



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting - 10:00 AM

Thursday, April 17, 2025

In-Person at Talent Middle School

<https://us02web.zoom.us/j/83709896495?pwd=xAPuui3YxqFcr8q9SRB9oUUWrmPwI.1>

Password: 738179

*****This is a morning meeting***

Agenda Español

Minutas Español

AGENDA

- A. **Regular Session Call to Order - 10:00 a.m.**
- B. **Accentuate the Positive**
- C. **PTEA and OSEA Associations Update**
- D. **Citizen Comments**
- E. **Superintendent Report**
- F. **Program Report: Discussion with TMS Students**
- G. **Program Report: Integrated Guidance**
- H. **Consent Agenda**
 - 1. Approval of Agenda
 - 2. Approval of Minutes from 4/3/2025
 - 3. Personnel Report
- I. **Information and Discussion**
 - 1. **Legislative / OSBA Update**
 - 2. **Financial Report**
 - 3. **Review Student Handbooks**
 - 4. **Declaration of Surplus Items**
 - 5. **OSBA Targeted Feedback Survey**
- J. **Recess**
- K. **Action Items**
 - 1. **Interdistrict Transfer Slots**
 - 2. **Food Service Contract**
 - 3. **Board Meeting Calendar for 25-26**
- 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.



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Join the Zoom Meeting:

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PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting
Thursday, April 3, 2025 6:00 PM Pacific

Talent Middle School
102 Christian Avenue
Talent, OR 97540

Michael Campbell:	Present	Rick Nagel:	Present
Nancy Castillo-McKinnis:	*Present	Dawn Watson:	Absent
Sara Crawford:	Present	Rebecca Weathers:	Present
Polly Farrimond:	Present	Present: 6; Absent: 1	*Nancy joined via ZOOM

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

B. **Regular Session Call to Order** - 6:05 p.m.

C. **Accentuate the Positive**

TMS Principal Casey Olmstead shared the following:

- Mr. Olmstead gave a shout out to Julie Ponder. Her Leadership class put on a dance the last day before spring break for our students. Many students said, "This is the best day ever!"-- Two separate quotes from students. Julie continues to providing opportunities for students outside of the classroom to experience fun and joy together. Shout out to all the staff who helped supervise and showed off their moves at the dance.
- Mr. Olmstead gave a specific shout out to Vanessa Jimenez for her willingness to help DJ at the dance, which provided such a fun element to the dance.
- Mr. Olmstead gave a shout out to Richard Byrd and Lori Evans. As we are starting state testing they have put in a lot of work and coordinating to support our staff and students in helping this run smoothly.
- Lastly, a shout out to our counselors-Liz Fletcher and Bry Bates-the courage and willingness to sit in the weight of the fullness of our students' experiences. They are systems thinkers who are able to see where we can improve to positively impact all kids.

PES Principal Shawna Schleif shared the following:

- Ms. Schleif gave a big shout out to Laura Millette and Maria Lee for their efforts in creating meaningful experiences for 22 our students over Spring Break. Through the partnership with Talent Maker City, our students were able to participate in a Camp at PES that went from Thursday/Friday and Tuesday-Friday from 9:00-2:30 and it was full of fun engaging learning opportunities for our students. They had loads of fun.
- Ms. Schleif thanked our custodians Andrew Valdez, Malcom Cary, Dustin McFarland, and sub Jessica Bucio Molina for keeping our school looking sharp. Our school is always a hub of activity and they often have two work around many scheduled activities outside the normal functions of school.

- Tomorrow is National Library Day so Ms. Schleif gave a shout out to media manager, Christie Dixon. Not only does she manage the library and Chromebooks she is also our queen of crafts and our caretaker of critters (fish, butterflies, snails and more).

TES Principal Heather Lowe shared the following via Shawna Schleif:

- Tomorrow is School Librarian Appreciation Day, and we want to share our deepest gratitude for Kim Saurman our incredible librarian at TES who brings pure love and joy to our school. In addition to helping our students explore the wonderful world of literature, she exemplifies what it means to be a team player. She steps up and supports whenever and wherever there is a need.
- As part of our community outreach work, second graders at TES are knee-deep in their service project where they are doing a coin drive for FOTAS (Friends of the Animals-- Southern Oregon). Students are assigned different jobs in the Finance, Marketing, and Research departments and are working hard to bring in money to support our furry friends. Thanks to their amazing teachers, Ashley Quay and Linnaea Funk-Morales, for all their work on the project. Send all your spare change our way!
- Yesterday, TES had their leadership team meetings and the teams are simply amazing. Their efforts show that with teamwork, we can make the dream work. The collaborative efforts of our teams are what make our school a special place to work. Thank you to all our staff for their dedication and hard work!

OHES Principal Kent Vallier shared the following:

- Principal Vallier thanked Sarah Engstrom, Katie McCormick, & Brad Nelson, PTA president. OHES had a Jog-a-thon just before spring break, and raised over \$12,000.00!
- Mr. Vallier gave a shout out to Arica Casarotti who is one of our licensed special education teachers. Earlier this week, she facilitated a meeting with a family who is really struggling with a child's significant mental health needs. Arica is very compassionate, she treats everyone with dignity and she is very knowledgeable.
- Mr. Vallier thanked Aaron Santi for presenting data yesterday to the staff on reading and math achievement, trends from K-8, and some strategies that we can implement at the elementary schools to try to bolster our student's achievement.

PHS Asst. Principal and Athletic Director James Joy shared the following:

- Mr. Joy thanked Renee Hanson for leading the trip to France over spring break.
- Mr. Joy also thanked Joe Zavala for constantly creating such great content for PHS and for the whole district.
- Mr. Joy gave a shout out to the Facilities department on how quickly they respond to some of our requests.
- Spring sports are underway now. We have had a couple of track meets and we will have a few more. Baseball and softball start conference play on Friday at Hidden Valley.
- Rogue X is hosting a giant boys' volleyball tournament including 22 teams on Saturday and our team will be participating.

PTRA Principal Aaron Santi shared the following:

- Math Night was a huge success! In addition to the two iPads and all the other prizes that were given away, PTRA gave away 3622 pieces of candy. Everybody who came to the

PTRA Estimation Station said they were having a great time. Thanks to Joe Zavala for putting together a great video of the night. Mr. Santi gave thanks to Charlene Patten for getting all the donations for the prizes.

- The English Language Proficiency Assessment (ELPA) window is closing next week. Mr. Santi thanked Maria Lee at the District Office and the District's ELD teachers in each building for their efforts over the course of this testing season. It is a difficult job to ensure that all of our students who are required to take the ELPA do so. Sometimes they even need to show up at a student's house to make it work. In terms of assessments, we now turn our attention to 3rd-8th grade SBAC that opened up on the first.

Amy Honts with Sodexo shared the following:

- In food service, we received 100% in our Eco share audit, which is in both food safety and physical health safety.
- We just passed our NSLP mid review with one minor finding and zero financial impact.
- We finished off the month of March with our Future Chef event. Ms. Honts gave a big shout out to Chef John Barber for his help in hosting the event.

Director Rebecca Weathers said that before spring break she had lunch with her daughter at TES and stayed for recess. Even though it was pouring rain, we still played foursquare. Ms. Weathers thanked Ms. Honts and her crew for the great lunch.

D. Student Representative Report

Aubrey Emry said that we have a talent show tomorrow at 6pm for our Sparrow. There is a \$3 entry fee and all the proceeds go to our Sparrow. There will also be a box for each act and you can donate for the person who you want to win with those proceeds also going to the Sparrow. On the 10th, we will have our staff versus student's basketball game and the \$2 entry fee will be going to our Sparrow. The teachers have been helping us get through the last week of the quarter and making sure the seniors are getting all their pirate points.

E. Citizen Comments - None

F. Superintendent Report

- Supt. Barry shared his appreciation for the administrative team for all they do.
- Supt. Barry mentioned that the Marching Band and Color Guard would be traveling to Disneyland May 23-26. They are looking at taking 47 students between PHS and TMS with three staff members and seven chaperones.
- Supt. Barry said that he is happy to share that ADM security HB 3149 is still alive. The bill has been amended to cover one-year of ADM support, has passed through the house committee, and will go to Ways and Means for funding. We will have an opportunity to advocate for that bill, Supt. Barry will let the board, and staff know when that is.
- Finally, as many of you know, any room Tiffanie Lambert is in, it is a fact that she is probably the smartest person in the room. She now has an official credential so Supt. Barry introduced Doctor Tiffanie Lambert. Tiffanie has been working for two years to complete her dissertation, she is such a valuable team member, and we appreciate all that she does.

G. Program Report: Comprehensive Counseling

Kelly Soter said that the presentations given tonight are about Comprehensive School Counseling, which is one of the Division 22 standards. Ms. Soter said that we have a team of resources at PTS, which include TMS Counselors, Bry Bates & Liz Fletcher, PHS Counselors Angelica Mendoza, Jordan Ruiz and Michelle Carlson. Tami Ingwerson, who is vocational coordinator and Jesus Ledezma and Skylar Glines who are our graduation coaches. Elementary Behavior Specialists are Christian Sicairos (PES), Richard Mauldin (OHES) and Zach Boyd-Helm (TES).

Ms. Soter said that the ASCA recommends a student-to-school counselor ratio of 250:1. We are fortunate enough to have two licensed counselors at the middle school and three at the high school. Ms. Soter introduced Hatching Results and Becky Love who is a professional learning specialist with Hatching Results. Hatching Results is an organization that are leaders in this work. Their function is to support schools, districts, and implementing strong, comprehensive counseling programs.

Ms. Soter said that each team will present a flashlight presentation shining a light on a lesson that they delivered in their classroom or in their school buildings, sharing some of the standards and how they were measured.

Bry Bates and Liz Fletcher, counselors from TMS, shared their flashlight presentation on the Signs of Suicide. Data shared included risk-to-self assessments for school years 23-24 & 24-25 and the numbers have almost doubled. Research shows that suicide is the second leading cause of death for people ages 10-14 and the 12th leading cause of death overall in the U.S. ASCA mindsets and behaviors include the belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being; positive relationships with adults to support success; advocacy skills for self and others and ability to assert self, when necessary. TMS has implemented Signs of Suicide curriculum using the ACT Model (Acknowledge, Care, and Tell). Students were given both pre and post assessments to measure attitudes, knowledge, and skills and the post assessments showed great improvement. The goal is to make sure that students and staff know what suicide-warning signs are and feeling comfortable telling someone.

Michelle Carlson, Angelica Mendoza, and Jordan Ruiz, counselors from PHS shared their flashlight presentation highlighting the school counseling domain under Career College and Readiness, which also aligns with the PTS strategic plan. The school counseling team chose to introduce students to Achieve Works Personality Assessment, which is one of the career surveys offered in Naviance. We had 407 students who participated, and most were in 9th-11th grades. Perception data included attitudes, knowledge and skills. The data indicates an increase in attitudes and knowledge around understanding personality and its connection to careers. Ms. Carlson thanked the student resource team including Tami Ingwerson, Sklyer Glines and Jesus Ledezma.

Christian Sicairos, SEL Behavior Specialist at PES, shared his flashlight presentation about a kindness challenge using a Wayfinder lesson for a Tier 2 intervention. A specific fifth grade classroom of 23 students was selected for this targeted group. The goal was to support these students by delivering a lesson that would help them improve and build skills on kindness towards

themselves and others. Data outcomes showed that students had high scores on both the pre- and post-tests. This would indicate that the behaviors that are occurring are by choice and not so much a lack of skill.

Chair Campbell thanked all the presenters and said that it was one of the best presentations he has heard. Chair Campbell asked several questions and there was robust discussions. Vice Chair Farrimond commented that we are in unprecedented times and we have never seen the amount of assistance that is needed for our students. Ms. Farrimond is grateful that we are addressing this at the elementary level all the way up to high school. All counselors spoke very highly of our relationship with La Clinica and that they could not do their work without them. They have been amazing partners.

H. Consent Agenda

I move to approve the consent agenda as presented. This motion, made by Rebecca Weathers and seconded by Sara Crawford, Carried. Hearing no objections, the consent agenda was approved.

H.1. Approval of Agenda

H.2. Approval of Minutes from 3/6/25 & 3/20/25

H.3. Personnel Report

I. Recess – 7:18

J. Information and Discussion

J.1. Legislative / OSBA Update

- Director Crawford spoke about their visit to the capital on March 26 where they met with seven legislators and had dinner with Rep. Pam Marsh. Sara emailed a summary of their visit and highlighted the bills that they spoke to the legislators about and appreciated being able to share their concerns and opinions. Director Crawford reminded the board to complete the survey that was emailed out on Tuesday regarding the OSBA Advocacy Day on Thursday, April 24, 8 a.m.-5 p.m. in Salem. Ms. Crawford is trying to see if there is enough people interested in the southern region to take a bus to Salem.
- Supt. Barry shared the Phoenix-Talent School District - 2025 Legislative Update (Q1 Report) from Greg Lemhouse of United Strategies & Consulting. Supt. Barry thanked Sara and Dawn for their trip to Salem and all that they do to advocate for our district and region.

J.2. Committee Updates

Supt. Barry said that we would have a meeting next week with Boys and Girls Club to continue to work out some of the details. The City of Talent is still processing through all of the work that CSA and ZCS submitted so hopefully, we will hear something in the next month or two.

J.3. Superintendent Evaluation Summary

Chair Campbell read a letter that summarized Supt. Barry's evaluation, which was held in March. The evaluation covered eight professional standards and the board considered Supt. Barry's self-assessment as well as the board's observations. The board thanked Supt. Barry for his exemplary leadership and his deep commitment he brings to his work. Brent's ability to

lead with both clarity and compassion has been instrumental in shaping a district culture focused on equity, innovation, and student success. The board also looks forward to collaboration around long-term financial planning and staff development. Chair Campbell offered appreciation for Supt. Barry and in taking on a new evaluation process.

J.4. SRO Contracts Discussion

Supt. Barry said that the two SRO contracts from last year are for their review. If there is discussion or questions that you may have, please let us know, as we will be working on getting the 25-26 contracts ready to submit to the different municipalities. They will be the same with updated dates unless the board would like to change or add something.

J.5. Student Representative Process for 25-26

The Board discussed using a different timeline at a previous work session so there was a recap of that discussion about the timeline for submitting applications and interviewing student representatives for the 25-26 school year. The board would like Principal Kalin Cross to advertise the positions on PHTV and on the website and establish an application due date. The applications will be presented during the first meeting in May (May 1st) and then the interviews of the applicants will take place at the second meeting in May (May 15) so that the newly elected reps could participate in the June 5th meeting (out with the old and in with the new!).

J.6. Review Interdistrict Transfer Slots

Supt. Barry discussed the transfer process and said that this proposes the same as last year with no outgoing release slots unless the student qualifies under the hardship guidelines. Chair Campbell asked if we could put stipulations such as requesting that they tour the school first before we make our decision. Supt. Barry said that we have done that previously if they did not qualify under hardship guidelines but had other specific reasoning for their request. Aubrey suggested having a Link Crew student be present during the tour of the school to help show them around and offer a student's perspective on the benefits of being at PHS or a middle school student if it was TMS.

J.7. Food Service Contract

Supt. Barry said that Yazmin Karabinas really set us up for success in this process. Even though the process is fairly prescribed from ODE, there are still a lot of logistics that had to happen including the walk throughs, the submittals of the RFPs, putting the team together to score and review. We did interview all three of the companies and Sodexo was the winning bid for us. Supt. Barry asked Vice Chair Farrimond to share her experience in the process.

Vice Chair Farrimond said that we had a great process due to Yazmin's preparation. She allowed us to have an apple to apples comparison. Yazmin's dialog with the state, knowing what the process was, what we could and could not do, helped us keep on track and allowed us to work within the parameters. Yazmin was very proactive in talking to others who used the three companies and what their experiences were and that helped us reach our decision. Polly was grateful to have Farm 2 School represented in our process as they brought some great things to the table that no one would have known about in our group. Using local food and having it in our schools should be a given. It allows us to support our local community and the farmers that are here. Ms. Farrimond said that she was very grateful to have participated in the process because she had no idea what it entailed.

Supt. Barry said that the three companies who submitted proposals were Chartwells, Sodexo, and SFE who is out of Arizona and does not have a district in Oregon. Supt. Barry said that what set Sodexo apart from the others was their commitment to locally sourced food and their commitment to spend grant dollars locally. Sodexo did not score the lowest in pricing but the other criteria helped make the decision, especially using locally sourced foods, which is a priority for our district. We are excited to continue our partnership with Sodexo and all that they provide.

J.8. 25-26 Board Meeting Calendar

There was discussion around the November board meeting date shown for the sixth and OSBA Annual convention is being held the 6th-8th. There was discussion and a suggestion to move it to the 13th and have the work session the following week. Discussion also resulted in moving all work sessions to a 5pm start time. Although this will be an action item at the next meeting, there can still be discussion on the dates for the November meetings.

K. Action Items - none

L. Review of the Next Meeting Agenda

Director Crawford asked that we add an item under information and discussion for the OSBA Targeted Feedback survey.

M. Adjournment - Meeting Adjourned at 8:10 PM

Michael Campbell, Chair

Brent Barry, Superintendent



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

PHOENIX-TALENT ELEMENTARY SCHOOLS FAMILY/STUDENT HANDBOOK

2025-2026

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- Interventions
- Individualized Support
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Instructional Media Center

Internet and Computer Usage

Clubs and Organizations

Special Programs

- Alternative Education Programs
- Private School Placement
- Children Attending Private Schools

Communication (*ClassTag, Blackboard, Newsletters, Social Media*)

Contacting Your Student During the School Day

Class Placement

Retention

Transferring

Engaging with Families

- Caregiver Role in Education
- Conferences
- Parental Involvement Policy
- Participation
- Families as Teachers
- Annual Meeting
 - Building Improvement Plan
- Compact
- Volunteers
- Visitors

Behavioral Success Systems

22-27

Beliefs

Every Student Belongs

PBIS

Common Expectations

- School Rules (*playground*)
- Dress Code

Definition Matrix

Continuum of Discipline

- Restorative Practices
- Severe Disruption Clause
- Threats
- Suspensions
- Expulsions

- Oregon Administrative Rule 58121055
- Search and Seizure
- Use of Force
- Harassment of Students
 - Harassment
 - Sexual Harassment

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PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

SUPERINTENDENT'S WELCOME LETTER

Dear Families:

Thank you for allowing us to be a part of your child's life and we look forward to a great year, partnering with our families. We value this partnership and research shows the stronger this partnership is, the more successful our students are. As we continue to recover from the Alameda Fire and serve in a post-pandemic capacity, our focus is to provide opportunities for families to engage in our district. Based on feedback, we are committed to engaging families in two-way communication, help our families support their child's academic needs at home, and be available for families. This is our promise to you.

