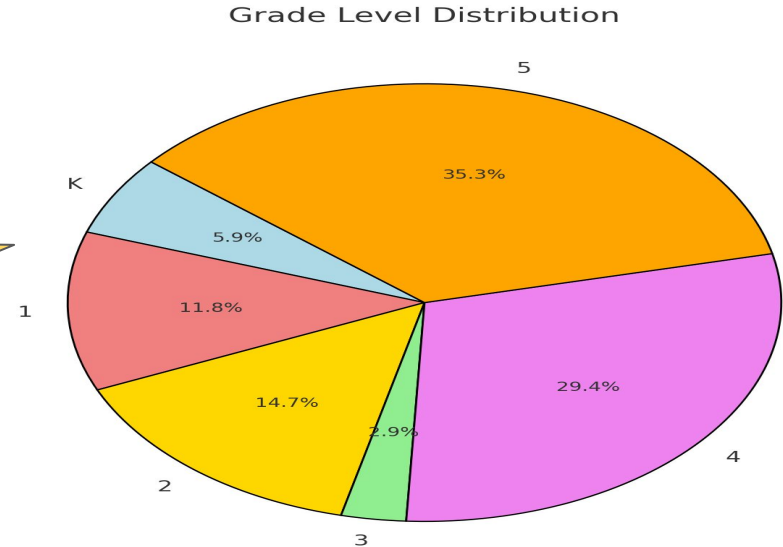
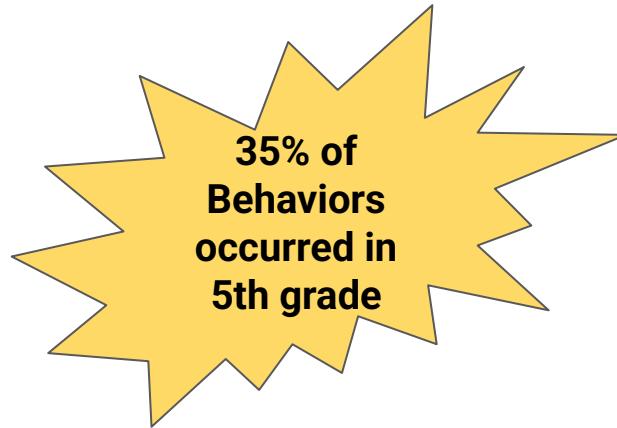
Our 5th grade classroom will demonstrate an improvement in their attitudes, knowledge, and skills related to the kindness lesson that will be delivered.

Students will show a 10% increase in their knowledge, and skills, using pre and post-assessments.



Group Targeted for Tier 2 Support

We targeted a specific 5th grade classroom that had one of the highest documented behaviors in the school. Our goal was to support this classroom by delivering a lesson that would help improve and build skills on kindness for this classroom.



Rationale

“

"Research shows that fostering kindness in the classroom improves peer relationships, reduces bullying, and increases students' overall sense of belonging and well-being"

”

- Lyubomirsky, 2014



Student Standards: ASCA Mindsets & Behaviors

ASCA Standard

B-SS 2.

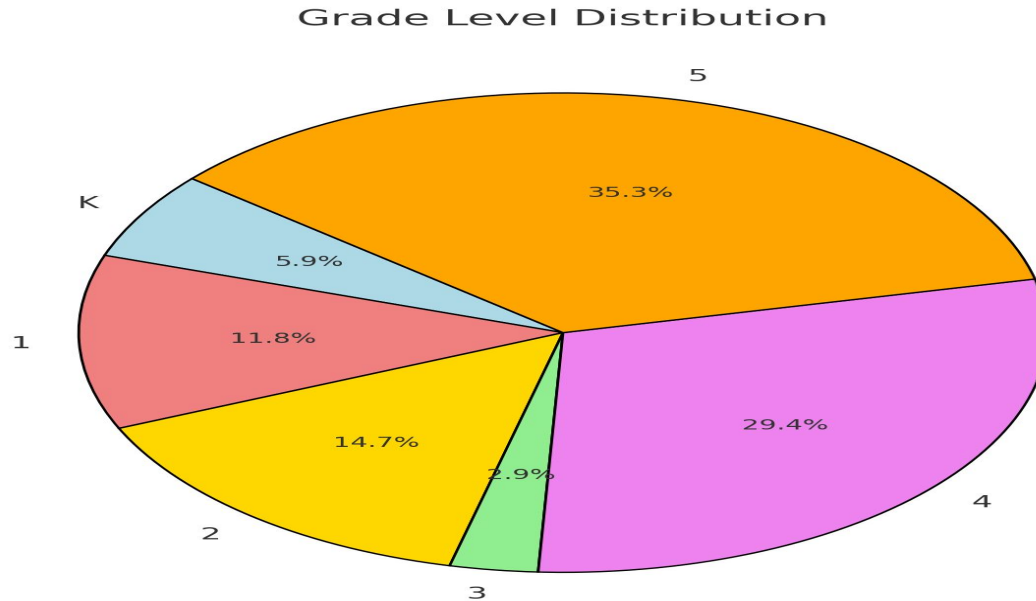
Positive, respectful, and supportive relationships with students who are similar to and different from them.

Student(s) will: Demonstrate acts of kindness toward themselves and others.



Pre-Intervention Survey

Our behavior notification data made it apparent that this specific 5th grade classroom needed an intervention.



Process Data (Pt 1)

- Implemented Tier 1 Classroom Lesson from Wayfinder SEL Curriculum
- Delivered Kindness 7 Day challenge lesson
- 23 - 5th Grade students impacted
- Lesson delivered on October 21st



Process Data (Pt 2)

Lesson Included

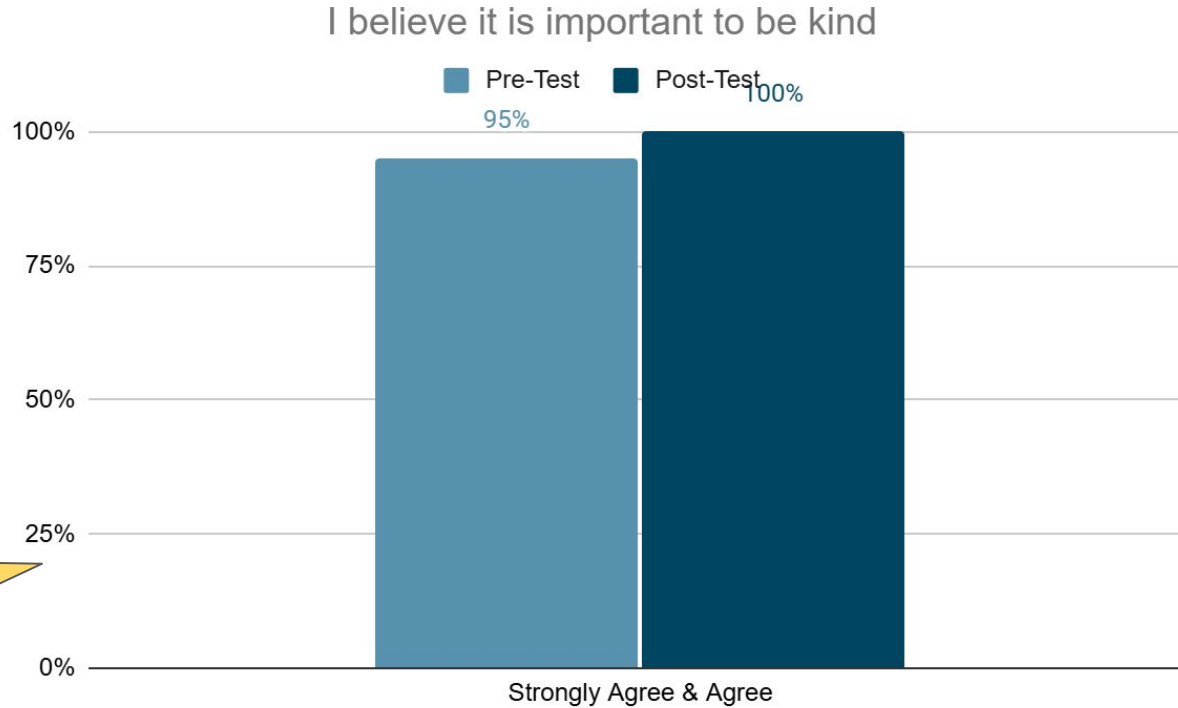
- Learning about Kindness
- Doing a 7 day kindness challenge together
- Creating a list of acts of kindness that they will do each day for the next seven days

A graphic with a teal background. On the right side, there is a large, faint circular graphic with a pie chart segment highlighted. Below it, the text "7 Day Kindness Challenge" is written in white. There are also some smaller, faint circular and rectangular shapes scattered in the background.