Our District remains committed to "Excellence for Everyone", which includes our students, staff and families. We know you are your child's first and most important teacher. Working together we can achieve successful outcomes for all of our students. With the support of our school board, our district is committed to growing the connection and engagement from school to home.

Please feel free to contact my office to schedule an appointment with me or contact any of our schools to schedule an appointment with a principal. ***Together, PTS Rising will continue to rise above and the partnership with families is vital to this success.***

Sincerely,

Brent Barry

Superintendent



DISTRICT VISION

TOGETHER, WE SHALL MEET THE CHALLENGES OF PREPARING RESPONSIBLE, CREATIVE, LIFE-LONG LEARNERS

We Believe ...

- Education is the joint responsibility of the community, school, family, and students.
- Our schools must provide a safe, secure environment where healthy values, minds, and bodies can grow.
- Everyone can learn.
- The needs, interests, feelings, and developmental stages of each individual deserve recognition.
- It is our responsibility to encourage the development of self-worth and the full potential of each individual.

PHOENIX-TALENT SCHOOLS & ADMINISTRATIVE CONTACTS

ORCHARD HILL ELEMENTARY SCHOOL

Kent Vallier, Principal

1011 La Loma Drive
Medford, OR 97504
Phone: 541.779.1766
FAX: 541.770.9037

TALENT MIDDLE SCHOOL

Casey Olmstead, Principal

P.O. Box 359
102 Christian Avenue
Talent, OR 97540
Phone: 541.535.1552
FAX: 541.535.7532

PHOENIX ELEMENTARY SCHOOL

Shawna Schleif, Principal

P.O. Box 727
215 N. Rose Street
Phoenix, OR 97535
Phone: 541.535.3353
FAX: 541.535.7529

PHOENIX-TALENT RISING ACADEMY

Aaron Santi, Principal

P.O. Box 727
215 N. Rose Street
Phone: 541.897.5180

TALENT ELEMENTARY SCHOOL

Heather Lowe, Principal

P.O. Box 296
307 Wagner Avenue
Talent, OR 97540
Phone: 541.535-1531
FAX: 541.535.1858

PHOENIX HIGH SCHOOL

Kalin Cross, Principal

P.O. Box 697
745 N. Rose Street
Phoenix, OR 97535
Phone: 541.535.1526
FAX: 541.535.7511

DISTRICT OFFICE
Brent Barry, Superintendent
P.O. Box 698
401 W. Fourth Street
Phoenix, OR 97535
Phone: 541.535.1511
FAX: 541.535.3928

PHOENIX-TALENT SCHOOL BOARD

Michael Campbell- Board Chair
Sara Crawford
Richard Nagel

Polly Farrimond – Vice Chair
Nancy McKinnis
Dawn Watson
Rebecca Weathers

EQUAL EDUCATIONAL OPPORTUNITY

Equal educational opportunity and treatment shall be provided to all students. No student legally enrolled in the district shall, on the basis of age, disability, marital or parental status, national origin, race, religion, or sex be excluded from the participation in, be denied the benefits of, or subjected to discrimination under any educational program activity administered or authorized by the Board of Education.



School Operations

School Hours

Kindergarten through Fifth Grade:

Monday, Tuesday, Thursday & Friday: 7:45 – 2:35 p.m.

Wednesday Only: 7:45 – 1:35 p.m. (one-hour early dismissal)

Emergency Closure

When there is an emergency closure, family/guardians will be contacted by phone, text and/or e-mail through our Automated Notification System. Please, if you see a missed call from the school, check your messages first before calling us. You may also listen to the radio or watch our local TV stations, beginning at 6:30 AM for information about delayed openings or school closures due to inclement weather. You may also check the district website www.phoenix.k12.or.us. Please do not call the school office. School telephone lines must be left open for school district information.

After School Itinerary Change

If you need to make changes from the normal way your child gets home from school, please notify the office before noon that day to allow for us to notify the student.

SCHOOL SUPPLIES

Our elementary schools purchase all supplies for classroom use.

Lost and Found

All items that your child brings or wears to school should be marked with the child's name. Families need to check Lost and Found periodically for lost items. Items left unclaimed for 90 days will be donated to a charitable organization.

Student Records

Student records are confidential. Federal and State laws stipulate the persons who may see records and the procedures for release of records. Families have the right to examine their child's records. Your school principal will be happy to assist you.

Directory information is information contained in a student's educational record that is not generally considered harmful or an invasion of privacy if released. The following categories are designated as directory information. This information may be released to the public through the appropriate procedures.

- Student's name
- Date and place of birth
- Participation in officially recognized activities
- Weight and height of athletic team members
- Dates of attendance
- Degrees or awards received
- Most recent previous school or program attended
- Immunizations

- Oregon law requires that each student be immunized against certain communicable diseases before attending classes. Students may be denied the privilege of attending school until accurate records are presented to the school. Immunizations may be obtained quickly and at reduced cost through Jackson County Health Department (541-776-7300), La Clinica (541-535-6239) or the School Based Health Center at Phoenix Elementary (541-535-1065). Permanent medical exemptions must be approved by Jackson County Health Department.

School Safety

Student Insurance

The District **does not** provide medical accident insurance for students for school-related injuries. However, the District does make available low-cost student accident insurance for voluntary purchase. If you do not have medical coverage, we highly recommend purchasing this insurance for your child. While we work hard to attend to your child's safety, accidents can, and do, happen. Accident-related injuries to uninsured students may cause financial hardship for families. All costs related to paramedic transportation, x-ray, examination and/or treatment shall be the sole responsibility of the family.

Accidents

It is the District's intent, in the event of an accident, to provide first aid. If further medical attention is required, it is the guardian's responsibility. In the event of serious injury, emergency medical personnel will be called.

Health Services and Medication Administration

Written authorization by a guardian is required for school personnel to administer any medications, whether over the counter or prescription. A medication form, available in your school office, must be filled out prior to medication being distributed by the school and the guardian must bring the medication to the school office. Medications must be in their original package. State law mandates that schools cannot distribute any medication without a medication form signed by the guardian.

Video Surveillance

The Board authorizes the use of video cameras on District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Students or staff in violation of Board policies, administrative regulations, building rules or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies. Video recordings may become a part of a student's educational record. [Board Policy ECAC]

Media Release

Student photos, artwork, classroom activities or special events, may be posted on our school and/or District website, social media, associated publications or yearbook. Families are able to opt out their children from published photos during the registration process. Please see the school office for more information.

Closed Campus

ALL students are to remain on the school grounds during the school day. Students are not to leave for **any** reason without specific permission from office personnel. *The family must go to the school office to sign out their child.*

Meal Services

Sodexo Contracted Services

Phoenix Talents Schools are proud to partner with our food service partner, Sodexo. Sodexo provides our students with robust daily nutritional offerings including breakfast, fresh fruit/vegetables snacks and lunch. Click here for access to our [daily menus](#).

Students may receive breakfast and lunch at NO CHARGE. Additional milk is available for purchase. Students are expected to pay for additional milk in advance – no charge accounts are permitted. Please contact the school office for prices. Monthly menus are provided for all students to take home. Those getting hot lunches are asked to eat items they choose.

Students are expected to eat in a socially acceptable manner. Students will eat their breakfast or lunch in the cafeteria unless otherwise directed. Students who demonstrate disruptive behavior may be asked to eat in another location. Children are expected to stay on campus for lunch as we have a “closed campus.” Families are welcome to eat lunch with their children. Adult lunch prices are available by calling the school office.

Wellness Program

To ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the Superintendent has prepared and implemented a comprehensive district nutrition program consistent with state and federal requirements. The Wellness Program shall consist of nutrition education, serving healthy and appealing foods, developing food-use guidelines and establishing liaisons with nutrition service providers. A complete copy of the Wellness Program is located on the Phoenix-Talent District website.

FOOD SAFETY

The State of Oregon has strict rules regarding the use and preparation of food in public places such as schools. Classroom treats may only be commercially prepared. Foods must be wrapped in individual portions and cannot be shared between students. Students may not share food from their lunches that they bring from home.

Transportation Services

Phoenix Talents Schools are proud to partner with our transportation service provider, **First Student**. First Student is committed to offering safe transportation for all students. Click here for [routes and other information](#).

Bus Rules

- Students being transported are under the authority of the driver.
- Fighting, wrestling or boisterous activity is prohibited on the bus.
- Students shall be on time for the bus both morning and afternoon.

- Students shall use the emergency door only in case of an emergency.
- Students shall not bring animals, firearms, weapons, skateboards or other potentially hazardous materials on the bus.
- Students shall remain seated while the bus is in motion.
- Students may be assigned seats by the driver.
- When necessary to cross the road, Students shall cross in front of the bus, or as instructed by the driver.
- Students shall not extend any part of their bodies out of the windows nor throw objects out the windows.
- Students shall have written permission to leave the bus other than at home or at school.
- Students may converse in normal tones; loud or vulgar language is prohibited.
- Students shall not open or close windows without permission of the driver.
- Students shall keep the bus clean and shall refrain from damaging it.
- Students shall be courteous to the driver, fellow students, and passers-by.
Video cameras may be used on school buses to help monitor student behavior.

Bus Consequences

- If discipline problems occur on the school bus and requires the use of a student citation, the bus driver will write out the citation and give it to the student. Once a citation is issued, it is the responsibility of the student to have the citation signed by both the school principal and his/her guardian. Failure to do so may result in denial of transportation for a period of time. Additionally, a family conference may be required before reinstatement of bus riding privileges.
- *Citation consequence sequence:*
- 1st: Warning; 2nd: Three to five (3-5) days bus suspension; 3rd: Five to ten (5-10) days bus suspension; 4th: Suspension of bus privileges, possibly for the remainder of the school year.
- *This sequence is subject to alteration for student age/grade appropriateness and/or severity of offense.*

Attendance (English/ Español: 541-535-3353)

Regular school attendance is critical to student academic achievement. Phoenix-Talent Schools aligns with the State of Oregon expectation that students attend 90% or more of school days. Regular attendance is a habit and pattern established in school and carried into the student's adult work life. We encourage families, for the benefit of their child's education, to support regular school attendance.

Oregon law states that a child between 7 and 18 years of age, who has not completed the 12th grade, is required to regularly attend a public full-time school of the school district in which the child resides

Attendance Process:

Call the attendance office at:

- Phoenix Elementary School (541) 535-3353
- Orchard Hill Elementary School (541) 779-1766
- Talent Elementary School (541) 535-1531

prior to any absence. You can leave a message at any time. If a student is not excused by 8:00 am, a safety call will be placed to all the student's contacts. If that is not possible, call and excuse the absence within 48 hours. If it is not called in, it will count as an unexcused absence. Students must be in attendance at school for the full day in order to participate in athletic or activity practices or competitive events (a student can still practice if they have pre-arranged a medical appointment that is not longer than one class period). Approved school activities are not counted as absences.

Excused Absences

The following absences will be considered excused:

- Illness of the student
- Medical appointment (we encourage families to make appointments on non-school days, or after school in the afternoon)
- Death in the family
- Excused Pre-Arranged (see below)
- Religious observance

Prearranged Absences are arranged prior to the student's time away from school after deemed appropriate by the school's administrator and satisfactory arrangements have been made in advance of the absence. In accordance with State law, a prearranged absence may be denied, but they may be prearranged as excused if they meet the following criteria:

- Prolonged student medical issue (requires medical note)
- Serious illness of a member of the student's family
- Family emergency or bereavement
- Legal/court obligations
- Religious observation

Medical, Dental and Legal Appointments

Every effort should be made to schedule appointments outside the school day. To excuse an absence for a medical or dental appointment, please call or send your student with a note to the office on the day of the appointment. Students will be excused only for class periods missed during the appointment time, taking into account transportation to and from said appointment. The absence will not be excused until confirmation is received. The confirmation must be provided by the next school day. Missing class for off-campus lunches, hair and personal beauty appointments, vehicle repairs, babysitting or other appointments that are not of a medical or legal nature will be considered unexcused.

Unexcused Absences

Students may not miss school, and will be marked unexcused, for the following reasons (not an exhaustive list):

- Vacation
- Sleeping in or missing the bus
- Providing care for younger or ill siblings/family members
- Off-campus lunches

- Hair and personal beauty appointments
- Vehicle repairs or car problems
- Sports activities that are not sponsored by the school
- Other appointments that are not of a medical or legal nature will be considered unexcused.

Truancy Process

Any student not meeting the requirements for school attendance (attending at least 90% of the school days) as defined by ORS 339.065 will be considered truant. Please note, truancy (10% absenteeism or more) may be as little as one excused or unexcused absence per month.

Step 1: Truancy warning letter with attendance summary (and phone call when appropriate)

Step 2: Mandatory attendance meeting (interventions to help support student attendance)

Oregon State law (OAR 581.023.0006) requires the district to withdraw the student from school when a student reaches 10 consecutive days absent (excused or unexcused).

Educational Program

Core Instructional Programs

Phoenix Talent Elementary Schools provide rigorous core curriculum that are aligned to common core state standards. Our curriculum are adopted through a collaborative process from state-approved options. Below you find links to our core curriculum resources:

Language Arts

- Amplify CKLA (English Language Arts)
- Amplify Caminos (Spanish Language Arts)

Math

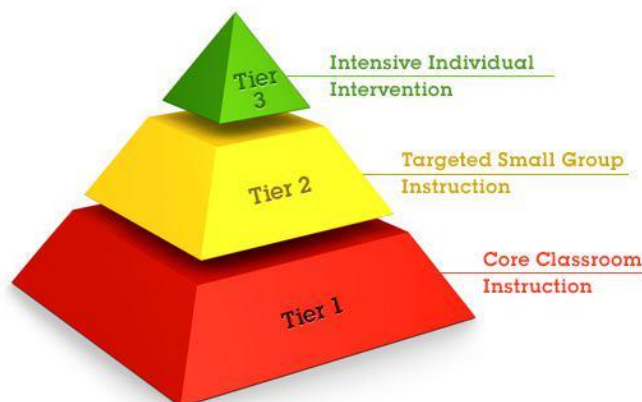
- Ready Math

Science

- Amplify Science

Multi-Tiered System of Support

Our elementary schools utilize a multi-tiered system of support framework to meet the needs of all learners. This approach includes addressing needs in the areas of academics, behavior/social-emotional learning, and attendance.



3 Tiers of Support

- Student Progress Assessments

- Progress will be reported as it relates to each student’s progress in learning the state curriculum. Progress will be reported on a District approved report card. Individual kindergarten-fifth grade student progress towards the standards in reading and mathematics are evaluated in the fall, winter and spring using iReady diagnostic assessments. Statewide assessments are administered in the spring for students in grades 3-5.

- Homework

- It is essential to the educational process that a child develops the discipline to complete assignments outside of the regular school day. While homework may not be assigned every night, families are encouraged to provide a regular time and place for children to complete homework. Most assignments can be completed with little or no family assistance. However, students tend to feel encouraged and more enthusiastic about schoolwork when families show an interest. There are times when children struggle with a homework assignment and family may become frustrated and to expedite matters do the work for the child. When children work through frustration or are assisted through frustration, sense of accomplishment follows, as well as the building of a strong “can do” attitude. Reading every night is highly recommended. A nice way to end a busy day is to read for 20 minutes each school night.

- Interventions

As part of our MTSS processes we provide small group and individual interventions for reading, math and behavior as determined by regular screening data and school level team recommendations. If students are recommended for intervention, families will be notified.

- Individualized Support

An additional part of our MTSS processes might require recommendation for more intensive intervention and/or an evaluation for special education services.

Diploma Options

- The District will ensure that students have access to the appropriate resources to achieve a standard diploma, modified diploma, extended diploma or alternative certificate at the high school level. Beginning in grade five, the District will provide information annually of the availability of a modified diploma, an extended diploma and an alternative certificate to the family or guardians of a student taking an alternate assessment. If you have any questions, please contact your building principal.

Field Trips

-Field trips, in general, are an extension of classroom instruction. On-site visits give children knowledge they can use in further classroom work. Information will be sent home regarding each field trip. Please promptly sign and return all permission slips. If a child does not have a returned permission slip, an effort will be made to get permission over the phone. If no one can be reached, the child will remain at school.

Instructional Media Center

-The library serves students in many ways. Children are encouraged to use the media center for checking out books, research, and study. Children are responsible for those items they check out. If books are lost or damaged, families will be expected to pay for the loss or damage. Students are assisted with proper selection until they are able to make their own choices.

Internet and Computer Usage

The Phoenix-Talent School District is networked and students may have the opportunity to learn via computer. However, using technology as a learning tool is a privilege accompanied by serious responsibility. The school's intent is to provide Internet access directly related to classroom educational goals and objectives. We will monitor on-line activities, including the use of "filtering" software and computer history files. Still, the student users and their family are ultimately responsible for the students' appropriate educational use of the Internet.

Elementary and middle school students may not use the Internet without teacher permission and supervision.

School computer users should have no expectation of privacy in e-mail or any other computer use. Teachers and other network staff will review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect files stored on school servers to be private.

Actions including, but not limited to the following, are not permitted: 1) sending, receiving, or displaying offensive messages or pictures, 2) using obscene language, 3) harassing, insulting or attacking others, 4) damaging computers, computer systems or computer networks, 5) violating copyright laws, 6) using another's password, 7) trespassing in another's folder, work, or files, 8) intentionally wasting limited resources, 9) using the network for commercial purposes (no buying or selling), 10) giving out any personal information via the Internet (address, phone number, etc.), 11) any use of the Internet that would be considered inappropriate with any other form of media at school, 12) downloading or installing any information or software that has no directly related educational purpose. Any violations of the intent of the above policy will be cause for disciplinary action, including monetary restitution for any damages caused by the student's inappropriate computer use.

Clubs and Organizations

Students *may not* form private clubs or groups. All clubs or groups formed at school must have administrative approval and are *open to all* students. This policy refers to extra-curricular activities.

Special Programs

-Orchard Hill, Phoenix, and Talent Elementary Schools are Title I Schools. All employees are highly qualified. Title I is a Federal program. Students may receive assistance with language arts or math as appropriate. Programs vary from school to school. If you have questions, please call your elementary school and ask for the Reading Specialist.

Special education programs are available to students with disabilities. Students may be referred for an evaluation by staff or by family. Guardians are asked to give written permission for evaluation of the student's abilities and performance. If a student is eligible for services, an individualized education program will be developed by school staff and family. Students will receive instruction and services that best meet their educational needs. For additional information, call and ask for your child's teacher, the speech/language therapist or the educational resource teacher.

Services are available for students who are not proficient in English as a primary language. For more information, please call your principal.

If you suspect that your child may have a disability, you may request a meeting with school staff to discuss the possibility of obtaining an evaluation to determine your child's eligibility under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. You may obtain additional information on both of these programs by contacting the District Special Education Director, the building principal, or the Oregon Department of Education.

If you wish to schedule a meeting to discuss your concerns please contact the principal of your child's school or the District Office at 541-535-7520.

Alternative Education Programs

Alternative education program options have been established and approved by the Board to meet the individual needs of students. These programs will be made available to students who are unable to succeed in the regular programs because of alternate learning styles or needs which may include the following:

- When two or more severe disciplinary problems occur within a three-year period;
- When attendance is so erratic the student is not benefiting from the educational program;
- When a student's family or guardian or emancipated student applies for exemption from compulsory attendance on a semiannual basis;
- When an expulsion is being considered;
- When a student is expelled.

Examples of alternative education program options could include: on-line coursework, independent study and tutorial instruction. Individual notification of alternative education shall be hand-delivered and/or sent by certified mail. Every effort shall be made to provide families with individual notification prior to an actual alternative school placement.

Private School Placement

- While families have the option of placing their children in a private school or obtaining additional services (such as tutoring) from a private individual or organization, the District is not obligated to cover resulting tuition or costs. The District will not pay for private services or tuition for any student unless required to do so by state or federal law. If a family wishes for

the District to consider a publicly funded private placement or private services, the family must give the District notice and opportunity to propose other options available within the public school system before the private placement or services are obtained.

- Therefore, for any regular education, 504, or IDEA student, a family must give notice either at the last IEP or 504 meeting prior to obtaining private services, or in writing at least ten business days prior to obtaining private services. The notice must include the family's intent to obtain private services, the family's rejection of the educational program offered by the District, and the family's request that the private services be funded by the District. Failure to provide notice may result in a denial of any subsequent reimbursement request.

Children Attending Private Schools

- Limitation on Services: Children who are enrolled by their family in private schools may participate in publicly funded special education and related services. Federal law allows school districts to limit the amount they spend for these services. If your child is to receive special education services under this provision, the school district will meet with you to develop a service plan describing the services to be provided to your child. Services may be provided on-site at the private school or at a public school; the District must offer transportation for the child to access these services.
- When Reimbursement Is Not Required: School districts are not required to pay for the cost of education, including special education-related services, of a child with a disability at a private school facility if the school district made a free and appropriate public education available to the child and the family chose instead to place the child in a private school facility.
- When Reimbursement May Be Required: A court or hearing officer may require a school district to reimburse family for the cost of private school placement made without the consent of or referral by the school district only if:
 - - The child received special education and related services under the authority of a public agency before enrolling in the private school; the court or hearing officer finds that at that time, the school district did not make a free appropriate public education available to the child in a timely manner; and
 - - Family provided notice removing the child from public school.
- For further information: Call the Assistant Superintendent of Teaching and Learning, at 541-535-7502.

Communication (ClassTag, Blackboard, Newsletters, Social Media)

-Information about school programs, meetings, and other activities will be communicated in English and Spanish to families through informative fliers sent home with students, as well as the bi-monthly school newsletter sent electronically by email, text, and posted online. Families will receive early notice of significant changes in curriculum, staffing, and other components of the instructional program in which their child is involved via our automated communication system.

Each grade level may utilize "Family information" materials from the core program and other sources to inform families about relevant math and reading concerns. Families will be informed about classroom

instruction through homework, home-based activities, and up-to-date assessment results shared as soon as possible following a significant assessment and during family conferences. Family communication regarding mathematics, writing, and reading achievement will be presented in the context of current ODE standards and/or district checklists.

Contacting student during school day

In order to avoid undue classroom disruptions, families may leave messages for their students rather than calling them out of class. Student use of the office phones requires teacher approval. Students are not allowed to use school phones for social arrangements.

Class Placement

-A family may request a teacher for their child. Family requests are honored when possible. Each elementary school has a slightly different process for placing students. Placement requires much thought and planning and many factors are taken into account when assigning students to classes. We strive to create balanced classrooms with a range of student skills and abilities. Please contact the school for more information.

Retention

-If retention is a consideration, the family will be notified. A conference will be scheduled with the teacher and the principal. Any decision to retain a student is made with the assurance that it is the best method for a student to acquire the academic and/or social skills necessary for future success in school. If retention is a consideration, it is normally considered in kindergarten or first grade.

Transferring

-If you expect to transfer your child out of the school or district during the course of the school year, please notify the school office prior to the transfer. A transfer sheet is prepared to ensure all books and materials are returned to school and that the student has all their school supplies. Records will be transferred only upon request from the receiving school.

Engaging with Families

- Caregiver Role in Education

Families are an integral partner in their child's education. Family can support the education of their child in a number of ways:

1. Join your school's Parent Teacher Association (PTA) or Site Team
2. Attend School Functions
3. Demonstrate at home that education is important:
 - a) Ensure consistent and punctual attendance
 - b) Discuss the school day
 - c) Talk about the importance of a good education
 - d) Check child's backpack for important notices sent from school
 - e) Set aside study time
 - f) Support your child's teacher
4. Volunteer in the classroom.
5. Volunteer for field trips and/or special programs

6. Volunteer for school or district-level committees

● Family Conferences & Engagement Nights

- Family conferences are scheduled on a regular basis throughout the year (see the school calendar). Invitations are sent home by teachers. These meetings and conferences are instrumental to the education of each child and are important for you to attend. No classes are held during November conference days.
- Because the school and family partnership is crucial to student success, please know teachers are available to conference with you outside of formally scheduled conferences. Should you wish to conference with your student's teacher, simply email them or call the school office to arrange a meeting.

● Parental Involvement Policy

- Phoenix-Talent teachers, principal, and staff recognize the value and utility of the contributions of family, and we strive to reach out to, communicate, and work with families as equal partners. This Family Involvement Policy has been developed and agreed upon by the Site Team. Additional suggestions from family, teachers, or community members are welcome and will be considered for further revision. This Family Involvement Policy will be posted in the school office, sent to all families in the school newsletter, available on the school website, and included in the Phoenix-Talent School District Elementary Family-Student Handbook.

● Participation

Families will have the opportunity to participate in school-wide decision-making at Open Houses, Family Conferences, and by participating as a member of PTA/PTO and/or Site Team.

At least once per year, Title I staff will provide assistance to families in understanding such topics as the State's academic content standards, state student academic achievement standards, Title I plan requirements, State and local academic assessments and how to monitor a student's progress and work with educators to improve the achievement of their student.

Phoenix-Talent Schools will provide full opportunities for the participation of families with limited English proficiency, families with disabilities, families of homeless students, and families of migratory students. Information and school reports will be provided in a format and language families understand. Childcare will be provided, using Title I dollars, at all family involvement activities where appropriate. Barriers to family participation, including transportation, language, and other barriers, will be addressed on a case-by-case basis and the removal of such barriers may be funded with Title I dollars. Phoenix-Talent Schools will, if necessary, arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators in order to maximize family involvement and participation.

FAMILIES AS TEACHERS

Within established parameters, families are encouraged to observe instruction and other school activities involving their child. Families are encouraged to volunteer and help at school in their child's classroom. Upon request, the school will provide materials and training to help families work with their students to improve

their student's achievement, such as literacy training and using technology. Phoenix-Talent Schools will provide other reasonable support for family involvement activities as families may request, consistent with Title I requirements.



- Annual Meeting
 - Phoenix-Talent Schools recognizes that Family involvement is vital to achieve maximum educational growth for students. Therefore, in compliance with Federal Law and Oregon Department of Education guidelines, our school will meet with families to provide information about participation in the Title I program and its requirements. These meetings will be held annually and at a convenient time. All families will be invited to attend. Title I funds will be used to provide transportation, childcare, home visits or other family involvement services as necessary. Families will be informed of their right to be involved in the development of our Family Involvement Policy, Title I plans, and our Family-School Compact.

Building Improvement Plan

A Building Improvement Plan will be developed, with family involvement, through the Site Team. This plan will promote activities that support a partnership among the school, family and the community, and promote the improvement of student achievement.

Compact

A Family-School Compact will be developed. This plan will:

- Describe the school's responsibility to provide high-quality curriculum and instruction;
- Describe the ways in which each family will be responsible for supporting their student's learning;
- Stress the importance of ongoing communication between teachers and families.

The Family-School Compact outlines how students, families, teachers, and principals will share in the responsibility for improved student achievement. This Compact will be discussed by all stakeholders, signed at the fall family/teacher conference, and be used as the basis of communication between teachers and families. Families are encouraged to offer ideas or suggestions for the continuing improvement of the Family-School Compact.

- Volunteers
 - A school volunteer is a person who is invited by, and serves under the supervision and direction of school personnel *to perform specific tasks* in order to enhance school programs. A school volunteer is expected to maintain a professional demeanor and respect confidentiality as is expected of all school employees. Unsalaries volunteers shall be considered employees of the District for Worker's Compensation insurance purposes. Preschool children, and those children not enrolled in your elementary school, are not covered by the provision and *may not accompany volunteers on campus*. To ensure student safety, all volunteers will be required to fill out a background check form, submit, submit ID for verification and provide insurance

information if they wish to drive on field trips. All volunteers must complete the application packet at least two weeks prior to the trip:

- *English*
- *Spanish*

- Volunteer forms need to be renewed every other year and Driver's Insurance every year. *Please understand our concern for all our children's safety.*

- Visitors
 - Children's safety is our first concern. While we encourage family and community members to visit our school, we must be prudent and take every precaution to prevent children from being harmed in any way.

 - Immediately upon entering any school building or the school grounds, *any person* who is not a student of the school, or an officer or employee of the school, shall, when school is in session, *report their presence and the purpose for visiting the school to the main office* and sign in to receive a visitor pass by completing a background check with the Raptor online system. Visitors must bring a valid form of photo identification, such as their driver's license. Visits to the classroom and/or school grounds should be arranged with the teacher or principal. Family conferences will be arranged in advance with the teacher. *Visits to the classrooms and other school grounds shall be limited to 20 minutes* at the elementary level. Longer visits shall be made by special arrangement with building administration. Any person requested to leave the school grounds by the Principal shall promptly comply. **Visiting students are not allowed in the classroom.**

Behavioral Success Systems

Beliefs

Discipline comes from the word "disciple" which means to teach. In Phoenix-Talent Schools, we approach misbehaviors as an opportunity to teach pro social skills. We believe all students want to do the right thing and if they are not, then something must be getting in the way. Many times it is because the student is lacking a skill or needs a particular skill developed. Some common skills that may need to be strengthened are:

- Language/Communication Skills (Difficulty communicating with adults or peers)
- Attention/Working Memory Skills (Difficulty maintaining focus or remembering procedures)
- Emotion/Self-Regulation Skills (Difficulty keeping body and/or emotions in control)
- Cognitive Flexibility Skills (Difficulty with change or willingness to work it out)
- Social Thinking Skills (Difficulty recognizing social cues or hints)

The goal for the discipline process is to get a change in behavior. The first steps of this process include asking the student to stop the unwanted behavior and demonstrate the correct behavior.

If the student continues to struggle, the next step would be to work collaboratively with the student to identify the unwanted behaviors. If they are aware of the expected behavior, we need to then find out why they are not following it.

The next step is to collaboratively come up with solution(s) that would prevent this behavior from happening again.

The last step in the process is to restore relationships that may have been damaged and repair/replace items that may have been damaged.

Every Student Belongs

-The Oregon Legislature has determined that a person may not be subjected to discrimination in any public elementary, secondary, or community college education program or service, school or interschool activity or in any higher education program or service, school or interschool activity where the program, service, school or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly. It is the policy of the State Board of Education that students, employees, and visitors in public schools are entitled to learn, work, and participate in an environment that is safe and free from discrimination, harassment, and intimidation.

The presence of symbols of hate on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin including the noose, symbols of neo-Nazi ideology or the battle flag of the Confederacy create a material and substantial disruption in school activities and the learning environment by creating an atmosphere of fear and intimidation and interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school. These symbols are not allowed at Phoenix-Talent Schools, and displaying, drawing, or sharing them with others may result in student discipline.

Phoenix-Talent Schools' students are expected to be safe, respectful, and responsible. Students are expected to act in a way that allows teachers to teach and students to learn.

PBIS

Phoenix Talent Elementary Schools are PBIS Schools. We design our functions of school-wide expectations to center around positive procedures. Each student is taught what is expected and reinforced for positive choices. Expectations are clear, consistent, and enforced school-wide in a positive approach.

Common Expectations

- Children will follow the directions of all school staff.
- When the bell rings, stop playing and line up in an orderly fashion.
- When a whistle blows, stop and look in the direction of the whistle.
- Obey all game rules and take care of equipment.
- Obey classroom rules.
- Show respect to self and others
- No fighting or swearing.
- Use problem-solving skills and strategies to solve problems.
- Play in designated areas only.
- Walk while in the building and on sidewalks.
- Chewing gum, radios, games, toys, trading cards or other personal items from home are **NOT** allowed at school.

- Bicycles are to be walked on school grounds.
- Skateboards or skates are not to be used on school grounds.
- Cell phones, electronic music players, video games and other electronic devices from home need to be turned off, out of sight (preferably in a backpack) and never used during school hours from 7:30AM to 2:30PM. The first violation of this policy will result in the item being confiscated and returned to the student at the end of the day. The second violation will result in the item being held in the office until the family/guardian comes to school to claim it. The third violation will result in the loss of the privilege of bringing the item to school for the remainder of the school year.
- Invitations to parties should never be passed out at school.

School Rules (playground)

- Students are to throw only those balls or items provided by the school that are intended to be thrown.
- Students are to swing sitting down and only go back and forth. (Side to side, twirling, or jumping out is not acceptable.)
- Students are to use the equipment in a safe manner.
- Students shall not climb on anything not made for that purpose. (Fences, buildings, or the tops of the equipment are not acceptable.)
- Students are to use the bathrooms in a timely and orderly manner.
- **All** students may play any school authorized game.
- Contact sports of any kind are not allowed.
- Students are *not to play in any fashion* that involves **play or pretend** fighting, karate or wrestling.

Dress Code

Responsibility for dress and grooming rests primarily with students and their caregivers; however, the district expects student dress and grooming to meet standards that ensure that either of the following conditions do not exist:

- Disruption or interference with the classroom learning environment
- Threat to the health and/or safety of the student concerned or of other students.

The district's dress code is established to promote appropriate grooming and hygiene, prevent disruption, and avoid safety hazards.

Dress should be appropriate for the work students do in each classroom setting.

Students have the right of freedom of expression in their dress as long as it is not inappropriate, puts any student in danger, disrupts the classroom environment, and does not interfere with another student(s) access to education.

Dress should also appropriately cover the body.

Dress should be suitable for the classroom environment.

Students who represent the school in a voluntary activity may be required to conform to dress and grooming standards and may be denied the opportunity to participate if those standards are not met.

If your child is wearing an outfit that is considered inappropriate by an adult at the school, they may call you to bring appropriate clothes to school or choose to exchange the top or bottom with an appropriate article provided by the school for the day.

Definition Matrix

Through a collaborative district effort, our PBIS teams have established a common matrix to inform decision making regarding student level of need.

See appendix for more information.

Continuum of Discipline

Each elementary school has a school-wide behavior plan called Positive Behavioral Interventions and Support (PBIS) that is designed to foster a climate of cooperation, academic excellence, respect, and safety. The school rules are simple and easy to remember: **BE SAFE, BE RESPECTFUL, BE RESPONSIBLE**. We believe this focus on positive behavior will help foster a healthy climate in our schools.

Students must know the rules and regulations, be responsible for their part in maintaining these regulations, and be aware of the consequences when they are broken. We believe that good citizenship and good academic performance are intrinsically related. The goal of our discipline plan is for students to become independent and self-directed learners.

- Restorative Practices

Phoenix Talents Schools embraces a restorative practices approach. These practices are deeply rooted in prevention that stems from community building in our classrooms, schools and wider community. In instances where harm is caused, all parties are afforded an opportunity to share impact, take accountability, express needs and repair harm through mutual agreements.

SEVERE DISRUPTION CLAUSE

Serious misbehavior such as fighting or openly defying adult authority will result in the child being sent immediately to the office and may result in suspension. The appropriate disciplinary actions will be taken and the family notified. A family conference may be requested if serious misbehavior continues. We want each of our students and staff to feel safe and supported. We've created a framework that is evidence-based, trauma-informed, and culturally responsive. As there are extenuating circumstances in, the building administrator has the discretion to assign appropriate consequences on an individual basis.

THREATS

When a student threatens violence or harm, the administrator may consider and implement any of the following:

- Immediately removing from the classroom setting any student who has threatened to injure another person or to severely damage school property.
- Placing the student in a setting where the behaviors will receive immediate attention, including, but not limited to, the office of the school principal or the HUGS room.
- The school Threat Assessment Team will follow the threat assessment protocol and conduct a threat assessment. The Threat Assessment Team may develop a safety plan, which the student will be required to follow or be possibly subject to further disciplinary action, or refer the student to the Jackson County Threat Assessment Team.

The administrator, working in tandem with the Central Office Administrator who oversees the school and district team responsible for responding to incidents of threat, has 12 hours to notify the parents or guardians of the student who is the subject of a threat by phone. They must notify the parents or guardians of the incident by writing within 24 hours in alignment with district guidelines.