**7 Day Kindness
Challenge**



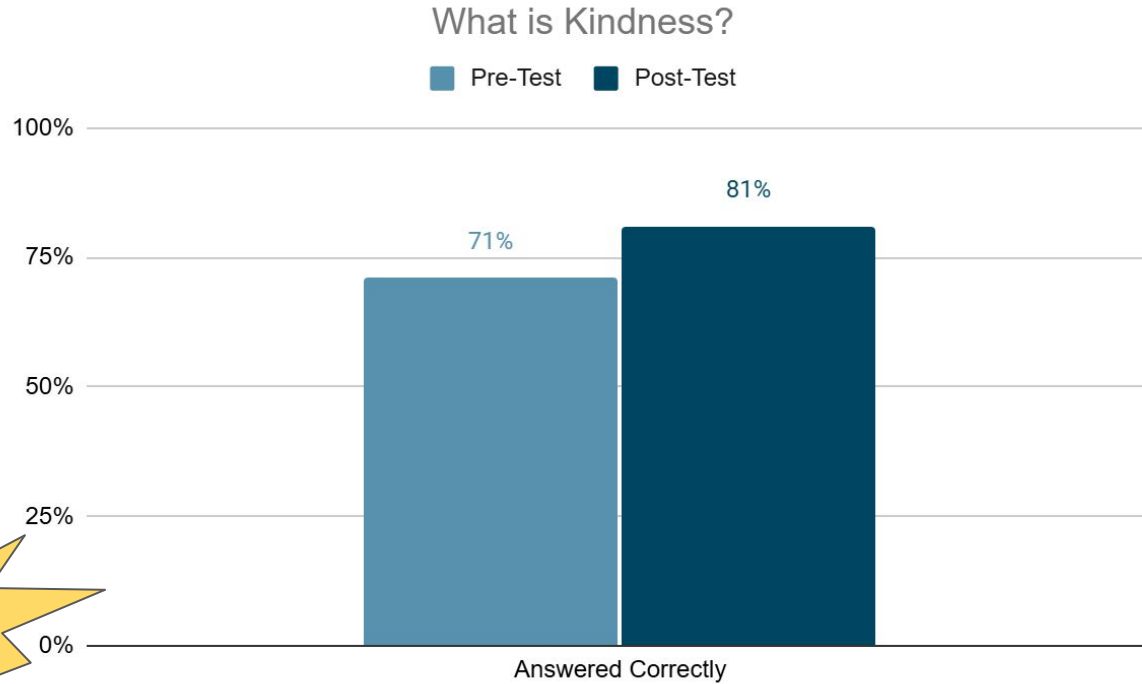
Perception Data: Attitudes



100%



Perception Data: Knowledge

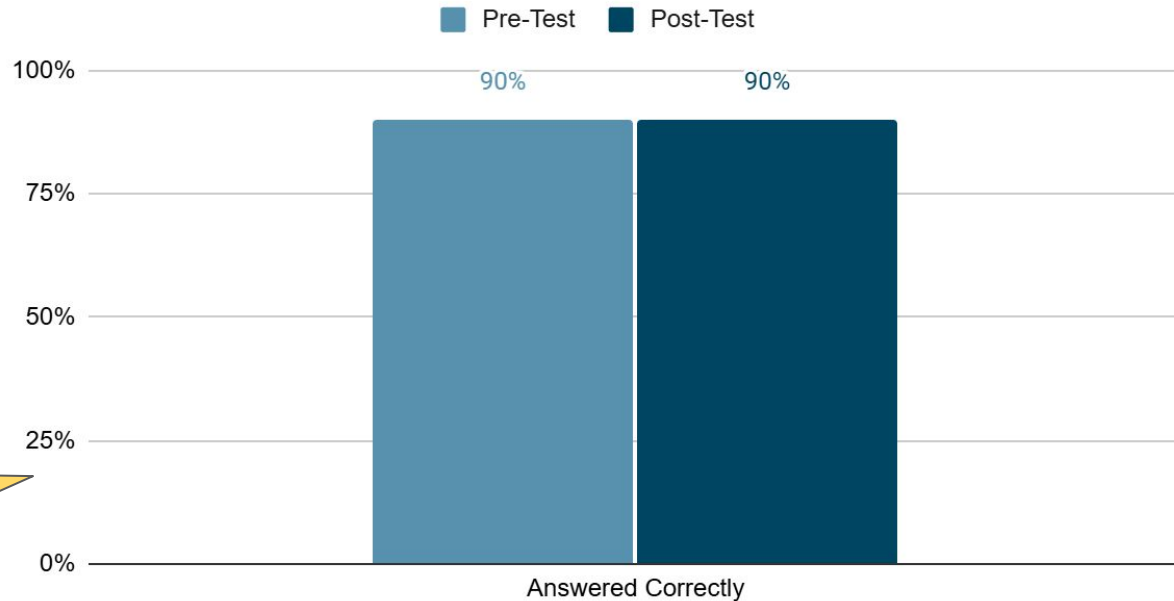


14%
improvement



Perception Data: Skills

When thinking about kindness your friend looks upset during lunch.
What should you do?



**Same
score**



Summary and Implications

Data Outcomes

- Students had high scores on the pre-test and post-test. This shows us that the behaviors that are occurring are by choice and not so much a lack of skill.

Engaging Lessons

- Students were engaged during the lesson and all were participating with the lesson.



Lessons Learned and Next Steps

- Not all students were present the day of the lesson.
- Implementing more Wayfinder lessons to support this classroom and others in the future.
- This process can support Tier II/III interventions.
- First year piloting Wayfinder.



Thank You!

Many thanks to administration, and staff for your contributions to these efforts and your support of the elementary SEL/behavior specialist program.





PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting - 6:00 PM

Thursday, April 3, 2025

In-Person at Talent Middle School

Join the Zoom Meeting:

<https://us02web.zoom.us/j/89005793113?pwd=phcerJasHCAyWk5yrftF1E1RILinXl.1>

Meeting ID: 890 0579 3113 Passcode: 956201

AGENDA

- A. Executive Session – 5:30 p.m. – This session is closed to the public under ORS 192.660 (2)(a)(d)(e)
- B. Call to Order - 6:00 p.m.
- C. Accentuate the Positive
- D. Student Representative Report
- E. Citizen Comments
- F. Superintendent Report
- G. Program Report: Comprehensive Counseling
- H. Consent Agenda
 - a. Approval of Agenda
 - b. Approval of Minutes from 3/6/25 & 3/20/25
 - c. Personnel Report
- I. Information and Discussion
 - 1. Legislative / OSBA Update
 - 2. Committee Updates
 - 3. Superintendent Evaluation Summary
 - 4. SRO Contracts Discussion
 - 5. Student Representative Process for 25-26
 - 6. Review Interdistrict Transfer Slots
 - 7. Food Service Contract
 - 8. 25-26 Board Meeting Calendar
- J. Recess
- K. Action Items
- L. Review of the Next Meeting Agenda
- M. Adjournment



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting
Thursday, March 6, 2025 6:00 PM Pacific

Phoenix High School
745 North Rose Street
Phoenix, OR 97535

Michael Campbell:	Present	Rick Nagel:	Present
Nancy Castillo-McKinnis:	Present	Dawn Watson:	Present
Sara Crawford:	Present	Rebecca Weathers:	Present
Polly Farrimond:	Present	Present: 7 (Nancy joined via ZOOM)	

A. **Executive Session** - This session is closed to the public under ORS 192.660 (2)(a)(d)(e)(i)

B. **Regular Session Call to Order** - 6:00 p.m.

C. **Accentuate the Positive**

PHS Principal Kalin Cross shared the following:

- It's classified staff appreciation week and each day we have been able to honor our wonderful staff with appreciation. We are thankful for everything they do every day.
- Our school spirit is very high right now, and we invite you to the basketball game on Saturday.
- We had a BSU cookout last week after the Black Youth Leadership Summit. Our BSU invited all other regional BSU's to attend a cookout and celebrate Black History Month. Ms. Cross gave a shout-out to Tarik Moore who is our BSU coordinator.
- We had our Pirates to Raiders program kick off this month. We have a new coordinator, Jasmine Cazares-Duncan, and she is doing a great job.
- Ms. Cross gave a shout-out to our counseling crew, Tami Ingwerson, Michelle Carlson, Angelica Mendoza and Jordan Ruiz for their work with Hatching Results on Comprehensive School counseling.
- We have rolled out the news of our new College and Career Financial Literacy course for credits that are now required for this year's juniors.
- We have started our OSAS state testing. We finished up science last week and this week we started our English Language Arts testing. Our teachers have been prepping for the testing for some time now and there is a lot of behind-the-scenes work that is being done, so we give a shout-out to Alyssum Barber, Guillermina Hernandez, Maggie Taylor Cheek and Brittney Potts.

PES Principal Shawna Schleif shared the following:

- Ms. Schleif said that at yesterday's staff meeting she opened up with "we appreciate our classified staff because _____" and it was awesome to hear about all the wonderful things people had to say about our classified staff. Everything they shared was student-centered. The teamwork at PES is amazing. One staff member reported working in another district and feeling like classified were treated as "less than", but here they are

treated as valuable members of the team. So our heroes of the week are our office staff, custodians, instructional aides, SPED support, behavior specialists, and media managers.

- We had our OBOB battle competition last week. Twenty-two students and seven teams participated and our Minions of King Bob team rose to the top. We got to showcase a mini-battle at our February spirit assembly to build interest in our younger students and recognize our teams for their hard work. A big shout-out to Zoey Boyles, our club supervisor and Elia Gima, Estrella Medrano, Amy Hartley, Ann Oliva, Christi Dixon, and Karinn Calhoun for their support.

TES Principal Heather Lowe shared the following:

- It is classified appreciation week and they are all so amazing. I rely so heavily on our office staff, so I want to give a big shout-out to Cheryl Joseph, Alma Velazquez and Kim Saurman.
- Next week is our district math night on March 12th here at PHS from 5:30-7:00. Ms. Lowe expressed her gratitude to Charlene Patten and Tiffanie Lambert for orchestrating all of that for the district.
- Tomorrow night our PTA is hosting a family dance night from 6-8pm. Ms. Lowe thanked Mark Krause, who is the PTA President and has been serving in that role for three years.
- We are in the middle of our checkers' tournament, so when we return from spring break, we will give an update as to who the champion is. Many thanks to Sam Glickel and the volunteers who help to carry on this tradition.

PTRA Principal Aaron Santi shared the following:

- Mr. Santi wants to celebrate his classified staff member Deni Goodwin for Classified Appreciation Week. Deni fills all the classified roles for PTRA, including office manager, registrar, instructional assistant, playground supervisor and so much more. We could not operate our school without her.
- Next week the district will convene its bi-annual Strategic Planning Committee to begin preparations for our next two-year cycle of grant applications and instructional improvement. Thanks in advance to all the teachers, administrators, parents, and students who will be helping to chart our course for the next two years.

OHES Principal Kent Vallier shared the following:

- Mr. Vallier gave a huge thank you to Katie McCormick and Holly Swift for coordinating Orchard Hill's "Oregon Battle of the Books". Our school produced a champion team that will be moving on to the regional round. Mr. Vallier thanked Jenny Weaver, an awesome 4th grade teacher, who had the winning team. I am really grateful to Katie and Holly for making this really great event happen for kids.
- Today Orchard Hill had its first of two lockdown/secure drills. A huge thank you to Sergeants Hull and Lehman, and Officer Ashworth of the MPD for training our staff and conducting this morning's drill.
- Family Math Night is coming up next week.
- As we sneak closer to testing season, Orchard Hill will be starting an after-school math club. We've selected 17 students to participate in this program as their iReady testing suggests that they are very close to meeting standard and our thought is to give them a little push for about 4 weeks prior to SBAC to see if we can get them "over the top".

TMS Principal Casey Olmstead shared the following:

- Mr. Olmstead gave a huge shout-out to all classified staff and especially the front office staff, as they are the first people that our families and community see when they first walk in the door.
- Mr. Olmstead said that the classified staff are the names that come up when students talk about whom the safe people are in their lives.
- Mr. Olmstead shared a story about a staff member who shared that he had received a note from a student and the words that the student shared about him made him feel really appreciated.

Linnaea Funk Morales spoke on behalf of PTEA.

- Ms. Funk Morales gave a shout-out to vice president Rosario Medina and president Laura Latham for the presentation they will be giving at an upcoming National Education Association Leadership Summit on how to support BIPOC (Black, Indigenous, and People of Color) educators in rural unions.
- Our executive counsel now includes BIPOC members and half of our bargaining team identifies with BIPOC educators. We remain committed to ensuring diverse voices are included in all aspects of our union bargaining.
- The OEA representative assembly is approaching and PTEA recently held elections for members to vote on a representative. Representatives will be voting on the next leadership in OEA.

Director Dawn Watson said that she has seen tremendous growth in our association and Laura Latham is one of those leaders, and she is running for vice president. Ms. Watson attended the assembly at TES and seeing Principal Lowe on the ground with all the students surrounding her made her heart full, and she felt very proud. Ms. Watson spoke about a social media post that the Phoenix Police Department had on Facebook. They posted about their relationship with our schools, and she so appreciates them and all they do for our district and for the community.

Director Polly Farrimond traveled with the DECA team to Portland and said we have an amazing group of individuals who competed in that event. Polly has been involved with the DECA group since 2011, and she is very proud of that program and what they are doing.

Director Sara Crawford shared that on her way into the meeting tonight, she enjoyed seeing the slideshow on the commons screen, and she loved the messaging of the culture of engaging with their peers. She also enjoyed seeing the scan that students could use to choose their music and seeing the book club meet and all the great things she saw as she walked to the library.

Chair Campbell gave a shout-out on behalf of the board to all of our classified staff for classified appreciation week. As he takes his daughter to OHES every day, he looks forward to seeing the staff who will be greeting her.

D. Student Representative Report

Rachel Pepin shared that both the girls' and boys' varsity basketball teams made it to state. Tomorrow we will be taking a bus to support them at Stayton. On Saturday, the boys will be playing their state game, and it's the first time they are conference champs in 21 years.

Edynn Latvala spoke about the leadership team and said that Skylar has been working hard to recognize all of our amazing groups who have placed and/or who are going to state including the ski team, equestrian team, the wrestling team, the basketball teams, and the swim team who placed fourth. Next Friday there will be an assembly to recognize everyone. We are working on planning our talent show as well as our staff vs. students game.

Javier Quintana said there is a lot of spirit going on in the school this year. It's an amazing time to be a pirate and a lot of things have been going great. The leadership team has been helping and encouraging the underclassmen. Javier said that we had six DECA people who went to state and who qualify to attend the International Career Development Conference in Orlando, Florida in April this year. The six who will be attending are myself, Sam LeCroy, Shane Gordon, Seneca Ikemire, Judas Casteel and Bently Becker. There are quite a few who are in the top twenty people in these events and are growing and getting better and who are up and coming. A lot of people also placed for mini awards. The theater put on a show called Inspector Calls and it was great. Winter sports are transitioning to spring sports now.

Aubrey Emry said on Monday the Ford Scholarship and OSAC closed, and the future planning center was instrumental in helping all the seniors with this process. A lot of people are applying for FAFSA. Last year 84 people applied and this year we have about 100 people applying.

E. Citizen Comments - none

F. Superintendent Report

- Supt. Barry thanked all the classified staff, who are a tremendous team, and he appreciates all that they do all year round. Supt. Barry thanked Tiffany Britton and the other district office staff who helped to put the movie night gifts together for the classified staff. Supt. Barry also thanked the licensed staff for all they do for the classified staff all week long.
- Supt. Barry said that the hearing for HB 3149 for fire relief extension that was scheduled for March 12 has been canceled. We will keep the board updated on any other opportunity to give support or input on the importance of that funding.
- Supt. Barry said that our Integrated Guidance planning is in full swing. Our first meeting is next Tuesday at 4pm, where we will discuss the different funding sources and how we want to utilize those funds. It would be great to have a board member present.
- ODP will be traveling to Shasta Caverns in Lakehead, CA on Friday, April 25th (corrected to May 2).