SUSPENSION/DISCIPLINE

The purpose of discipline is to get a change of behavior. Collaborative Problem Solving is used to walk students through the situation and come up with strategies the student could use to prevent the problem from recurring. There may also be consequences for misbehavior which may include detention (loss of recess, time after school, or time out from class), cleaning up or repairing damage, in school suspension (time in the office lasting longer than 1 hour), conference with principal and/or family. Students may be placed on a “plan of assistance” or contract to modify their inappropriate behavior. Conflict resolution or mediation may be chosen in many cases for students to work out problems they may have with other students. (See the “Oregon Administrative Regulations 581-21-055” section of this handbook.)

Suspension may be used for the following reasons.

- The student causes serious physical harm to a student or school employee through non-accidental conduct.
- An administrator determines that the student’s behavior poses a direct threat to the health or safety of students or school employees.
- When required by law. ORS 339.250(2)(d)

EXPULSION

Expulsion is used only in extreme cases to exclude a child from school for a long period of time. The rights of students include a hearing before the Superintendent, representation, records being kept of the hearing, notice of expulsion, right to waive a hearing. For more information, contact your school principal.

OREGON ADMINISTRATIVE REGULATIONS 581-21-055

Reasons students may be suspended or expelled from school:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
3. Unlawfully possessed, used, sold or otherwise furnished, or have been under the influence of any controlled substance.
4. Unlawfully offered, arranged or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind.
5. Committed or attempted to commit robbery or extortion.
6. Stolen or attempted to steal school property or private property.
7. Caused or attempted to cause damage to school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine, including possession of vaping products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawful possession of, or unlawfully offered, arranged or negotiated to sell drug paraphernalia.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school officials, or other school personnel.
12. Knowingly received stolen school property or private property.
13. Harassment, including verbal aggression, emotional and/or physical aggression, intimidation, sexual, racial or written.

All suspensions or expulsions will follow the due process rules of law. Suspensions will last no longer than ten (10) days. Appeals to suspension may be made to the superintendent; however, suspension will not be postponed pending appeal. The family will be notified of all suspensions. In the case that a student is a threat to themselves or others they may be suspended under “emergency” rules without due process. A due process hearing will be held as soon as practicable and in accordance with State Law and Administrative Rules.

SEARCH AND SEIZURE

School employees, generally the Principal, may conduct searches when there is reason to believe that a student is concealing contraband or the health, safety or welfare of students is in question. The following guidelines are followed:

1. School property including desks, shelves, and cabinets may be searched at any time.
2. A general search of personal belongings may be done when school personnel have reasonable suspicion that contraband is being concealed.
3. Any item that is considered a threat to students or school personnel or that may interfere with the educational process may be seized.
4. Items that are not allowed at school, but are not dangerous, such as toys, may be temporarily held at school.

5. A student's person may be searched by school employees when there is reasonable suspicion that the student has on his/her person illegal items or other items that may interfere with the educational process. *Family will be contacted, when possible, prior to such a search taking place. A student will not be asked to remove clothing unless a guardian or designee is present or unless there is a clear and present danger to students or school employees or there is suspicion of child abuse.*

6. Motor vehicles parked on school property may be searched by school employees when there is reasonable suspicion that the health or safety of students or staff may be in jeopardy.

USE OF PHYSICAL FORCE

Oregon Law, ORS 339-250 authorizes the use of reasonable physical force. "...an individual who is a teacher, administrator, school employee or school volunteer may use reasonable physical force upon a student when and to the extent the individual reasonably believes it necessary to maintain order in the school or at a school activity or event, whether or not it is held on school property."

HARASSMENT OF STUDENTS

(See Board Policy JBB)

Harassment of students by a member of the staff to a student, by a student to another student or by a student to a District staff member will not be tolerated in this school or in this District. Harassment by Board members, family, vendors and others in this School District is prohibited.

Harassment

Harassment on the basis of race, religion, sex, national origin, disability, parental or marital status or age means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb, or trouble students. Demeaning jokes, stories or activities directed at the student are considered forms of harassment.

Sexual Harassment

Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Examples: verbal or written harassment or abuse; repeated remarks to a person with sexual or demeaning implications; unwelcome touching.

The School and/or District will promptly and reasonably investigate allegations of harassment. Any student who has knowledge of or feels they are a victim of harassment should immediately report their concerns to the building administration or the Superintendent if the principal is the subject of the complaint. Violation of this policy may result in discipline, up to and including suspension and expulsion. The School/District has the authority to report students in violation of this policy to law enforcement officials. Retaliation against a student who has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding is prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to discipline up to and including suspension and expulsion.

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of gender in all education programs and activities. Title IX keeps kids safe and in school by reducing barriers and protecting students from environments that may interfere with learning or that create an intimidating, offensive, or hostile educational climate.

The following person has been designated to handle inquiries and complaints regarding the district's non-discrimination policies and compliance: Kelly Soter, Director of Community Care, 401 W. 4th Street, Phoenix, OR 97535 (541) 897-3730, titleix@phoenix.k12.or.us

ELEMENTARY EXPECTATIONS

**Be Safe
Be Respectful
Be Responsible**



La Clinica School Based Health Centers

Phoenix Talent Schools is proud to partner with La Clinica to offer school based health center at each school. Services provided by La Clinica include nursing, immunizations, mental health counseling and behavioral skills training.

COUNSELING/BEHAVIOR INTERVENTION SPECIALIST

Counseling services are available at the elementary schools on a limited basis. We have a psychologist who visits our schools periodically, usually for academic testing, who is available for emergency or trauma counseling. Please contact the Principal for information on services available through your child's school.

Suicide Prevention and Intervention

Schools are exceptionally resilient and resourceful organizations, whose staff members may be called upon to deal with a crisis on any given day. Schools can be a source of support and stability for students and community members when a crisis occurs in their community. Accordingly, the Suicide Prevention and Intervention Plan is intended to help school staff understand their role and to provide accessible and effective tools. The entire plan can be found on our District website.

HOMELESS ASSISTANCE (McKinney-Vento Act)

Under the McKinney-Vento Act, homeless children and youth are entitled to immediate public school enrollment, immediate access to the free lunch program as well as other benefits. Homeless children and youth mean individuals who lack a fixed, regular, and adequate nighttime residence. It includes children and youth who:

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- Are living in emergency or transitional shelters;
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

If you feel your child may qualify for benefits under the McKinney-Vento Homeless Assistance Act, please contact the office manager in the Main Office, the school principal or Phoenix-Talent School District's Homeless Education Liaison, at (541) 897-3730.

PTS Disclaimer

Please note that the information provided in this student handbook is intended for general guidance and informational purposes only. While every effort has been made to ensure the accuracy and currency of the content, the school or institution assumes no responsibility or liability for any errors, omissions, or outdated information.

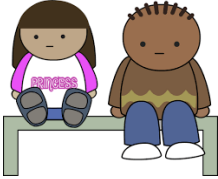
The policies, rules, regulations, and procedures outlined in this handbook are subject to change without notice, and students are advised to verify any important information with the relevant school authorities or official sources.




Furthermore, this handbook is not intended to be a substitute for professional advice or individualized guidance. Students or parents should consult with appropriate faculty members, advisors, or administrators for specific inquiries or concerns related to academic, administrative, or other matters.




By using this student handbook, you acknowledge that you have read, understood, and agreed to the terms of this disclaimer. The school or institution reserves the right to update, modify, or remove content from this handbook as deemed necessary and appropriate.



PTS AGREEMENTS

	BE SAFE <i>Take care of yourself</i>	BE RESPECTFUL <i>Take care of each other and this place</i>	BE RESPONSIBLE
ALL COMMON AREAS (To be used in all areas)	I will walk sidewalks and walking paths	I will seek permission before touching others' property I will take care of school property.	I will keep toys, games, gum and personal items at home. I will not trade, buy, sell, or steal items from others. I will follow the school dress code
ARRIVAL AND DISMISSAL AREAS  <i>Sit, Watch, Walk</i>	I will use sidewalks and crosswalks. I will wait for buses or rides in designated areas. I will walk bikes, skateboards and scooters on school grounds	I will be kind to others with actions words	I will arrive at school between 7:30-7:45 I will leave school at the end of my school day.
	BE SAFE <i>Take care of yourself</i>	BE RESPECTFUL <i>Take care of this place</i>	BE RESPONSIBLE <i>Take care of each other</i>

<p>ASSEMBLIES & SPECIAL EVENTS</p> <p><i>Participate & Celebrate</i></p>	<p>I will walk facing forward</p> <p>I will stay in my assigned areas</p>	<p>I will use a voice level appropriate to activity</p>	<p>Honor the speaker.</p>
<p>PLAYGROUND & RECESS</p>  <p><i>Take care of yourself, others & this place</i></p>	<p>I can run on the grass and track</p> <p>I will leave items on the ground</p> <p>I will use playground equipment safely</p>	<p>I will use Problem Solving Circle strategies</p> <p>I will be kind to others with actions and words</p>	<p>I will have a pass to leave the playground</p> <p>I will put trash in cans.</p> <p>I will leave the playground when the bell rings.</p> <p>I will eat snacks in the designated area only.</p> <p>I will return the playground equipment to the proper place.</p>
<p>LIBRARY</p>  <p><i>Peacefully focused</i></p>	<p>Sit when in nests, chairs, & couches.</p>	<p>Return books on time.</p> <p>Take care of materials and clean up after yourself.</p>	<p>Be mindful of quiet zones.</p>
<p>BATHROOMS</p>  <p><i>Flush, Wash, Toss</i></p>	<p>I will walk and keep my feet on the floor.</p> <p>I will use soap and water for washing hands.</p>	<p>I will give other people privacy.</p>	<p>I will clean up after myself and flush the toilet when done.</p> <p>I will return to the classroom promptly</p>

	BE SAFE <i>Take care of yourself</i>	BE RESPECTFUL <i>Take care of this place</i>	BE RESPONSIBLE <i>Take care of each other</i>
<p>OFFICE</p>  <p><i>Have a pass, have a purpose, have patience</i></p>	<p>I will check in with office staff when entering or leaving office</p> <p>I will follow adult directions</p> <p>I will sit correctly in chair</p>	<p>I will use a quiet voice.</p> <p>I will be kind to others with actions and words</p>	<p>I will have an office pass during school hours.</p>
<p>CAFETERIA</p>  <p><i>Sit, Eat, Enjoy</i></p>	<p>I will sit at the table with knees and feet under the table.</p> <p>I will walk while in the cafeteria.</p>	<p>I will only touch my own tray and food.</p>	<p>I will clean up my area.</p> <p>I will raise my hand to leave the table.</p>
<p>EMERGENCY</p>  <p><i>Stay calm, stay quiet, follow directions</i></p>	<p>Follow teacher directions.</p> <p>Go to a safe area.</p> <p>Take practice drills seriously.</p>	<p>Follow teacher direction.</p> <p>Move quietly and calmly.</p>	<p>Follow teacher direction.</p>
<p>CLASSROOMS</p>	<p>Each classroom is expected to define their expectations for being SAFE, RESPECTFUL, and RESPONSIBLE.</p>		



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

PTS Rising Early Learning Center FAMILY HANDBOOK

Welcome to the PTS Rising Early Learning Center, where our mission is to provide a safe and nurturing environment where every child's potential is realized. We foster learning through an inquiry-based setting, empowering children to thrive in their social, emotional, and intellectual development.

Our staff is committed to providing the following daily:

- A rich learning environment with curricula that is developmentally appropriate to the specific ages in each classroom
- Intentional, engaging instruction and practice focused on social-emotional skills
- Supportive interactions and conversation-building vocabulary
- A flexible daily routine that allows children to advance at their own pace
- Encouragement and openness to that which may be different from us, and the ability to work and play with others

Enhancement of children's development in all of the following areas:

- Self-Expression
- Independence
- Creativity
- Decision-Making
- Problem-Solving
- Reasoning & Responsibility

We strongly believe that learning happens through play. Learning and exploring are hands-on at the PTS Rising Early Learning Center and are facilitated through interest areas.

Our state-funded preschool program follows the Oregon Early Learning & Kindergarten Guidelines. Our teachers and assistants are considered highly qualified, under the Department of Early Learning and Care (DELIC).

Please note that the preschool program and daily schedule is strictly monitored by the Department of Early Learning Care, and our daily activities include many outside partners that support high-quality care for our children.

Our Program

- Preschool for students age 3 by September 1st
 - Preschool Promise (Free preschool for all enrolled)
 - Employee Related Day Care (including preschool)
- Before and after-school care is not available at this time. Please be aware of drop-off and pick-up times.
- Our commitment to equity welcomes children of all cultures and needs, and that belief is visible in all activities, routines, and practices.
- Our administration supports inclusive services through ongoing educational opportunities, effective use of personnel, and allocation of resources.
- Our program supports a spirit of true collaboration and partnership among members of the child's team. This helps them to plan for the child's individual needs and supports ongoing communication to share ideas. Our knowledge of how children learn and develop individually guides the care and education provided to each child.

Hours of Operation

ELC PTS Rising operates Monday through Friday following the Phoenix-Talent School District calendar.

- **Program Hours:** 8:00 AM – 2:00 PM
- **Drop-off:** 7:50 – 8:10 AM
- **Pick-up:** 2:00 PM

Transportation is not provided. Families are responsible for arranging timely drop-off and pick-up. If we're unable to contact a family member after 30 minutes, we are required to ensure the child's safety by notifying appropriate support services. We'll work with families to avoid these situations whenever possible.

Locked Facility

- Our building is a secure facility. We are prepared to greet families at drop-off and pick-up but otherwise require notice. Please schedule an appointment with the director or call ahead to be buzzed in for a drop-in visit.

Closures

- **Holidays:** All classrooms will be closed for Federal Holidays and follow the Phoenix Talent School District school calendar for summer, spring, and winter breaks.
- **Weather-related Related:** The ELC Director will make closure and late opening decisions based on local forecasts, along with the Phoenix Talent School District. Please provide a

phone number on the enrollment paperwork where you would like to receive the Alert Messages regarding these closures.

Enrollment & Orientation

Enrollment Process

The enrollment process is a multi-step process for our Early Learning Center. Families enrolled through Preschool Promise will begin their enrollment with the Southern Oregon Early Learning Hub. Once placed with the PTS Rising Early Learning Center, we will reach out to begin the enrollment for our program. All other enrollment processes will begin with our registration platform in our school information system. Staff are available to help families walk through our enrollment forms and processes.

Orientation

All families will be required to schedule an intake & orientation conference with the Early Learning Center staff. At this conference, we will gather information about your early learner, their interests, likes and dislikes, developmental milestones, and more. This is a very important time to help us get to know each child and begin our partnership with each family. We are happy to be flexible in scheduling our conferences and will work with each family to find a time that works best for everyone.

Immunizations

Immunizations must be current and up to date according to Oregon law. All children in the center are subject to the Oregon exclusion date in mid-February. If you receive an exclusion notice, care cannot be provided by law until your child receives the necessary vaccines and/or documentation is provided for exemption.

Family Engagement

We welcome all families and encourage partnership in your child’s learning and development. Several family engagement events and activities will be scheduled throughout the year and families will have the opportunity to provide leadership and voice in planning the activities. If a family member is interested in volunteerism in the classroom, they will follow school district policy in registering as a volunteer.

[Volunteer Packet - English](#)

[Volunteer Packet - Spanish](#)

Family Conferences

Conferences between parents/guardians and teaching staff are scheduled three times per year. Additional family meetings can be scheduled as needed to support children and family needs.

Early Learning Center Staff

Staffing

The PTS Rising Early Learning Center is staffed with experienced early learning educators who have a passion for our youngest learners. We have multiple staff assigned to each classroom and follow the appropriate 9:1 staff to student ratio in our activities. At any given time, there are also other educational professionals in our learning center for educational support, specialized instruction, or individualized education services. Questions about staff can be directed to our Early Learning Director at kelly.soter@phoenix.k12.or.us or 541-535-1517.

Attendance

Absentee Policy

If your child will be absent or is sick, please notify us by calling the office or by using the communication tool that the center uses. Texts or social media messages to staff and/or emails are not a reliable way to ensure the teacher and cafeteria is aware of the absence. We will ask for details on the illness, in order to stay aware of other children's exposure during this time. If you are eligible for preschool through Preschool Promise you will be disenrolled after 15 consecutive days of absences.

Communication

The Early Learning Center has a phone line and messages can be left at 541.897.5210. This phone is not monitored during the school day. Please use the Brightwheel communication tool that the center uses for messaging and communication.

Sick Policy

The health policies of the center are based on the recommendations of the Oregon Department of Education, Office of Childcare. The goal of the policy is to prevent the spread of disease and to provide a healthy environment for all children.

- *Fever over 100.4 degrees taken with a digital thermometer*
- *Vomiting, nausea, or diarrhea*
- *Severe or persistent cough*
- *Unusual yellow color to eyes or skin*
- *Skin or eye lesions or rashes that are severe, weeping, or pus-filled*
- *Stiff neck and headache combined with one or more symptoms listed above*
- *Difficulty breathing or abnormal wheezing*
- *Complaints of severe pain*

If any of the above symptoms appear after the child has been dropped off, the parents will be

contacted to come get the child and your child will be secluded from other children immediately. We ask that your child return to the center after they are 24-hour fever/throw-up free.

Medication Administration Policy

We will administer prescription medicine to your child if the following steps are taken: Medicine must be in its original container, labeled with the child's name, the doctor's name, the name of the medication, and the amount and mode of medication to be given. If a medication requires a measurement tool (dropper/cup), parents must provide the tool to the center. A medication administration form must be signed each day the medicine is to be given.

Emergency Medical Treatment

Upon enrollment, each family signs a Consent for Medical Care form. In case of an emergency, first aid will be administered, and if needed, parents are contacted. If they are not available, or if a major medical emergency exists, the child can be treated at the emergency room. We will utilize the nearest hospital or recommendation from emergency medical professionals.

Back-Up Care

It is an integral part of attending a certified childcare and early learning center. If your child develops a high fever, one of the excludable infections listed by the Health Department, or just feels so poorly that he or she cannot participate in our regular program, you may be called to come and take your child home.