G. Consent Agenda

I move to approve the consent agenda moving action item J.4. to J.1. position. This motion, made by Michael Campbell and seconded by Dawn Watson, Carried.

Michael Campbell: Yea, Nancy Castillo-McKinnis: Yea, Sara Crawford: Yea, Polly Farrimond: Yea, Rick Nagel: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea

Yea: 7, Nay: 0

Chair Campbell made a motion to approve the consent agenda with the move of action item J4 to J1. Dawn Watson seconded the motion. All voted yes.

G.1. Approval of Agenda G.2. Approval of Minutes from 2/20/2025 G.3. Personnel Report

H. Information and Discussion

H.1. Legislative / OSBA Update

- Director Dawn Watson said that March 11th is when the OSBA/COSA equity and Color Caucus members will be at the state capitol advocating for schools. OSBA is planning to attend the capital on April 24 as well.
- On Sunday, March 9th, from 3-5pm, Dr. Kristen Miles from OSBA is giving a presentation at the Medford Library, and OSBA is co-sponsoring with the League of Women Voters about what it means to be a school board member and to answer questions.
- There are some hearings and work sessions on education coming up in both the house and senate. Ms. Watson gave examples of some of those bills if anyone is interested in giving written or oral testimony.
- Supt. Barry spoke about House Bill 2009, which would require a study on the adequacy of public education in Oregon. We have had conversations with COSA and their testimony as we are concerned about prescriptive spending. We want to make sure that we have an Oregon Department of Education that has the capacity and the knowledge and the expertise to help implement any system of accountability we have.
- Director Crawford spoke about the house and senate joint committee meeting that was last week. Ms. Crawford said that the independent report looked at the structure of Oregon's education financing and comparatively to other states as well. The bottom line is that Oregon has been underfunding its schools for some time now. OSBA highlighted several of the report's findings, including PERS funding. PERS costs are not rolled into other school district responsibilities like it is in Oregon. In addition, the special education funding cap isn't in other states.

H.2. Committee Updates

- Supt. Barry said that the board has a facility update in their packet. Supt. Barry said that we received the Secure Check final report from Ernie Whiteman, and we are still going through that. We will discuss how we plan to respond to his suggestions during the work session.
- Director Weathers said that we had a Safety Interagency meeting at the district office yesterday. We will be adding or adjusting cameras at all the schools. There are some safety feature updates that will be done at ODP and at the crosswalk on Christian Avenue by the middle school over the spring break. There were lots of shout-outs to I Love You Guys and to Cynthia Carez. Decals have been placed on the lower level of windows at the high school now and thanked Sgt. Hull for his help with that. Ms. Weathers mentioned that our staff and community partners are keeping our students at the forefront of safety; online as well as in person.
- Supt. Barry said that Cynthia is our consultant that works with our restorative practices, and she has been a great partner. She was with us several years ago and has started her own consulting business.
- Director Castillo-McKinnis said that the next meeting EDI Committee meeting is next Monday and that they are still reading through their book and discussions are happening looking through grade level standards with an equity lens.

I. Recess

J. Action Items

J.1. Academic Calendar for 25-26

I move to approve the 25-26 academic calendar as presented. This motion, made by Polly Farrimond and seconded by Rick Nagel, Carried.

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

Supt. Barry said that on Oct 13th and April 10th, the notes indicated that they were half days, but they are full-day inservice as they are now. There is also an adjustment from June 5th to a full day for all schools.

J.2. Teacher and Administrative Contracts

I move to approve the Teacher and Administrative Contracts as presented. This motion, made by Rebecca Weathers and seconded by Sara Crawford, Carried.

Michael Campbell: Abstain (With Conflict), Polly Farrimond: Abstain (With Conflict), Nancy Castillo-McKinnis: Yea, Sara Crawford: Yea, Rick Nagel: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea
Yea: 5, Nay: 0, Abstain (With Conflict): 2

Supt. Barry said this is the updated list as of 2pm today. Thank you to Jessica and her team for getting an accurate list to the board for them to approve.

Chair Campbell declared a conflict of interest as he has a spouse on the list and therefore will not participate in any discussion and will abstain from voting unless necessary. Director Farrimond said the same as she has a daughter on the list.

J.3. Snow Day Make-Up Revised 24-25 Academic Calendar

I move to approve the revised 24-25 academic calendar as presented in option 1. This motion, made by Rebecca Weathers and seconded by Sara Crawford, Carried.

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

Supt. Barry said nothing had changed from the last meeting; there are still two options.

Option 1 adds the Friday before Memorial Day, which was a non-contract day originally, for a full day for students and staff. June 6 would be a full day, which is typically a minimum day, but it still keeps us legal for instructional minutes and school ends on the same day.

Option 2 extends into the summer and makes up most of the time we lost during the snow days. Some discussion was had regarding the two options.

J.4. Interview Budget Committee Applicant

I move to appoint Mark Krause to serve on the Budget Committee for a three-year term ending in 2027. This motion, made by Rebecca Weathers and seconded by Dawn Watson, Carried.

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

Chair Campbell introduced Mark Krause, who is a parent of a couple of students in our district. He is a faculty member at SOU and his career has been centered around research and education. Mark has been involved in the TES PTA for seven years now and is currently serving as President. His son is now attending TMS, and Mark has a desire to be more involved in the school district. He would like to be on the budget committee to be more involved and helpful to the organization. Different board members asked Mark questions and some of his responses included that he has been at SOU since 2007. Mark is in the psychology department and teaches classes in pharmacology, neuroscience and learning and memory. Director Watson appreciates Mark for his time he spends on the PTA, and she is glad that he is choosing our district to serve.

K. Review of the Next Meeting Agenda

Supt. Barry said that we have the Board Self-Evaluation, EDI annual report, and a facility update on the latest on Colver Road. The meeting time will change to 5:00 p.m.