In addition, we are required to maintain strict adult-to-student ratios at all times. We do our very best to cover staff absences to keep our center open on a normal schedule. However, on rare occasions, we may have to close for the day if we cannot maintain the appropriate staffing level. We understand that our calls may not come at the most opportune moments, but we ask that you understand. Please arrange for emergency alternate care **before** your child begins the program.

Hygiene

Hand Washing

Specific hand-washing times are: drop off, pre-breakfast, pre-lunch, pre-snack, post-bathroom use, and any time we wipe our nose, sneeze, or cough. Our daily morning routine includes discussing germ sharing, and we have activities around showing how germs are spread with our friends. Please continue these efforts at home and encourage your child to cover their coughs.

Toilet Training

PTS Rising Early Learning Center is committed to creating an inclusive, supportive environment for all children, including those who are not yet toilet trained. In accordance with Preschool Promise requirements, no child will be denied enrollment or excluded from participation due to toileting needs. Children will never be punished or shamed for accidents, and our staff is trained in

developmentally appropriate, respectful toilet learning strategies.

We work closely with families to create individualized toilet learning plans that meet each child's unique developmental needs. Our staff understands that children develop toileting skills at different rates due to a variety of cognitive, physical, and emotional factors. We provide frequent opportunities throughout the day for children to use the toilet, and encourage them without pressure.

Toileting and diapering take place in a designated, sanitary area that is separate from eating and learning spaces. Children who have accidents or wear diapers are changed using hygienic procedures on sanitized, washable mats or single-use covers. Staff wash hands before and after each diaper change or toileting support, and soiled clothing is changed promptly using extra clothes provided by the family.

All soiled materials are disposed of daily in covered, lined, foot-pedal-operated trash cans designated for toileting materials. This ensures both child and staff safety while promoting positive, respectful hygiene routines.

Families are encouraged to discuss their child's toileting needs with staff at enrollment and throughout the year. We are here to support your child's growth with dignity, patience, and care.

Learning Environment/Classroom

Items from home

Blankets, pillows, or stuffed animals are welcome from home for rest time. Parents are responsible for pull-ups, wipes, a water bottle, and a minimum of one full change of clothing (including socks and underwear). It is also helpful to have a spare set of rain boots here at all times and send inappropriate weather items, as we do try to get outside every day, regardless of the conditions. If the teacher finds toys, money, candy, or other sugary snacks or drinks in your child's possession, it will be kept out of reach and given to the parents at pick-up. Please be mindful of what your child brings to school, as we do not want choking hazards unknowingly present.

Birthdays

PTS Rising teachers love to celebrate your student's birthday. Due to the number of allergies and food restrictions in the building, we do not allow any type of food item to come from home. Non-food items (*age-appropriate toys, stickers, pencils...*) are acceptable as long as there is enough for everyone in your child's classroom. If you plan to have a party outside of the school day, you may use the sign-in area for invitations, but only if all the children in your child's classroom are invited. Otherwise, you are welcome to deliver the invitations in another manner. All classroom teachers provide an opportunity for the children to be celebrated and can provide more information on that if you request it.

Arrival/Departure

Classroom staff will have parents sign in and sign out their students in either a binder or on a tablet. In all of our programs, a child will not be released to anyone not on the authorized forms, and not to anyone who shows up unannounced. All children must be picked up by someone over 16. If you need to discuss something with the teacher, please set up a time to meet via voicemail or email. Drop-off and pick-up is a time for the staff to greet all of the students and their families, and they are unable to step outside the classroom to meet with anyone individually unless pre-arranged. Thank you for respecting this important part of the day!

Procedures at the Early Learning Center building for drop-off and pick-up

Please make arrangements to drop off and pick up your child promptly at the start and end of the day. Staff will be greeting children at the start of the day. Please park and walk your child to the classroom. Drop-off is 7:50-8:10 am. Regular attendance and arriving for the full day of activities are very important for routines for our little ones.

As you arrive for pick-up, please wait until the Early Learning Center staff open the classroom door to begin goodbyes. Each parent/guardian will need to use our secure system for signing out children. Pick-up is at 2:30 pm on Monday, Tuesday, Thursday, and Friday, and 1:30 pm on Wednesdays. Please be sure each person picking up your child is registered in our system so we can release your child.

Daily Early Learning Center Schedule

Time	Activity
7:50-8:15	Drop Off Window & Morning Routines
8:15-8:25	Greeting Circle & Morning Message
8:25-8:50	Breakfast
8:50-9:50	Choice Time & Small Groups
9:50-10:10	Morning Snack
10:10-11:15	Outdoor Learning Choice Time
11:15-11:45	Lunch

11:45-12:10	Group Activity
12:10-1:00	Afternoon Choice Time (Indoor or Outdoor)
1:00-1:30	Read Aloud & Rest Time*
1:30-2:00	Closing Circle & Goodbye Routines
2:00	Pick-Up Time

*Rest Time All children are provided time for rest and quiet time each day. Mats are provided by the ELC. Children are encouraged to bring their blankets each day. Quiet time activities are provided for children that are not needing a rest period.

Meal Times

The PTS Rising Early Learning Center program follows all USDA-recommended snack and meal guidelines. Breakfast, lunch, and a snack will be provided daily to your child. Meals and snack times may vary but there will never be more than three and half hours between when food is offered. Staff will sit with the children while they are eating to assist as needed, support healthy eating habits, and promote socialization. Food will never be used as a bribe, reward, or punishment.

Water is available all day for children to access as they wish.

- Each child will have their cup, provided by the program

If you choose to send your child's food from home or send an additional snack for your child, please follow the guidelines below:

- Food brought from home shall be "ready to eat"
- All food must be nut-free
- All staff and children must wash their hands before each meal
- All food, drink containers, and lunch boxes should be clearly marked with the child's name
- All food needs to be shelf-stable as we do not have adequate refrigeration available for all children
- Only food leftover from being served will be thrown away. Unserved food will be sent home in the child's lunchbox

Food Allergies

Our center is nut-free. Please be sure to inform the program staff of any food allergies your child has. This information will be posted in your child's classroom, so that all program staff can further be made aware of the allergy.

Curriculum and Assessment

Curriculum

PTS Rising Early Learning Center implements a developmentally appropriate, research-based curriculum aligned with [Oregon's Early Learning & Kindergarten Guidelines](#). The curriculum framework supports children in becoming independent, self-confident, and inquisitive learners through engaging, hands-on experiences that foster early literacy, numeracy, problem-solving, and social-emotional development.

The [Frog Street Pre-K curriculum](#) serves as the foundation of instruction, integrating language development, mathematics, science, fine and gross motor skills, and social-emotional learning within a structured, play-based model. Additionally, the Second Step Early Childhood Curriculum enhances children's abilities to self-regulate, engage in positive peer interactions, and develop critical problem-solving skills.

When observing classrooms at PTS Rising, one would see a rich, intentionally designed learning environment where children actively engage in meaningful, developmentally appropriate activities. Learning experiences include:

- Hands-on exploration through activities such as playing with blocks, measuring sand and water, drawing and painting, and participating in dramatic play (house, restaurant, dentist, doctor).
- Physical development activities that strengthen large motor skills (jumping, running, hopping) and fine motor skills (cutting, painting, sculpting with playdough, building with small blocks).
- Collaborative learning experiences, where children work in small groups, engage in peer discussions and participate in self-directed activities that foster independence and cooperation.
- Language and literacy-rich interactions, including storytelling, vocabulary-building conversations, and early writing activities embedded in daily routines.
- Purposeful teacher-child interactions, with educators observing play, extending learning through open-ended questions, and introducing new materials to deepen exploration.
- A strong focus on social-emotional learning, where teachers engage in active listening, model problem-solving skills, and support children in understanding emotions and building relationships.

Assessment

As part of our learning activities and daily routine, we gather information about each child's developmental abilities and evaluate progress so we can modify and adjust what we are doing in our classrooms, so as to deliver the best individualized learning for each child.

Developmental Screening

Because your child's first five years of life are so important, we want to help you provide the best start for your child. As part of our assessment process, we provide the Ages and Stages Questionnaires (ASQ) to help keep track of your child's development. You might receive an ASQ survey from your teacher several times a year, corresponding to the age of your child. Results will be confidential and shared only with the family and teaching and administrative staff and kept here

in your child's file for future reference.

You will be asked to answer questions about your child and rate different skills he or she has mastered, or may still be developing, including communication, gross motor, fine motor, problem-solving, and personal-social skills. These screenings allow for dedicated time for parents to focus on their child and increase their understanding of their child's development, strengths, and needs. If the questionnaire shows that your child is developing without concerns, we will provide activities designed to encourage your child's development and will supply the next questionnaire at the appropriate time.

If the questionnaire shows one or more areas of concern, we will contact you about getting a more involved assessment for your child. We work very closely with the Phoenix Talent School District, Southern Oregon Education District (SOESD), and their Early Intervention/Early Childhood Special Education (EI/ECSE) team.

Inclusionary Practices

Inclusion Policy

Our classroom environment is inclusive of all children, regardless of ability, family composition, culture, language, or family income. The ELC staff welcome and support all children identified as eligible for special education and/or related services under the Individuals with Disabilities Education Act (IDEA) and we work in partnership with the local early childhood special education (ECSE) provider and parent to appropriately support each child's development.

Classroom Behavior Guidance

Teachers shall provide all children with a safe, nurturing, engaging, enjoyable, and secure learning environment. Staff are always available to help children learn how to establish positive, constructive relationships with adults and children. Children learn to accept responsibility for their actions, think for themselves, express their feelings, have empathy for others, and solve problems in a developmentally appropriate manner. The staff understands children have different levels of ability to control their behavior.

Staff shall assist children to develop self-control by:

- Providing activities that are developmentally appropriate for the attention span of each child
- Developing consistent and clear rules and involving children in the process
- Helping children to develop problem-solving skills by modeling how to solve problems
- Observing, anticipating, and redirecting
- Reinforcing positive behavior
- Learning from natural/logical consequences
- Learning how to name their emotions
- Learning what reactions are appropriate for the behavior they are feeling

- Provide a safe space for a child to go when their emotions are running too high and they need to regain their emotional and physical control

We recognize that some children may need additional support to feel successful and safe. We collaborate with families and specialists to develop personalized plans that ensure the child continues to thrive within the learning environment.

Examples of such instances that warrant additional support include:

- A child appears to be a danger to themselves or others
- Continued care could be harmful to, or not in the best interest of, the child as determined by a medical, psychological, or social service personnel
- Disparaging/belittling remarks to or about others
- Threats of physical harm, implicit or explicit
- Theft of program equipment, supplies, or items belonging to others
- Harassment of any kind
- Inappropriate remarks or conduct; including the use of profanity

Prevention of Suspensions and Expulsions

PTS Rising follows a no-expulsion, no-suspension policy, ensuring that all children remain in a stable, supportive early learning environment. If behavioral challenges arise, the program uses positive behavior intervention strategies, family collaboration, and targeted support plans to address concerns without resorting to exclusionary practices.

Teachers are trained in restorative approaches and individualized behavior support plans to meet the diverse needs of children in the classroom. If additional services are needed, families are referred to appropriate early intervention and mental health support programs to ensure continuity of care.

If there are ongoing issues that exhibit persistent and serious challenges in student behaviors, a parent conference will be scheduled as soon as possible to discuss the concerns. Parents will be given, in writing, the reason for recommending additional services, a brief summary of the observations related to the referral, and any efforts the school has made to accommodate the children's needs. It is the parent's responsibility to share pertinent information with teachers, to follow through on referral recommendations and to request additional conferences with the teacher if they feel they are needed. We will work collaboratively with support services.

Supportive actions may include:

- Observations of initial and ongoing challenging behaviors
- Communication and collaboration procedure with parents/legal guardian, including participation of the parents/legal guardian in planning and decision-making
- Consultation with the local ECSE provider
- Consultation with the local Child Care Resource and Referral agency, Early Learning Hub

Parents are encouraged to discuss any questions regarding classroom and behavior management with the teachers and program staff. All communication regarding the student is welcome and encouraged.

Planned transitions to another program or early learning settings that better meet the child's and/or family/guardian's needs are not considered an expulsion.

Special Education and Early Childhood Intervention

The program collaborates closely with regional Early Childhood Special Education (ECSE) providers to ensure that children with disabilities receive appropriate evaluations, individualized support, and access to specialized services. The referral process includes:

- Screening and assessment using the Ages and Stages Questionnaire (ASQ) to identify children who may need additional services.
- Coordinated family meetings and individualized learning plans (ILPs) to ensure that developmental goals align with classroom instruction.
- Onsite and community-based support services, including speech therapy, occupational therapy, and behavioral intervention, are provided in partnership with local specialists.

The program maintains strong relationships with community-based organizations, health providers, and early intervention specialists to connect families with additional child development resources. These partnerships ensure that children receive comprehensive, wraparound support that extends beyond the classroom.

Collaboration with Families

Family engagement is central to the success of inclusive practices. Families are involved in the development of individualized support plans and receive regular communication about their child's progress, accommodations, and available resources. The program ensures that all materials and communications are accessible, culturally relevant, and available in multiple languages.

By fostering an inclusive, supportive, and equitable learning environment, PTS Rising Early Learning Center ensures that every child—regardless of ability or background—is provided with the tools, relationships, and learning experiences necessary to thrive in preschool and beyond.

Teachers shall provide all children with a safe, nurturing, engaging, enjoyable, and secure learning environment. Staff are always available to help children learn how to establish positive, constructive relationships with adults and children. Children learn to accept responsibility for their actions, think for themselves, express their feelings, have empathy for others, and solve problems in a developmentally appropriate manner. The staff understands children have different levels of ability to control their behavior.

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Safety Practices

Fire drills/Earthquake drills

The PTS Rising Early Learning Center will participate in all required drills including monthly fire drills. All other drills will be practiced every other month following our emergency plan.

Lock-down/Lock-out/Evacuation

Phoenix Talent Schools follows the district guidelines for lockdown safety practice. Should it be necessary to evacuate the building, you will find the staff and children at the PTS Facilities Building next door. If we need to be in a lockdown, all windows and doors will be covered, and no parent/guardian will be allowed access until the proper authorities tell us it is safe. School district notifications will go out to families, as quickly as possible.

Medical Emergency Policy

In case of a medical emergency, staff will act quickly and calmly to ensure the health and well-being of each child. In general, the staff will follow the below steps while adhering to the PTS emergency plan:

- Depending on the seriousness of the injury it will be determined whether to call 911. Staff will use emergency contact information. Emergency information will be located in the classroom and in the school office.
- A trained staff person will administer first aid, if necessary. First aid supplies are located in the classroom.
- If 911 is called, paramedics will decide if it is necessary to transport your child to the

hospital. You will be called immediately to meet your child at the hospital. A staff member will go with your child to the hospital. If you are not available, your emergency contact will be called.

- Staff will document the injury and the follow-up. If your child needs to go home, you will be contacted to come and get him/her. Staff may not transport a child in their vehicle.

Custody/Family/Confidentiality

It is our position that we are responsible for the well-being of your child while in our care. Therefore, we will remain neutral in marital issues and aim to maintain a professional relationship with both parents. Any information we are given is considered confidential and staff will receive only that information that is needed to carry out their job. We will follow all laws regarding child custody issues. In the event of a divorce or separation, we will release your child to either parent or legal guardian or anyone listed on the registration form authorized to pick up your child.

If there is a custody agreement or temporary restraining order that changes this information, we will need a copy of this document for our file. We will follow what is set out in the custody agreement. We will release your child to the parent who has custody on a given day or anyone they designate in writing for their day. Your child's records in our files will only be released to parents or legal guardians. We require your written permission to release these records to any other parties.

We will not speak to either parent/guardian's attorney or release any other information about your child without a subpoena. Similarly, if you have a family member on-site with their children, we will not discuss their children with you, unless their parents/guardians specifically ask us to.

Child Abuse Reporting Policy

All Child Care Providers, PTS Rising Early Learning Center Staff, and volunteers included, are Mandatory Reporters. This means if a staff member or volunteer suspects that a child has been sexually, physically or emotionally abused or neglected, Oregon state law requires that the suspected abuse be reported to the Department of Human Services Child Welfare.

Right to Refuse Child Release

Staff members will not release a child to the care of any person suspected of being under the influence of drugs or alcohol. To protect the child we may request that another adult listed as an emergency contact pick the child up from the location or we may call the police to prevent any potential harm.

Privacy/Confidentiality We try to capture moments throughout your child's day to share with you and your family in our newsletters. We also submit news and photographs to Phoenix Talent communications, and social media, including pictures. If a picture is posted on social media and there are other children in the photo, we ask that you do not share that photo on your personal page, unless you have consent from the parent/guardians. We discourage staff or volunteers from posting pictures of enrolled students on their personal social media pages unless they have

consent from the parents. If you see a photo of your child on someone's page, please deal with that person directly. If you are unable to resolve the issue, please contact the Director. Photography permissions are included in our enrollment process. You may opt out of your child being in any photographs taken during all center activities. We keep a roster of those students who are not included, and all staff are aware of that list.

Our staff works very hard to maintain a positive, welcoming atmosphere for you and your children. We have strict mandates from Southern Oregon Early Learning Hub, Preschool Promise, DELC, and the Phoenix Talent Schools, and we try to maintain those expectations, while still developing meaningful, genuine relationships with our families.

We are proud of our high standard of care, our enriching programs, our dedicated staff, and our attention to each child and family. We believe that a physically and emotionally safe environment facilitates a higher degree of learning and fun. If you should have any questions with regard to any of our policies or procedures, please contact the Director.

Sincerely,

Kelly Soter
PTS Rising ELC Director
541-535-1517 x1016
kelly.soter@phoenix.k12.or.us

Family Handbook Acknowledgement

Dear Families,

Please sign this acknowledgment, detach it from the handbook, and return it to the center before enrollment.

This handbook may be updated from time to time, and notice will be provided as updates are made.

Thank you for acknowledging and following the policies and procedures we have established for the safety and care of all children in our program. We look forward to getting to know you and your family.

I have received the Early Learning Program Family Handbook. It is my responsibility to

understand and familiarize myself with the Family Handbook and to ask center management for clarification of any policy, procedure or information contained in the PTS Rising Early Learning Program Family Handbook that I do not understand.

Parent/Guardian (First/Last Name) (PLEASE PRINT)

Phone Number of Parent/Guardian

Parent/Guardian Signature Date



We are The Phoenix!

FAMILY HANDBOOK

<https://ptr.phoenix.k12.or.us/>
www.facebook.com/PTRisingAcademy

215 N. Rose Street
Phoenix OR 97535
541.897.5108

Aaron Santi, Principal

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SUPERINTENDENT'S LETTER

Dear Families:

Thank you for allowing us to be a part of your child's life and we look forward to a great year, partnering with our families. We value this partnership and research shows the stronger this partnership is, the more successful our students are. As we continue to recover from the Alameda fire and serve in a post-pandemic capacity, our focus is to provide opportunities for families to engage in our district. Based on feedback, we are committed to engaging families in two-way communication, helping our families support their child's academic needs at home, and being available for families. This is our promise to you.

Our District remains committed to "Excellence for Everyone", which includes our students, staff and families. We know you are your child's first and most important teacher. Working together we can achieve successful outcomes for all of our students. With the support of our school board, our district is committed to growing the connection and engagement from school to home.

Together, PTS Rising will continue to rise above and the partnership with families is vital to this success.

Sincerely,
Brent Barry
Superintendent

PHOENIX-TALENT SCHOOL DISTRICT VISION

**Together, we shall meet the challenges of preparing
responsible, creative, life-long learners.**

We believe...

- Education is the joint responsibility of the community, school, family, and students.
- Our schools must provide a safe, secure environment where healthy values, minds, and bodies can grow.
- Everyone can learn.
- The needs, interests, feelings, and developmental stages of each individual deserve recognition.
- It is our responsibility to encourage the development of self-worth and the full potential of each individual.
- Our educational program shall provide a core of knowledge that cultivates personal excellence for success in a global environment.

PRINCIPAL'S LETTER

Students and Families,

Welcome to Phoenix-Talent School District's newest school, Phoenix-Talent Rising Academy (PTRA). We are a kindergarten through 8th grade school offering educational opportunities in a hybrid online/in-person environment. Our goal is to provide maximum flexibility, combined with a strong menu of academic offerings to help students grow academically, and optional in-person learning and activities to help them grow socially.

PTRA is an excellent educational solution for families considering homeschooling or charter schools. We provide the high-quality, rigorous instruction that you expect from your local neighborhood school while maintaining the flexibility and parental control of at-home learning. Additionally, families stay connected to their neighborhood educational community and receive academic, social-emotional, and technology support from our friendly local staff. Unlike charter schools located in distant districts, PTRA students have full access to all of the services and programs offered to our district's elementary and middle school students: sports, clubs, health services, and more.

Our kindergarten through 5th grade program is designed to allow families to teach their students at home with the added support of a licensed teacher providing curriculum, direct instruction, assessments, and coordinated in-person social opportunities. Our teachers can also provide extra resources for families that wish to go above and beyond required learning. Families are free to create their own schedule for their students to learn in a way that works for their lifestyle.

While our middle school classes are online and self-paced, students have a licensed teacher available to them via Google Meet, email, or phone. We also offer weekly in-person opportunities for students to come into the classroom for help with their courses, for a quiet place to study, and for social activities. Additionally, we offer electives such as Rise Up & Rebuild that are not possible through traditional schooling.

At PTRA, families are directly involved in charting their students' educational direction and progress every day with the knowledge and support of our professional staff. We're glad you've decided to come along on an educational journey with us! We are the PTRA Phoenix and we are Rising!

Professionally,



Aaron Santi, Principal
Phoenix-Talent Rising Academy

PHOENIX-TALENT SCHOOLS

ORCHARD HILL ELEMENTARY SCHOOL

Kent Vallier, Principal

1011 La Loma

Medford, OR 97504

Phone: 541-779-1766 / Fax: 541-770-9037

ohe.phoenix.k12.or.us/

PHOENIX ELEMENTARY SCHOOL

Shawna Schleif, Principal

PO Box 727 / 215 North Rose

Phoenix, OR 97535

Phone: 541-535-3353 / Fax: 541-535-7529

pes.phoenix.k12.or.us/

PHOENIX HIGH SCHOOL

Kalin Cross, Principal

PO Box 697 / 745 North Rose

Phoenix, OR 97535

Phone: 541-535-1526 / Fax: 541-535-7511

phs.phoenix.k12.or.us/

PHOENIX-TALENT RISING ACADEMY

Aaron Santi, Principal

PO Box 225 / 215 N. Rose St.

Phoenix, OR 97535

Phone: 541-897-5108 / Fax: 541-535-7529

ptr.phoenix.k12.or.us/

TALENT ELEMENTARY SCHOOL

Heather Lowe, Principal

PO Box 296 / 307 Wagner Ave.

Talent, OR 97540

Phone: 541-535-1531 / Fax: 541-535-1858

tes.phoenix.k12.or.us/

TALENT MIDDLE SCHOOL

Casey Olmstead, Principal

PO Box 359 / 102 Christian Avenue

Talent, OR 97540

Phone: 541-535-1552 / Fax: 541-535-7532

tms.phoenix.k12.or.us/

DISTRICT OFFICE

Brent Barry, Superintendent

PO Box 698 / 401 W. Fourth St.

Phoenix, OR 97535

Phone: 541-535-1511 / Fax: 541-535-3928

www.phoenix.k12.or.us/

PHOENIX-TALENT SCHOOL BOARD

Michael Campbell – Chair

Polly Farrimond – Vice Chair

Sara Crawford

Nancy McKinnis

Richard Nagel

Dawn Watson

Rebecca Weathers

www.phoenix.k12.or.us/school-board12

PHOENIX-TALENT RISING ACADEMY STAFF

Aaron Santi – Principal

Phone: 541-897-5107

aaron.santi@phoenix.k12.or.us

Maddie Macias – K-5th teacher

Phone: 541-414-6878

madeline.macias@phoenix.k12.or.us

Heather Ayers-Flood – 6th-8th teacher

Phone: 541-897-5110

heather.ayers@phoenixk12.or.us

Deni Goodwin – Office Manager

Phone: 541-897-5108 / Fax: 541-535-7529

deni.goodwin@phoenix.k12.or.u

SCHOOL HOURS

School hours for contacting staff are 8:00 am - 4:00 pm Monday through Friday, not including holidays. We are available by email, text, call, and Meet during school hours. Email is the easiest for us to reply to between classes. We try to respond within 24 hours on school days.

Our classroom/office is on the Phoenix Elementary School campus, and we are available in person for students and families by appointment.

COMMUNICATION

Information about school events, meetings, and activities will be shared through email, our Facebook page www.facebook.com/PTRisingAcademy, or our website ptr.phoenix.k12.or.us/.

Information about changes in curriculum and student instructional programs will be communicated through email or Blackboard Notification System.

Assessment results will be shared during teacher conferences and at parent/caregiver's request. School performance will be presented using Oregon Department of Education standards and/or District checklists.

EVERY STUDENT BELONGS

Phoenix-Talent Schools believes in and is committed to honoring the inherent worth and dignity of every human being. We believe in and are committed to creating an inclusive culture where every student, staff member, and family feels seen, heard, and validated in their existence as a human being. We believe in and are committed to fostering a culture of belonging where people can show up as their full and authentic selves. In short, we believe in and are committed to creating and maintaining an antiracist and equitable school environment.

All students and employees in public schools are entitled to learn and work in an environment that is safe and free from discrimination, harassment, and intimidation based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

The district prohibits derogatory language or behavior or symbols of hate on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin including the noose, symbols of neo-Nazi ideology, and the battle flag of the Confederacy. (See Board Policy ACB for exact policy verbiage)

ORIENTATION MEETINGS

All students and parents/caregivers must attend an orientation meeting every year. Group orientation meetings are held every September and individual orientation meetings are held for mid-year transfers to talk about attendance, parent/caregiver involvement, and student expectations.

HOW YOU CAN HELP

PARENT/CAREGIVER ROLE IN PTRA

Parents/caregivers are essential partners in their child's education. Younger students need more intensive support—parent/guardian will be their main instructor, assisted by a PTRA teacher. Older students need parent/guardian encouragement and regular monitoring of their progress.

Parents/caregivers can support their child's education in several ways:

- 1–Ensure consistent daily schoolwork
 - a–Set aside a time and place for schoolwork
 - b–Regularly monitor your student's progress online
- 2–Attend Teacher Conferences and school events
- 3–Communicate with, and reply to communications from, your teacher and the school
- 4–Talk about the importance of a good education with your student

The school will provide materials and training to help parents/caregivers work with their student to improve their student's progress on request.

PARENT/CAREGIVER-SCHOOL COMPACT

Phoenix-Talent Rising Academy works with parents/caregivers as equal partners in their student's education. Our Parent/Caregiver-School Compact talks about:

- 1-PTRA's responsibility to provide high-quality curriculum and instruction,
- 2-Parent/caregiver's responsibility to instruct and support their student's learning,
- 3-Parent/caregiver's responsibility to communicate regularly with teachers,
- 4-Student, parent/caregiver, and teacher's shared responsibility for student success.

This compact will be discussed and signed at the Orientation Meeting.

PARTICIPATION

Parents/caregivers can participate in school-wide decision-making at Orientation Meetings and Parent/Caregiver-Teacher Conferences.

Phoenix-Talent Rising Academy will provide full opportunities for the participation of parents/caregivers with limited English proficiency, parents/caregivers with disabilities, parents/caregivers of homeless students, and parents/caregivers of migratory students. Information and school reports will be provided in a format and language parents/caregivers understand. Barriers to parent/caregiver participation, including transportation, language, and other barriers, will be addressed on a case-by-case basis. Phoenix-Talent Rising Academy will, if necessary, arrange school meetings at a variety of times and conduct conferences online to maximize parent/caregiver involvement and participation.

SCHOOL SUPPLIES

Parents/caregivers are asked to provide their children with necessary and appropriate school supplies. School supply lists will be posted on the [school website](#) and [Facebook page](#).

VISITORS

Student safety is our first concern. Anyone who is not a PTRA student or school district employee **MUST** stop at the Phoenix Elementary office and sign in to receive a visitor pass before going anywhere in the school.

Visits to our classroom/office need to be arranged in advance to be sure staff will be present because we often work from home. Parent/Caregiver-Teacher conferences need to be arranged with the teacher. Anyone requested to leave the school grounds by the Principal must leave immediately.

VOLUNTEER PROCEDURES

A school volunteer is someone who has been invited by staff to serve under their supervision and direction to perform specific tasks to enhance school programs. School volunteers are expected to maintain a professional demeanor and respect confidentiality, like all school employees. Volunteers are considered employees of the District for Worker's Compensation insurance purposes. Volunteers cannot have children with them while volunteering.

For student safety, all volunteers are required to fill out a background check form and submit ID for verification. Volunteer paperwork needs to be turned in to the office at least two weeks before volunteering. Volunteer forms need to be renewed every other year. Volunteers are required to sign in before going to their work areas and to wear a name badge.



EVERY DAY COUNTS

ATTENDANCE

Regular school attendance is essential for success in school and is a pattern that will carry into the student's adult work life. We ask parents/caregivers to support regular school attendance.

Oregon laws [ORS 339.010](#) and [ORS 339.095](#) state that a child between 7 and 18 years of age, who has not completed the 12th grade, is required to regularly attend a public full-time school of the school district in which the child resides.

Attendance

PTRA students are expected to check in with their teacher every school day for 100% attendance. Attendance is marked when a student (or parent/guardian, for elementary students) checks in with the teacher via school-approved methods. Doing their work is how students earn a grade; checking in with the teacher is how students "show up" for attendance.

Absence Process

If possible, please call or email your student's teacher or the school office before the absence. If that is not possible, call or email within 48 hours. If it is not called in, it will be counted as unexcused.

Excused Absences may be considered for:

- Student illness/mental health/medical emergency
- Death in the family
- Family emergency
- Religious observance
- Armed Forces dependents

Prearranged Absences, under state law, may be considered Excused only if 1-satisfactory arrangements are made before the absence, 2-they are deemed appropriate by the school administrator, and 3-they meet one of the following criteria:

- Prolonged student medical issue (requires medical note)
- Serious illness of student's family member
- Family bereavement
- Legal/court obligations
- Religious observance

Unexcused Absences are absences that have not been called in within 48 hours or absences that were denied. PTRA is an online-based school utilizing portable electronic devices, and students can check in and do schoolwork any time of the day, so absences due to vacations or appointments not listed above are considered unexcused.

Truancy Process

Four or more unexcused absences in any four-week period (20% absenteeism) are considered irregular attendance, as defined by [ORS 339.065](#).

Step 1: Truancy warning letter with attendance summary, and phone call when appropriate

Step 2: Mandatory attendance meeting and interventions to help support student attendance

Oregon State law [OAR 581.023.0006](#) requires the district to withdraw the student from school when a student reaches 10 consecutive days absent (excused or unexcused).

EXPECTATIONS AND MINIMUM REQUIREMENTS

PTRA students have to be actively engaged in their schoolwork to learn. Our expectations and requirements are designed to help our students succeed.

We outline our expectations in our Intake Meetings, Attendance Agreements, and Welcome emails. Students who make this effort are more likely to do well in school.

All students are expected to have–

- 100% Daily Attendance
- 90% Meet Attendance
- 45 minutes in iReady Reading and 45 minutes in iReady Math weekly
- All iReady Diagnostics completed

Middle School students are also expected to have–

- 20 hours in Edmentum weekly

We want all of our students to meet our expectations every month. However, meeting our minimum requirements is enough for students to stay in PTRA. It shows they made some effort in their education.

The minimum that students must do to stay in PTRA is–

- 90% Daily Attendance
- 50% Meet Attendance
- 25 minutes in iReady Reading and 25 minutes in iReady Math weekly
- All iReady Diagnostics completed

Middle School students are also required to have–

- 10 hours in Edmentum monthly

We review student attendance and work each month. Students who haven't met the minimum requirements must meet them the next month. If they don't, they may be required to return to in-person school.

We work hard to make PTRA a place where students can learn and grow. If a student isn't making progress with us, they likely need to be in a school with hands-on in-person assistance.

CALENDAR

Our calendar is on our [website](#).

EMERGENCY CLOSURE

If there is an emergency closure, parents/guardians will be contacted by phone, text, and/or email through our automated notification system, Blackboard. When Blackboard calls, it will leave a message if you are unable to answer. If you see a missed call from the school, check your messages. You may also check local news beginning at 6:30 am for information about school closures due to inclement weather, or check the district [website](#). DO NOT call the school office. School telephone lines must be left open for school district information.

PARENT/GUARDIAN-TEACHER CONFERENCES

Parent/guardian-teacher conferences are scheduled throughout the year—see the school calendar on our [website](#) for current dates. Parent/guardian-teacher conferences are important to students' education and it is important for you and your student to attend.

PROGRESS ASSESSMENTS

Progress reports or report cards are issued at the end of each grading period. Students' progress toward meeting the Oregon State Standards will be reported and may include student work samples and scores. Progress will be reported on a District-approved report card and may include student work sample scores. Older students will help to report their progress during conferences.

RETENTION

If retention is a consideration, parents/guardians will be notified. A conference will be scheduled with the teacher and the principal. The decision to retain a student is made in the student's best interest to help them gain the academic and/or social skills they need for success in school.



LET US GET TO KNOW YOU

STUDENT RECORDS

Student records are confidential. Federal and State laws specify who may see student records and the procedures for release of records. Parents/guardians have the right to examine their child's records. Your school principal will be happy to assist you.

Directory information is information contained in a student's educational record that is not generally considered harmful or an invasion of privacy if released. The following categories are designated as directory information. This information may be released to the public through the appropriate procedures.

- 1-Student's name.
- 2-Date and place of birth.
- 3-Participation in officially recognized sports and/or activities.
- 4-Weight and height of athletic team members.
- 5-Dates of attendance.
- 6-Degrees or awards received.
- 7-Most recent previous school or program attended.

REGISTRATION

Registration is required each school year to update your student's records and to let the school know you will be returning. Students are required to have a birth certificate and immunization record on file at the school.

TRANSFERS

Phoenix-Talent School District students may request to attend PTRA by contacting us directly. Students from other Oregon school districts may begin the process by contacting the administration at their current school and obtaining an interdistrict transfer request form signed by their school district. Then, parents/caregivers may contact PTRA for an intake meeting. Transfers into or out of PTRA are preferred to be done at the beginning/end of school quarters, however, special circumstances will be looked at on an individual basis.

Notify the school office as soon as you know your child will be transferring out of the school or district, and ensure all school materials including Chromebook and charger are returned to school. Records will be transferred upon request from the receiving school.

STAY WELL

ACCIDENTS

It is the District's intent, in the event of an accident, to provide first aid. If further medical attention is required, it is the parent/guardian's responsibility. In the event of serious injury, emergency medical personnel will be called.

COUNSELING

Counseling services are available at the elementary schools on a limited basis. We have a psychologist who visits the schools periodically. Please contact the Principal for information on available services.

HEALTH SCREENINGS

Teachers and parents/guardians can request Speech/Language/Hearing screenings throughout the year. The screening takes a few minutes and is used to help determine if further testing is needed. Please contact our office to request a screening. A teacher will contact you for consent if they would like your child to be screened. Vision screening is performed every fall by the Lions Club, and dental screening and treatments are provided by La Clinica. Information will be emailed home before the screenings. If you would like your child to be screened and/or receive treatment, please contact our office for an appointment. If further screening is needed, the parent/guardian will be informed.

IMMUNIZATIONS

Oregon law requires that each student be immunized against certain communicable diseases before attending classes. Students may be denied the privilege of attending school in person until accurate records are presented to the school. Immunizations may be obtained quickly and at reduced cost through Jackson County Health Department (541-776-7300), La Clinica (541-535-6239), or the School-based Health Center at Phoenix Elementary (541-535-1065).

MEDICATIONS

State law mandates that schools cannot distribute any medication without a medication form signed by the parent/guardian, whether over-the-counter or prescription. The medication form is available in the school office and must be filled out before medication is distributed by the school. Medications must be in their original package.

STUDENT INSURANCE

The District does not provide medical accident insurance for students for school-related injuries. However, the District does make low-cost student accident insurance available for voluntary purchase. If you do not have medical coverage, we highly recommend purchasing this insurance for your child. While we work hard to attend to your child's safety, accidents can and do happen. Accident-related injuries to uninsured students can cause financial hardship for families. All costs related to paramedic transportation, x-rays, examinations, and/or treatment are the sole responsibility of the family.