L. Adjournment - 7:15 PM

Michael Campbell, Chair

Brent Barry, Superintendent



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Work Session
Thursday, March 20, 2025 5:00 PM Pacific

District Office
410 West 4th Street
Phoenix, OR 97535

Michael Campbell:	Present	Rick Nagel:	Present
Nancy Castillo-McKinnis:	*Present	Dawn Watson:	Present
Sara Crawford:	Present	Rebecca Weathers:	Absent
Polly Farrimond:	Present	Present: 6; Absent: 1	*Nancy arrived at 5:45

A. **Executive Session** - This session is closed to the public under ORS 192.660 (2)(a)(d)(e)

B. **Work Session Called to Order** at 5:05 p.m.

C. Board Self-Evaluation/OSBA Target Feedback Survey

The work session began with a board self-evaluation summary led by Kristen Miles from OSBA, highlighting strengths in roles and responsibilities, culture and climate, and effective leadership. Key areas for improvement included accountability, innovation, and community engagement. The board discussed the importance of aligning strategic goals with community input and setting measurable progress. Chair Campbell asked Kristen to speak about the Target Feedback Survey.

Kristen said that the Target Feedback Survey is designed to provide useful feedback without soliciting complaints. The survey aligns with the standards in the superintendent evaluation book and includes questions for staff and community. Kristen explained the process of administering the survey, including anonymity and confidentiality. The board discussed the importance of adopting a survey process and timeline for future evaluations.

D. Facilities Update

Supt. Barry gave a general facilities update, highlighting Secure Check LLC that did the security assessments of all of our buildings post bond, and that Jon McCalip would talk more about that in his report. Supt. Barry shared that we had applied for and received grants for Facilities Assessment, Long Range Facility Plan, and Asbestos Hazard Assessment and Digitizing Records totaling \$105,000.

Facilities Director Jon McCalip provided an update which covered the Bear Creek Nature Classroom, the Colver Road progress including the Boys and Girls Club relocation, the proposed multi-purpose building and soccer fields. Mr. McCalip provided a revised plan of the Colver Fields Master Plan and there was discussion on parking and traffic. Jon said that there has already been a traffic study done and that is what dictated the changes to the plan including three lanes on Colver Road, with one as a turning lane and a bike path.

Supt. Barry spoke about the revenue sources which included balance of bond resources and interest and estimated costs which included infrastructure for the right of way, turf soccer fields

and landscaping, and Boys & Girls Club infrastructure per agreement. Further discussions focused on community impact and economic benefits.

Mr. McCalip addressed the School Campus Vulnerability Assessment which was provided by Ernie Whiteman of Secure Check LLC. Based on the final reports, Jon outlined the recommended security measures that will be implemented including ongoing improvements. Some of the security and facility improvements include installing motion detectors, increased lighting, replacing chain links with hardened cobalt chains, and adding cameras to cover blind spots.

Mr. McCalip spoke about the upcoming facilities projects including TES solar which will start when school ends and should be completed by the time school starts. Monday, the surfacing and stripes will be done on the tennis courts and we are adding eight pickleball courts. Supt. Barry said we will have a grand opening on April 14th. TES replacement parking lot on the staff side will happen this summer. TMS solar which was started yesterday and should be completed mid-to-end of June. Estimates show that we should save approximately \$25,000 a year on power, plus we will have battery backup for gyms and the cafeteria area.

E. Equity and Community Care Update: Kelly Soter, Director of Equity & Community Care, discussed the impact of recent executive orders on equity, diversity, and inclusion (EDI) programs and the need to navigate these changes. Ms. Soter further discussed:

- How we are responding to various Executive Orders (14190, 14151, 14168, 14201)
- How Title IX (Civil Rights Protections) 2024 guidance which included gender identity protections, transgender student athletes, sexual harassment and assault reporting, and LGBTQ+ student discrimination cases all of which have been rescinded and reverting back to Title IX 2020 guidance.
- Oregon law protections - following Oregon Statutes and state adopted standards which still provide protections for vulnerable populations, despite federal changes.
 - Focusing on student advocacy, policy and community care
 - Educational Equity Advisory committee (EEAC) and the work they are doing
- Bias Incident Response - Ms. Soter reviewed the bias response process, including anonymous reporting options and the need for educational intervention rather than just disciplinary action.
 - Bias incidents and data collection
 - Patterns and concerns
 - Data on course and program demographics,

F. Adjournment - 8:10 PM

Michael Campbell, Chair

Brent Barry, Superintendent

Legislative Visit

Mar 26, 2025

Sara Crawford and Dawn Watson

Greg Lemhouse and his team scheduled meetings for us with 7 legislators. We scheduled a dinner with Rep. McIntire in place of a meeting.

Below was our schedule for Mar 26, 2025

9:15am- Rep Wright H372

10 am - Rep Neron H 281

2:15pm - Rep Ruiz

2:45pm - Rep McLain H 493

3:30pm Rep Marsh H 474

4:45pm Sen Golden S 421

4:45pm Sen Sollman S 207

We attended Senate Ed committee meeting at 8am and heard testimony on [SB1127](#) and [SB1126](#)

SB1126 requires 30 minutes of recess each day for 5 hours of school and prohibits taking away recess as a disciplinary measure. There were students and proponents testifying in favor of the necessity for recess. OSBA and COSA presented opposition testimony from the perspective of mandating the minutes in the day. There are many constraints on K-5 (6 if included at elementary level) schedules and the concern is that if the 30 minutes of recess a day plus the already mandated 150 minutes of PE a week - with limited hours for PE minutes being counted as instructional minutes, could be difficult to manage. There was talk of removing the PE mandatory minutes and keeping the language of prohibiting withholding recess as a disciplinary measure.

SB1127 did not have opposition testimony.

9:15am- Rep. Boomer Wright

We had a great conversation with Representative Wright-he extended our meeting to 9:40am-around requiring climate change instruction [HB3365](#). He asked our opinion - he was against this proposal and was planning to reach out to the superintendents in his district to get their opinion. We agreed with his concerns around implementing this unfunded mandate. The time and cost of curriculum updates, professional development and implementation across many subject areas were of concern to us. We discussed school choice, he is supportive of this movement - in the form of open enrollment- and shared our concerns and used Phoenix-Talent and neighboring Ashland as an example. Ashland has a levy and education foundation that supports their district to provide additional personnel and programs. Phoenix-Talent will never be able to access those additional resources for our students and all districts have seen the impact of declining enrollment. We shared with him our one-pager and solicited his support of extending wildfire

relief funding HB3149 and our opposition of HB 3652 to have class size mandates as part of collective bargaining.