SUICIDE PREVENTION AND INTERVENTION

Schools are exceptionally resilient and resourceful organizations, whose staff members may be called upon to deal with a crisis on any given day. Schools can be a source of support and stability for students and community members when a crisis occurs in their community. Accordingly, the Suicide Prevention and Intervention Plan is intended to help school staff understand their role and to provide accessible and effective tools. The entire plan can be found on our [District website](#).

WELLNESS PROGRAM

To ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the district created a Wellness Program consistent with state and federal requirements. The Wellness Program includes nutrition education, serving healthy and appealing foods, developing food-use guidelines, and establishing liaisons with nutrition service providers. A complete copy of the Wellness Program is located on the [District website](#).



HAVE FUN

FIELD TRIPS

Field trips, in general, are an extension of classroom instruction. Information will be emailed home regarding each field trip.

MEDIA CENTER (LIBRARY)

Students may use the PES/TMS media centers to check out books, do research, and study. Students are responsible for the items they check out. If books are lost or damaged, students are expected to pay for the loss or damage. PES has parenting information to check out.

ELEMENTARY SPORTS

Opportunities for elementary students to participate in sports are offered through our community partners, such as Little League baseball, Pop Warner football, and local soccer leagues. Parents/guardians will be informed of these opportunities through email as they arise.

MIDDLE SCHOOL SPORTS

Middle School sports are available through Talent Middle School (TMS). PTRAs students who join TMS sports teams need to provide their own transportation to/from TMS. There is a \$35 charge per varsity sport with a family maximum of \$200, including fees paid for PHS students.

Sports available at TMS

- Cross Country–Co-Ed, August-October
- Volleyball–Girls, August-October
- Football–Co-Ed, August-October
- Basketball–Boys, October-December
- Wrestling–Co-Ed, December-February
- Basketball–Girls, December-February
- Track–Co-Ed, February-May

TMS sports eligibility policy

TMS athletics are offered to all 6th, 7th, and 8th-grade Phoenix-Talent students. Participating students must have all of the following: completed online registration, current sports physical, and health insurance. Please see the [Athletics section of the TMS website](#) for more information.

MIDDLE SCHOOL CLUBS & GROUPS

PTRA students interested in TMS clubs and groups should ask TMS about them. Families are expected to provide transportation to and from club meetings and events.

BE SAFE, BE RESPECTFUL, BE RESPONSIBLE

SCHOOL RULES

Be safe!

- No fighting.
- Use problem-solving skills and strategies to solve problems.
- Walk in the building and on the sidewalks.
- Bicycles, skateboards, and skates are not to be used on school grounds.
- No use of drugs, alcohol, or tobacco.

Be respectful!

- Be kind and inclusive.
- Show respect to self and others
- No swearing.
- Avoid inappropriate intimate behavior.

Be responsible!

- Follow the directions of all school staff.
- Obey classroom rules.
- Personal items that may cause a distraction are not allowed at school.
- Cell phones will be turned off and put away or stored in the classroom cell phone organizer while on campus. Responsible use may be allowed at the teacher's discretion. They will be confiscated if misused. Phoenix-Talent School District is not responsible if they are broken, lost, or stolen.

PLAYGROUND RULES

1. Only throw balls or items intended to be thrown.
2. Swing sitting down, and only swing back and forth.
3. Use the equipment safely.
4. Do not climb on anything not made for that purpose.
5. All students may play any school-authorized game.
6. No contact sports.
7. No play or pretend fighting, shooting, karate, or wrestling.
8. When a whistle blows, stop and look in the direction of the whistle.
9. Obey game rules and take care of equipment.
10. Play in designated areas only.

DRESS CODE

Responsibility for dress rests primarily with students and their families; however, the district expects student dress to meet standards that ensure the following conditions do not exist:

- Disruption or interference with the classroom learning environment.
- Threat to the health and/or safety of the student concerned or of other students.

The district's dress code is established to promote safety, prevent disruption, and support healthy hygiene habits.

- Dress and footwear should be suitable for the work students do. Special classes may require special dress for safety reasons.
- Students have freedom of expression in their dress as long as it is not inappropriate and does not put any student in danger, disrupt the classroom environment, or interfere with another student(s) access to education.*

- Wearing clothing or accessories displaying drug, alcohol, tobacco, marijuana, or gang symbols; or hate speech, obscenities, or sexual innuendo is prohibited.
- Clothing should cover from armpits to mid-thigh. Underwear and undergarments should be concealed.

If a student is not dressed appropriately, we will work with the student to correct their outfit as necessary.

*See Every Student Belongs Policy

BUS RULES

All students who ride a school bus must abide by the following Code of Conduct:

1. Students shall be under the authority of the bus driver.
2. Students shall refrain from fighting, wrestling, or boisterous activity.
3. Students shall use the emergency door only in case of emergency.
4. Students shall be on time for the bus both morning and evening.
5. Students shall not bring animals, firearms, weapons, or other potentially hazardous materials on the bus.
6. Students shall remain seated while the bus is in motion.
7. Students may be assigned seats by the bus driver.
8. Students shall cross in front of the bus or as instructed by the bus driver when necessary to cross the road.
9. Students shall not extend their hands, arms, or heads through bus windows.
10. Students shall have written permission in order to leave the bus other than at home or school.
11. Students shall converse in normal tones; loud or vulgar language is prohibited.
12. Students shall not open or close windows without permission of the driver.
13. Students shall keep the bus clean, and must refrain from damaging it.
14. Students shall be courteous to the driver, fellow pupils, and passers-by.
15. Students shall forfeit their privilege to ride on the buses if they refuse to promptly obey the directions of the driver or refuse to obey.

Riding the school bus is a privilege and disciplinary action will be taken when students do not follow the bus rules. Video cameras may be used on the buses to help monitor student behavior; students will not be notified when the camera is being used.

The bus driver may issue students violating the Code of Conduct a citation. Consequences include warning, assigned seating, family conference, behavior contract, etc., and/or suspensions of up to 10 days, or expulsion (for the remainder of the semester or year) from the bus privilege. Any time bus riding privileges are suspended, the bus supervisor shall notify the families. The third (3rd) citation and any “severe” citations will result in suspension (up to 10 days). The fourth (4th) citation will revoke bus-riding privileges for a minimum of two (2) weeks or the balance of the school year. Consequences for citations may be appealed by the student and family to the Superintendent and the Board. Students are reminded that buses are equipped with video cameras, which record student behavior. Citations may be issued on the basis of video information.

INTERNET AND COMPUTER USAGE

The Phoenix-Talent School District is networked and students have the opportunity to learn via computer. However, using technology as a learning tool is a privilege accompanied by serious responsibility. Our intent is to provide Internet access directly related to classroom educational goals and objectives. We will monitor online activities, including the use of “filtering” software and computer history files. Still, student users and their parents/guardians are ultimately responsible for the students’ appropriate educational use of the Internet.

School computer users should have no expectation of privacy in email or any other computer use. Teachers and other network staff will review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect files stored on school servers to be private.

Actions including, but not limited to the following, are not permitted:

- 1–sending, receiving, or displaying offensive messages or pictures
- 2–using obscene language
- 3–harassing, insulting, or attacking others
- 4–damaging computers, computer systems, or computer networks
- 5–violating copyright laws
- 6–using another’s password
- 7–trespassing in another’s folder, work, or files
- 8–intentionally wasting limited resources
- 9–using the network for commercial purposes (no buying or selling)
- 10–giving out any personal information via the Internet (address, phone number, etc.)
- 11–any use of the Internet that would be considered inappropriate with any other form of media at school
- 12–downloading or installing any information or software that has no directly related educational purpose.

Any violations of the intent of the above policy will be cause for disciplinary action, including monetary restitution for any damages caused by the student’s inappropriate computer use.

AI AND CHATGPT

Students should ensure their work is entirely their own, avoiding plagiarism and respecting copyright laws. Resources like AI or ChatGPT can be used to learn and find information, but they should not be used to complete schoolwork. Using AI tools to do schoolwork is against school rules. Students must submit only original work that reflects their own effort and knowledge.

BEHAVIORAL SUPPORT

We believe that good citizenship and good academic performance are naturally related. The goal is for students to become independent, self-directed learners.

Positive Behavioral Interventions and Support (PBIS)

We believe focusing on positive behavior creates a positive school. Students must know the rules, be responsible for following these rules, and be aware of the consequences when they are broken.

Collaborative Problem Solving (CPS)

Collaborative Problem Solving is used to walk students through their situation and come up with strategies they could use to prevent the problem from happening again. We approach misbehaviors as an opportunity to teach wanted behaviors. We believe all students want to do the right thing and if they are not, then they may need a particular skill developed.

Restorative Practices

We embrace a restorative practices approach. When harm is caused, all parties are afforded an opportunity to share impact, take accountability, express needs, and repair harm through mutual agreements.

HARASSMENT & BULLYING

Hazing, harassment, intimidation, bullying, menacing, cyberbullying, and teen dating violence by students, staff, or third parties is strictly prohibited and will not be tolerated in this school or district. Each student has the right to a safe learning environment.

Harassment on the basis of race, religion, sex, national origin, disability, parental or marital status, or age means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb, or trouble students. Demeaning jokes, stories, or activities directed at a student are considered forms of harassment.

Sexual harassment includes demands or requests for sexual favors in exchange for benefits; unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal that interferes with a student's education or a staff member's ability to do their job or creates an intimidating, offensive, or hostile environment; assault when sexual contact occurs without consent; and other verbal or physical conduct of a sexual nature, but does not include conduct necessary to a staff member's job.

The School and/or District will promptly and reasonably investigate allegations of harassment. Any student or staff who has knowledge of or feels they are a victim of harassment should immediately report their concerns to either of the assistant superintendents.

Violation of this policy may result in discipline, up to and including suspension and expulsion. The School/District has the authority to report students in violation of this policy to law enforcement officials. Retaliation against a person who is a victim of, is thought to have reported, files a complaint, or participates in an investigation or inquiry is strictly prohibited. (See Board Policy [JBA/GBN](#) and [JFCF](#) for exact policy verbiage)

SEVERE DISRUPTIONS

Serious misbehavior including fighting, vandalism, abusive language or gestures, harassment (including pantsing), refusal to follow directions, or use of drugs, alcohol, or tobacco will result in the student being sent immediately to the office and may lead to a parent/guardian conference and/or a suspension from school. In these cases, parents/guardians will be contacted immediately, even at work. Law enforcement agencies may also be involved in violations of this type. Repeated violations may result in expulsion from school.

SEARCH AND SEIZURE

District officials may search a student's person and property when they have reasonable suspicion to believe that a student is in possession of an item that poses an immediate risk or serious harm to the student, school officials, or others at the school or school-sponsored activity.

- 1- Searches shall be reasonable in scope.
- 2- District property including desks, shelves, and cabinets may be searched at any time.
- 3- Drug-detection dogs and metal detectors, or similar devices, may be used only with the superintendent's authorization.

4- Student searches by law enforcement officials ordinarily shall be based upon a warrant. District officials will attempt to notify the student's parent(s) in advance and will be present for all such searches, whenever possible.

5-Any item in violation of law, Board policy, or school rules may be seized.
(See Board Policy [JFG](#) for exact policy verbiage)

SUSPENSION/EXPULSION

Oregon law [OAR 581-21-055](#) established the following guidelines for discipline—

Students shall comply with the written rules of the school district board, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials, and conduct themselves in an orderly fashion. Students shall be liable to discipline, suspension, or expulsion for misconduct, including but not limited to:

1--Theft

2--Disruption of the school

3--Damage or destruction of school property, or private property on school premises or during a school activity

4--Assault or threat of harm

5--Possession or use of weapons, including but not limited to firearms, knives, metal knuckles, poisons, etc., and replicas of such is prohibited. Consequences for disregarding this rule may include seizure of the item, expulsion, and/or referral to local law enforcement. (See Board Policy [JFCJ](#) for exact policy verbiage)

6--Possession or use of drugs, alcohol, tobacco, or inhalant delivery systems. Consequences for disregarding this rule include discipline up to and including expulsion, and/or involvement of local law enforcement. (See Board Policies [JFCG-AR/JFCG/JFCH/JFCI](#) for exact policy verbiage)

7--Persistent failure to comply with rules or the lawful directions of teachers or school officials

Suspension is a serious consequence reserved for misbehaviors including but not limited to fighting, physical, sexual, verbal, or cyber harassment, serious defiance or disrespect, using or bringing illegal items to school, vandalism, etc. If your child is suspended, you will be contacted at home or work and, if necessary, be asked to pick your child up from school as soon as possible. Students are to keep up with schoolwork during the suspension, but may not attend or participate in any school activities such as sports, dances, parties, etc.

All suspensions are done under Oregon law [OAR 581-21-0065](#). Suspensions will be no longer than 10 school days. A written notice of suspension will be given and parents/guardians will be notified in accordance with Oregon law. A copy of the law will be available upon request.

Expulsion is a last resort in cases of repeated or extreme misbehavior. Oregon law [OAR 581-21-0070](#) sets the guidelines used for expulsion. Written notice will given to the student and parent/guardian in person or by certified mail. The notice will include details about the charges and supporting facts, and information about the student's right to a hearing, including when and where it will happen. It will also let the student know they can have a lawyer or someone else to help them. The district offers expelled students alternative educational opportunities.

(See Board Policies [JGD/JGE](#) for exact policy verbiage)

USE OF PHYSICAL FORCE

Oregon law ORS 339.250 authorizes an individual who is a teacher, administrator, school employee, or school volunteer to use reasonable physical force upon a student when and to the extent the application of force is consistent with [ORS 339.285](#) to [339.303](#), and the individual reasonably believes it is necessary to maintain order in the school or at a school activity or event, whether or not it is held on school property.



YOU SHOULD KNOW

PRIVATE CLUBS

Private clubs or groups are not allowed at school. All clubs or groups formed at school must have administrative approval and be open to all students. This policy also refers to extra-curricular activities.

LOST AND FOUND

All items that your child brings or wears to school should be marked with the child's name. Parents/guardians need to check Lost and Found periodically for lost items. Items left unclaimed for 90 days will be donated to a charitable organization.

PHOTO POLICY

Student photos, artwork, and photos of classroom activities or events may be posted on our [school](#) or [district website](#), social media, associated publications, or yearbook. Parents/guardians can opt out their student from published photos in their enrollment forms or by completing a Photo Permission Form. Please see the school office for more information.

VIDEO SURVEILLANCE

The district uses video cameras on its property to help keep everyone—staff, students, and visitors—safe, and to protect its facilities and equipment. Students who don't follow district policies, rules, or laws might face disciplinary actions, including law enforcement involvement if necessary. Video recordings may become a part of a student's educational record. (See Board Policy [ECAC](#) for exact policy verbiage).



WE ALL RISE TOGETHER

ALTERNATIVE EDUCATION PROGRAMS

Alternative education program options have been established and approved by the Board to meet the individual needs of students. These programs will be made available to students who are unable to succeed in the regular programs because of alternate learning styles or needs, or when:

- Two or more severe disciplinary problems occur within a three-year period;
- Attendance is so erratic the student is not benefiting from the education program;
- A student's parent/guardian or an emancipated student applies for exemption from compulsory attendance on a semiannual basis;
- An expulsion is being considered or a student is expelled.

Examples of alternative education program options could include: online coursework, independent study, and tutorial instruction. Individual notification of alternative education shall be hand-delivered or sent by certified mail. Every effort shall be made to provide parents/guardians with individual notification prior to an actual alternative school placement.

DIPLOMA OPTIONS

The District will ensure that students have access to the appropriate resources to achieve a standard diploma, modified diploma, extended diploma, or alternative certificate at the high school level. Beginning in grade five, the District will provide information annually of the availability of a modified diploma, an extended diploma, and an alternative certificate to the parents/guardians or guardians of a student taking an alternate assessment.

Modified Diploma

[OAR 581-022-2010](#) defines the requirements for awarding, and eligibility criteria for receiving a modified diploma. A school shall grant eligibility for a modified diploma to a student who has:

- 1—a documented history of an inability to maintain grade-level achievement due to significant learning and instructional barriers inherent in the student, or
- 2—a documented history of a medical condition that creates a barrier to achievement.

A student and the parent/guardian shall be informed about diploma options when the student is in the fifth grade, but the decision to work toward a modified diploma cannot be made until the end of the 6th grade and no later than 2 years before the student's anticipated exit from high school. The decision is made by the school team, which should include the student and **MUST** include a parent/guardian. When a student working toward a modified diploma completes the 8th grade, the school team must review the modified diploma information annually. If you have any questions, contact your principal.

EQUAL EDUCATIONAL OPPORTUNITY

Equal educational opportunity and treatment shall be provided to all students. No student legally enrolled in the district shall, on the basis of age, sex, race, religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability, or geographic location, be excluded from the participation in, be denied the benefits of, or subjected to discrimination under any educational program activity administered or authorized by the Board of Education.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

Under the McKinney-Vento Act, homeless children and youth are entitled to immediate public school enrollment, immediate access to the free meal program as well as other benefits. Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence. It includes children and youth who:

- Are sharing the housing of other persons due to loss of housing, economic hardship or similar reason;
- Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- Are living in emergency or transitional shelters;
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodation for human beings.

If you wish to schedule a meeting to discuss your concerns please contact the principal or the Director of Community Care/Homeless Education Liaison at 541-897-3730.

PRIVATE SCHOOLING

Placement

While parents/guardians have the option of placing their children in a private school or obtaining additional services (such as tutoring) from a private individual or organization, the District is not obligated to cover resulting tuition or costs. The District will not pay for private services or tuition for any student unless required to do so by state or federal law. If a parent/guardian wishes for the District to consider a publicly funded private placement or private services, the parent/guardian must give the District notice and opportunity to propose other options available within the public school system before the private placement or services are obtained.

Therefore, for any regular education, 504, or IDEA student, a parent/guardian must give notice either at the last IEP or 504 meeting prior to obtaining private services, or in writing at least ten business days prior to obtaining private services. The notice must include the parent/guardian's intent to obtain private services, the parent/guardian's rejection of the educational program offered by the District, and the parent/guardian's request that the private services be funded by the District. Failure to provide notice may result in a denial of any subsequent reimbursement request.