10am- Rep. Courtney Neron- met with Chief of Staff

We had a short meeting with Rep. Neron's Chief of Staff and shared our one-pager concerns and expressed our appreciation that Rep. Neron provided the opportunity for HB3149 to be heard and passed through. At the end of our day- Rep. Neron stopped us in the hall and asked to speak to us regarding the district's Integrated Pest Management policy. She had heard the Phoenix-Talent schools had implemented a policy and that it was working and she wanted to connect with staff to share the information with a school district in her region. We spoke highly of Jon and his team and said we would follow up with her.

1pm Ways and Means Sub Committee- Education

We attended this meeting which heard testimony on [SB5515](#) Advocates of FFA, Regional disability services, Farm to School all spoke to this committee on increasing or maintaining the funding allocated in this bill.

2:15pm Rep. Ruiz- met with staff- Omar

We shared our one-pager. Omar indicated that Rep. Ruiz would like to collaborate with Phoenix-Talent schools and we are hoping to schedule a visit with his office to our district to collaborate on future projects.

2:45pm Rep. Susan McLain

This meeting started a little rocky, Rep. McLain acknowledged our district champion, Rep. Pam Marsh, and her support and introduction of HB3149. Rep. McLain is in support of [HB3652](#) of including class size as part of collective bargaining and is a chief sponsor of the bill.

Phoenix-Talent schools is opposed to this bill. She confessed to feeling grumpy and not liking 3pm meetings and said that education is the largest part of the budget and that we get enough money. We expressed our appreciation to her for her long time commitment to education as an educator, her career started in Phoenix-Talent, and now as a legislator. We talked about our different perspectives on mandating class size as part of collective bargaining. She spent nearly an hour with us discussing different aspects of education and funding and legislative work. At the end of the meeting, she said it was the best 3pm meeting she's had. We were very appreciative of her time.

3pm House Education Committee

It was a privilege to hear advocacy for Phoenix-Talent and the other 2 districts impacted by the 2020 wildfires. We cancelled our meeting with Rep. Pam Marsh because it was the same time as the House hearing. Rep. Marsh and Senator Girod introduced [HB3149](#). Emily McIntire was nice enough to recognize us being present. We also got a picture with Rep Marsh. There was also a public hearing on [HB2251](#)- Cell phone bill and [HB2359](#) start time for 9-12 after 8:30am. [HB2251](#) has 3 amendments and it's unclear which one will go through. OSBA and Rep McIntire worked on the -3 amendment, it seems to be a good compromise and give more local control than the other options. [HB2359](#) brought up many questions on how this would work especially

for smaller or rural districts whose resources are limited, along with bussing being a major concern.



4:45pm Sen. Golden (Sara attended)

A quick meeting with Senator Golden. I thanked him for voting against [SB916](#)- which would have been an unfunded mandate for schools in providing unemployment benefits for workers striking over labor disputes. I thanked him for keeping his promise not to vote for any unfunded mandates. I asked for an update on the Wildfire mapping and bills he was working on. I shared with him information from a recent [UCLA](#) study that talked about the 2020 wildfires negating years of gains in limiting air pollution.

4:45pm Sen. Sollman (Dawn attended)

Senator Sollman also opposed [SB916](#) and from our observation of her in meetings during the day uses her time as a school board member to impact her decision making. She proudly mentioned herself and Sen. Golden both voted no on this bill. She asked if Dawn had talked with Rep. Marsh about it and she said she and others had written to her. She said keep up on that and don't stop until it reaches the Governor's desk. She is worried about it passing along

with the class size bill [HB3652](#) and thought the two of them passing at the same time could be problematic. Her chief of staff is a current school board member and served on LPC for a while. She also works with an intern who just started her term as a school board member. Dawn told her to reach out if they need additional voices.

Tuesday evening dinner with Rep. McIntire

We had a great visit with Rep. McIntire and discussed the cell phone bill impacts, state education funding impacts, the 8:30 schedule bill. She facilitated the set up of our meeting with Rep. Ruiz's office. She reiterated the importance of submitting testimony for bills and how they impact our district. She recommended a walk through the lanterns and cherry blossoms, which was a lovely surprise and treat on our capital visit.





Phoenix-Talent Schools

2025 Legislative Priorities

Located in Southern Oregon, the Phoenix-Talent Schools serves approximately 2,400 students across five schools. Known for its close-knit community and commitment to equity, the district provides a supportive learning environment that embraces diversity, fosters academic excellence, and prioritizes student well-being. With a strong focus on innovation and inclusion, Phoenix-Talent is dedicated to helping every student thrive—both inside and outside the classroom.

Support HB 3149

- **Many wildfire-impacted school districts, like Phoenix-Talent, are still facing delayed housing construction and unstable student enrollment;** a one-year extension ensures schools can continue to provide consistent support as families rebuild.
- **Despite millions allocated, it has just been in the last few months where these dollars have been available** and accessed by families who lost their home. HB 3149 ensures schools aren't penalized for delays beyond their control.
- **Ongoing instability caused by delayed housing recovery impacts student attendance, academic performance, and emotional well-being;** this funding extension helps support our displaced students as they navigate these continued challenges.

Oppose HB 3652

- **This bill diverts focus from student success** by potentially mandating costly class size caps that are not backed by research and limit districts' ability to prioritize critical academic, mental health, and social-emotional supports for students who need them most.
- **Class size mandates are financially and logistically unfeasible for many school districts and ESDs,** especially those without adequate funding or classroom space to hire more teachers or expand facilities.
- **Expanding bargaining mandates to non-Title I schools increases the likelihood of labor disputes** by elevating class size discussions to strikeable issues, potentially leading to more frequent and disruptive teacher strikes.

General Priorities...

- **We urge lawmakers to avoid imposing unfunded mandates on school districts** already working hard to provide high-quality education while navigating rising costs and constantly evolving state requirements.
- **Raise the special education cap to 15%** aligns funding with current student needs, as the 11% cap set over 30 years ago no longer reflects today's reality—especially with statewide averages near 15% and some districts exceeding 18%.
- **Fully fund the High-Cost Disabilities Account** ensures school districts are reimbursed for 100% of the costs needed to provide essential services for students with the most significant special education needs—instead of the current 40 cents on the dollar.
- **Support the \$11.36 billion State School Fund starting point,** as it is the minimum needed for districts to maintain essential staff and programs amid rising costs and to meet the growing academic, social-emotional, and mental health needs of Oregon students.
- **We fully support accountability that is thoughtful and effective.** What's needed is sustained, statewide investment in local support infrastructure—and a system built with realistic expectations, adequate support, and the capacity to deliver from the Oregon Department of Education.



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

April 3, 2025

Phoenix-Talent School Board
Superintendent Evaluation Summary
2024–25 School Year

Dear Mr. Barry,

On behalf of the Phoenix-Talent School Board, thank you for your continued leadership and commitment to our students, staff, and community. Following a thorough review of your self-assessment, board observations, and performance across the eight professional standards, the board affirms that your performance has been consistently Effective or Accomplished in all areas.

We especially want to highlight your strengths in aligning the district's strategic plan with budgetary priorities, maintaining high ethical standards, and engaging effectively with community partners and statewide leaders. Your advocacy, both locally and regionally, continues to elevate our district's voice and impact.

Areas identified for continued focus include strengthening internal communication, supporting consistent curriculum implementation, and deepening equity work across all schools. The board also looks forward to further collaboration around long-term financial planning and staff development.

Thank you again for your exemplary leadership and the deep commitment you bring to this work. Your ability to lead with both clarity and compassion has been instrumental in shaping a district culture focused on equity, innovation, and student success. We are proud to partner with you and look forward to continuing the important work ahead—together.

Sincerely,

Phoenix-Talent School Board

**WAIT LIST INTERDISTRICT TRANSFER REQUESTS
FOR 2025-2026
Report as of 4/1/25**

REQUESTS FOR A TRANSFER OUT

GRADE	Proposed Slots	REQUESTS	CURRENT STUDENT
K	0	5	N/A
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	2	2
6	0	0	0
7	0	0	0
8	0	1	1
9	0	4	0
10	0	0	0
11	0	1	1
12	0	0	0
TOTAL	0	13	4
TOTAL RESIDENT STUDENTS REQUESTING AN OUTGOING TRANSFER: 13			

REQUESTS FOR A TRANSFER IN

GRADE	Proposed Slots	REQUESTS	CURRENT STUDENT
K	40	0	N/A
1	10	0	0
2	5	0	0
3	5	0	0
4	5	0	0
5	5	0	0
6	10	0	0
7	10	0	0
8	6	0	0
9	10	0	0
10	5	0	0
11	0	0	0
12	0	1	0
TOTAL	100	1	0
TOTAL NONRESIDENT STUDENTS REQUESTING AN INCOMING TRANSFER: 1		Note: All District programs and special services are reserved for resident students first.	



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

March 17, 2025

Wendy Surak, Senior Vice President
Paige Skawski, District Manager
Sodexo America, LLC
915 Meeting Street, Suite 1400
North Bethesda, MD 20852

Subject: Notification of Apparent Successful Proposer

In response to your Proposal to provide Food Service Management services, we are pleased to inform you that your proposal has been carefully reviewed, and the committee has determined that Sodexo is the apparent successful proposer. The committee's recommendation will be taken to the School Board for approval on April 17, 2025.

Once the Board approves the proposal, we will send you the Food Services Management services agreement for the 2025-2026 year for your review, and to the Oregon Department of Education for review and approval. Please return the signed agreement to us no later than one week after you receive it.

We appreciate your support and partnership over the past several years, and we look forward to working with you into the future.

Sincerely,

Brent Barry
Superintendent

PHOENIX-TALENT SCHOOLS
2025-2026 - DRAFT
School Board Meeting Dates

<i>Date</i>	<i>Meeting</i>	<i>Place</i>	<i>Time</i>
JULY 2025			
July 10 July 24	Regular Board Meeting Summer Board Work Session	Dist. Off. *TBD	6:00 p.m. *TBD
AUGUST 2025			
August 14	Regular Board Meeting	OHES	6:00 p.m.
SEPTEMBER 2025			
September 4 September 18	Regular Board Meeting Regular Board Meeting	PES PES	6:00 p.m. 6:00 p.m.
OCTOBER 2025			
October 2 October 16	Regular Board Meeting Regular Board Meeting	PHS PHS	6:00 p.m. 10:00 a.m.
NOVEMBER 2025			
November 6 November 20	Regular Board Meeting Board Work Session	TMS Dist. Off	6:00 p.m. 6:00 p.m.
DECEMBER 2025			
December 11	Regular Board Meeting	TES	6:00 p.m.
JANUARY 2026			
January 8 January 22	Regular Board Meeting JAB Work Session	PES PHS	6:00 p.m. 6:00 p.m.
FEBRUARY 2026			
February 5 February 19	Regular Board Meeting Regular Board Meeting	OHES OHES	6:00 p.m. 6:00 p.m.
MARCH 2026			
March 5 March 19	Regular Board Meeting Board Work Session	PHS Dist. Off	6:00 p.m. 6:00 p.m.
APRIL 2026			
April 2 April 16	Regular Board Meeting Regular Board Meeting	TMS TMS	6:00 p.m. 10:00 a.m.
MAY 2026			
May 7 May 21	Regular Board Meeting Regular Board Meeting	TES TES	6:00 p.m. 6:00 p.m.
JUNE 2026			
June 4 June 18	Regular Board Meeting Regular Board Meeting	PES PES	6:00 p.m. 6:00 p.m.

NOTE: Executive Session may precede Regular Board Meetings

*TBD: To Be Determined



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting - 10:00 AM

Thursday, April 17, 2025

In-Person at Talent Middle School

Join the Zoom Meeting:

<https://us02web.zoom.us/j/83709896495?pwd=xAPuui3YxqFrc8q9SRB9oUUWrmPwI.1>

Meeting ID: 837 0989 6495 Passcode: 738179

AGENDA

- A. Call to Order - 10:00 a.m.
- B. Accentuate the Positive
- C. PTEA & OSEA Associations Update
- D. Citizen Comments
- E. Superintendent Report
- F. Program Report: Integrated Guidance
- G. Consent Agenda
 - a. Approval of Agenda
 - b. Approval of Minutes from 4/3/25
 - c. Personnel Report
- H. Information and Discussion
 - 1. Legislative / OSBA Update
 - 2. Financial Report
 - 3. Review Student Handbooks
 - 4. Declaration of Surplus Items
- I. Recess
- J. Action Items
 - 1. Interdistrict Transfer Slots for 25-26
 - 2. Food Service Contract
 - 3. Board Meeting Calendar for 25-26
- K. Review of the Next Meeting Agenda
- L. Adjournment