Limitation on Services

Children who are enrolled by their parents/guardians in private schools may participate in publicly funded special education and related services. Federal law allows school districts to limit the amount they spend for these services. If your child is to receive special education services under this provision, the school district will meet with you to develop a service plan describing the services to be provided to your child. Services may be provided on-site at the private school or at a public school; the District must offer transportation for the child to access these services.

When Reimbursement Is Not Required

If a student with a disability has a free appropriate public education available to him/her and the parents choose to place the student in a private school, the district is not required to pay the cost of the student's education, including special education and related services, at the private school.

When Reimbursement May Be Required

A court or hearing officer may require a school district to reimburse parents/guardians for the cost of private school placement made without the consent of or referral by the school district only if:

- The child received special education and related services under the authority of a public agency before enrolling in the private school; the court or hearing officer finds that at that time, the school district did not make a free appropriate public education available to the child in a timely manner; and

- Parent/guardian provided notice removing the child from public school.

For further information, call the Assistant Superintendent of Teaching and Learning at 541-535-7502.

SPECIAL PROGRAMS

Due to the online nature of PTRAs, special education services are limited. Parents may inquire as to the availability of service for their identified special-needs student. In some cases, parents may need to choose to decline services in order to have their student attend PTRAs.

All school employees are highly qualified. Students may receive assistance with language arts or math as appropriate. Students may be referred for an evaluation by staff or by parents/guardians. Parents/guardians are asked to give written permission for evaluation of the student's abilities and performance. If a student is eligible for services, an Individualized Education Program (IEP) will be developed by school staff and parents/guardians. Depending on available services, students will receive instruction and services that best meet their educational needs. For additional information, call your child's teacher or principal.

Services are available for students who are not proficient in English as a primary language.

If you suspect that your child may have a disability, you may request a meeting with school staff to discuss the possibility of obtaining an evaluation to determine your child's eligibility under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. You may obtain additional information on both of these programs by contacting the District Special Education Director, the building principal, or the Oregon Department of Education. If you wish to schedule a meeting to discuss your concerns, please contact the Principal of your child's school or the Director of Special Education at 541-535-7522.

PTS DISCLAIMER

Please note that the information provided in this student handbook is intended for general guidance and informational purposes only. While every effort has been made to ensure the accuracy and currency of the content, the school or institution assumes no responsibility or liability for any errors, omissions, or outdated information.

The policies, rules, regulations, and procedures outlined in this handbook are subject to change without notice, and students are advised to verify any important information with the relevant school authorities or official sources.

Furthermore, this handbook is not intended to be a substitute for professional advice or individualized guidance. Students or parents should consult with appropriate faculty members, advisors, or administrators for specific inquiries or concerns related to academic, administrative, or other matters.

By using this student handbook, you acknowledge that you have read, understood, and agreed to the terms of this disclaimer. The school or institution reserves the right to update, modify, or remove content from this handbook as deemed necessary and appropriate.



Revised 3/19/25

PHOENIX HIGH SCHOOL

Home of the Pirates

STUDENT & PARENT HANDBOOK



745 NORTH ROSE STREET, PHOENIX, OREGON 97535

OFFICE: (541) 535-1526 FAX: (541) 535-7511



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Dear Families:

Thank you for allowing us to be a part of your child's life and we look forward to a great year, partnering with our families. We value this partnership and research shows the stronger this partnership is, the more successful our students are. As we continue to recover from the Alameda Fire and serve in a post-pandemic capacity, our focus is to provide opportunities for families to engage in our district. Based on feedback, we are committed to engaging families in two-way communication, help our families support their child's academic needs at home, and be available for families. This is our promise to you.

Our District remains committed to "Excellence for Everyone", which includes our students, staff, and families. We know you are your child's first and most important teacher. Working together, we can achieve successful outcomes for all of our students. With the support of our school board, our district is committed to growing the connection and engagement from school to home.

Please feel free to contact my office to schedule an appointment with me or contact any of our schools to schedule an appointment with a principal. ***Together, PTS Rising will continue to rise above, and the partnership with families is vital to this success.***

Sincerely,

Brent Barry, Superintendent

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Contact Information

Frequently Used Numbers

Main Office	(541) 535-1526
Fax	(541) 535-7511
Student Manager	(541) 535-1526 Ext. 3017
Athletics & Activities	541-535-1526 Ext. 3001
Attendance Office	(541) 535-4456
District Office	(541) 535-1517
First Student	(541) 210-3153

Welcome Aboard the Pirate Ship!

The information in this handbook has been compiled to acquaint families and students with resources, guidelines, procedures and the organizational structure of Phoenix High School. This handbook also provides our students and families with expectations for students at PHS. Additional information about any topic covered in this handbook is available on our school website: www.phoenix.k12.or.us or by contacting the main office at (541) 535-1526.

Equal Educational Opportunity

Equal educational opportunity and treatment shall be provided to all students. No student legally enrolled in the District shall, on the basis of age, disability, marital or familial status, national origin, race, religion, or sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational

program or activity administered or authorized by the Board of Education. The school district staff is directed to make a continuous effort to provide equal educational opportunities for students and to eliminate those conditions that may cause discrimination.

Phoenix-Talent Schools #4 Vision

Together, we shall meet the challenges of preparing responsible, creative, life-long learners.

Guiding Principles:

We Believe...

- Education is the joint responsibility of the community, school, family, and student.
- Our schools must provide a safe, secure environment where healthy values, minds, and bodies can grow.
- Everyone can learn.
- The needs, interests, feelings, and developmental stages of each individual deserve recognition.
- It is our responsibility to encourage the development of self-worth and the full potential of each individual.
- Our educational program shall provide a core of knowledge that cultivates personal excellence for success in a global environment.

Rights & Responsibilities

Student Rights

- To have a copy of the student handbook.
- To appeal disciplinary decisions of administrators or staff.
- To be aware of the rights listed in this handbook.
- To submit a written description of activities the student wishes not to participate in due to religious convictions. Provide this information to the appropriate administrator who will consider the request and respond appropriately.

Student Responsibilities

- To follow staff directions and to comply explicitly with requests from administrators, teachers, school employees and/or school volunteers.
- To become aware of the contents of the student handbook.
- To comply with all rules of Phoenix High School and the Phoenix-Talent School District.
- To comply with all responsibilities listed in this handbook.
- To be responsible and well mannered.

Family Rights

- To expect their student to be presented with opportunities to grow and learn.
- To meet with teachers or administrators to offer input regarding their student's education.
- To appeal disciplinary decisions of administration or staff on behalf of their students.
- To expect regular communication from the school regarding their student's behavior/learning at school.

Family Responsibilities

- To help the student learn, exercise self-control and develop socially acceptable standards of behavior.

- To set an example for the student, especially as it affects respect for law, for the authority of the school, and for the rights and property of others.
- To instill within the student a desire to learn, a respect for honest work and an interest in exploring various fields of knowledge.
- To know and understand the regulations which govern the student's activities and the consequences of disobeying those regulations.
- To become acquainted with the school in which the student is enrolled through back-to-school nights, family/teacher conferences, school functions and classroom visitations (During school hours, all families and visitors are required to sign-in at the Main Office and obtain a visitor's pass).
- To have the student attend school regularly and inform the school by phone or in writing of their son/daughter's absence and the reason.
- To insure the student is clean, in good health, free from communicable disease, in compliance with the requirements of Oregon's immunization law, and dressed appropriately.

School officials have authority, rights, duties, and responsibilities similar to families with respect to student behavior in the school setting and at school-sponsored activities.

Community Resources

SafeOregon

SafeOregon is a program created for Oregon students, families, school staff, community members and law enforcement officers to report and respond to student safety threats.

- Website: <https://www.safeoregon.com/>
- Call: 844-472-3367
- Text: 844-472-3367
- Email: tip@safeoregon.com

Suicide Prevention and Intervention

Schools are exceptionally resilient and resourceful organizations, whose staff members may be called upon to deal with a crisis on any given day. Schools can be a source of support and stability for students and community members when a crisis occurs in their community. Accordingly, the Suicide Prevention and Intervention Plan is intended to help school staff understand their role and to provide accessible and effective tools. The entire plan can be found on our District website.

Enrollment

Resident students of high school age who have not reached their 19th birthday by the start of school in the fall will be admitted. Resident students 19 but not yet 21 by the start of school in the fall, who are receiving special education or are in need of further education to receive a diploma, will be admitted as "special students". They will be required to adhere to the same attendance and behavioral contract as inter-district transfer students. There are two exceptions to normal admission:

- Students who are under expulsion from another high school may be denied admission.

- Students expelled from another district for a violation of the federal Gun Free School Act of 1994 shall be denied admission.

Students may enroll in Phoenix High School at any time during the quarter. Those enrolling more than two weeks after the start of a quarter who have not been attending a high school will be enrolled in alternative education, given a home tutor, or started on a correspondence course until the start of the next quarter. Students must enroll for at least five classes unless they need fewer to graduate.

Students who drop out of school or transfer to another school for any reason must involve the family, student, and counselor to make arrangements for grades, return of texts, etc.

Disabilities

Students or families with auditory, visual, or other physical disabilities requiring special attention should notify a school administrator in writing of the specific disability and accommodations which may be needed to provide a quality educational experience for the student. Such notices will be presented to the Phoenix High School Student Services Team for consideration and action. Disabled students/families will schedule a meeting with the Student Services Team by contacting their student's counselor and the team will accommodate their needs in accessing school programs and services.

Interdistrict Transfers

Families or legal guardians may request a student be permitted to transfer to Phoenix High School even though the student resides in another attendance area. To do so, requests must be made in the form of an Interdistrict Transfer. Interdistrict Transfer requests may be submitted at any time but must begin in the student's resident district. The superintendent of the resident district must approve the student's transfer request before an admission request is made to the Phoenix-Talent superintendent. If the transfer request is granted by both districts, and the student and families sign an attendance and behavior contract, the student may then register for classes. Students attending Phoenix High School on an inter-district transfer agreement must maintain an attendance average of 92%, receive no more than one suspension per academic year, and will not be allowed to continue if expelled. Those with attendance and behavior requirements that are not met or inadequate academic performance will be notified and given an opportunity to correct these deficiencies or have their transfer authorization revoked. Students who move outside of the district during the school year will be allowed to continue at Phoenix High School under the same expectations for the current school year only before a transfer request must be made. Please Note: Interdistrict Transfers may impact athletic eligibility. Please contact the athletic director to answer any questions regarding your specific situation.

Questions on transfers? Call the Phoenix-Talent School District Office at (541) 535-1517.

If you have been displaced from your home due to wildfire and continue to live in temporary or transitional housing, an Interdistrict Transfer might not be necessary for the 2025-2026 school year. Please call our McKinney-Vento District Liaison at 541- 897-3730.

Homeless Assistance (McKinney-Vento Act)

Under the McKinney-Vento Act, homeless children and youth are entitled to immediate public school enrollment, immediate access to the free lunch program as well as other benefits. Homeless children and youth means individuals who lack a fixed, regular, and adequate nighttime residence. It includes children and youth who:

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- Are living in emergency or transitional shelters;
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

If you feel your child may qualify for benefits under the McKinney-Vento Homeless Assistance Act, please contact the District Office at (541) 535-1517.

Alternative Placement Options

Alternative Education

Alternative education program options have been established and approved by the Board to meet the individual needs of students. These programs will be made available to students who are in need of alternate learning styles or needs, which may include the following:

1. When severe disciplinary problems occur
2. When a student is at-risk for dropping out
3. When an expulsion is being considered or a student is expelled.
4. Other circumstances that require an alternative education setting.

Phoenix Talent Virtual Academy (PTVA)

PTVA is offered to PHS students who need a virtual learning environment. In the PTVA program, students access their coursework through an online program called Edmentum. Students meet with the program teacher once a week virtually and are expected to complete work independently. PTVA placement is made by a team decision including family(s) and is subject to space availability. Students in PTVA that are not maintaining adequate progress in the program will be required to enroll in a traditional school setting at PHS.

Academics

Scheduling

In the spring prior to each academic year, students will pre-register for courses through Advisory. Incoming freshmen will pre-register with their TMS Advisor and PHS staff to select classes. Teacher recommendations are used for core content and students select electives. Each year, PHS master schedule is created based on student requests from pre-registration and teacher availability. Our schedule consists of four 9-week quarters in each academic year. Courses are typically semester (two 9-week quarters) or yearlong.

Free Periods

Freshmen and sophomores must take a full class load (7 or more classes). Juniors and seniors are eligible to have a free period under specific circumstances. As a junior, students will need to be enrolled in two or more AP classes, a math, and a science to be eligible for one College Prep Study period. Seniors are required to take a minimum of five in-person courses. Seniors who are on track for graduation may be eligible for one or more free periods, please check with your counselor to determine eligibility. All College Prep Study and free periods are subject to counselor approval. Students typically need to provide their own transportation during those periods. Students not following Free Period guidelines on campus may have privilege revoked.

Schedule Changes

Students pre-register for classes at the end of the previous year and have the ability to change their schedule during the first full week of each semester. Limited changes can be made at the quarter (beginning of quarters 2 and 4). After that point, schedule changes will result in a WF (Withdraw with an F) and will affect the cumulative GPA of the student. Exceptions must receive counselor and administrator approval.

Grading

Class Policies & Syllabi

Specific grading procedures are an essential part of each course syllabus. All students should review course-grading standards carefully. Students are not permitted to take classes as Pass/Fail rather than for a letter grade unless the class is only offered as Pass/Fail.

AP Courses: Students enrolled in an AP class must maintain at least a C average each quarter. If the grade falls below a C, the student can be moved to a different class that earns the same type of credit. Instructors for AP courses will inform and update students and families regarding those expectations and let them know if sufficient progress is not being made. Since students may be enrolled in dual credit impacting their college GPA, it is crucial that they are staying on top of coursework and expectations for that class.

Report Cards & Progress Reports

At PHS, students receive progress reports mid-quarter, approximately every four weeks. Report cards are sent home at the end of each quarter (9-week grading period). These permanent grades are added to student transcripts at that time.

Honor Roll

PHS students enrolled in a minimum of 5 classes earning at least a 3.5 GPA for each quarter will be eligible for the honor roll. Students who received Fs will not be eligible.

Grades

Phoenix High School implements a two-grade system: a student's academic performance and a student's citizenship. The academic grade is based on a student's demonstration of how well they understand course content and essential

learning targets. On the official report card, there will be an academic letter grade for each class and a citizenship grade.

Citizenship Grading Information

A rubric for citizenship will be provided along with a student's grade report.

Academic Grading Scale

<u>4.0 GPA</u>	<u>3.0 GPA</u>	<u>2.0 GPA</u>	<u>1.0 GPA</u>	
A+ 99-100%	B+ 88-89%	C+ 78-79%	D+ 68-69%	F 59% and below
A 92-98%	B 82-87%	C 72-77%	D 62-67%	WF (Withdraw)
A- 90-91%	B- 80-81%	C- 70-71%	D- 60-61%	

Grades not impacting GPA:

- Incomplete (I)
- No Grade (NG)
- Pass (P)

A grade of D is a passing grade at the high school level, but that usually is not an acceptable grade for college admission purposes in core content courses.

Grade Changes

Grade changes can be made at the discretion of the instructor based on individual student circumstances with administrator approval.

All grade changes should be submitted to the Registrar within two weeks of the end of the grading period. At that time, all grades will become final and all Incompletes will be turned to Fs.

Grade changes beyond the two week window must have administrative approval.

Students who wish to improve the grade received in a course may re-enroll in that course at a later period. The original grade received will remain on the transcript in addition to the new grade earned.

Advisory

What Is Advisory?

Phoenix High School has created a student support system that allows for weekly meetings to help ALL PHS students keep on track academically and socially. Each advisory group is composed of approximately 20 students in the same grade level. An advisor will stay with their group throughout all four years of high school. Students must attend advisory a minimum of 80% per diploma requirements.

Why Advisory?

Oregon high schools have implanted a "Comprehensive Guidance and Counseling Program." Simply put, the state's directive is for all Oregon high schools to ensure a student's four-year high school schedule aligns with their actual goals/dreams. Students at PHS meet regularly and consistently with a teacher and other students of the same grade level. When the new state graduation requirements were implemented in 2007, attendance at PHS Advisory Meetings became mandatory. By maintaining good attendance and meeting Advisory requirements, a student earns .25 credit per year, totaling 1 credit by the time the student graduates.

Advisory Meets Requirements of new Oregon Diploma

Students will complete during Advisory:

Education Plan and Profile – Develop an education plan and build an education profile to guide learning toward student's personal, career and post-high school goals.

Career-Related Learning Experiences – Participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to a student's education plan.

Extended Application – Apply and extend knowledge and skills in new and complex situations related to the student's personal and career interests and post-high school goals.

What Are The Core Differences/Similarities Between A PHS Counselor And An Advisor?

- Both a Counselor and an Advisor work to help students succeed in high school.
- An Advisor sees a student 1x a week, providing the opportunity to build a stronger relationship.
- A Counselor sees a student on a needs basis.
- Both a Counselor and an Advisor provide academic counseling, while only a counselor can actually schedule classes or add/drop classes.
- A Counselor is available during all school hours while an Advisor is available during Advisory time to assist their Advisees.

Sample Advisor Activities/Projects

- Transcript Review
- Student Government Communications
- Yearly Student Led Conference (diploma requirement)
- Senior Project Preview
- Registration for classes
- Forecasting for classes

Diploma

Diploma Types

Phoenix High School offers Regular, Honors, Extended, and Modified diplomas along with an Alternative Certificate. Below is a snapshot of each diploma type's requirements. See [the PHS Course Guide](#) for details about each diploma type and courses that fulfill each category.

Subject Area	Regular Diploma	Honors Diploma	Modified Diploma	Extended Diploma
English Language Arts	4	4 (at least 3 adv. or AP)	3	2
Math	3 at Algebra I or above	4 (through Pre-Calculus)	2	2
Science (at different levels)	3	4 (through APES or Physics)	2	2
Social Studies (3 credits)	3	3	2	3
Physical Education	1	1	1	1
Health	1	1	1	1
World Languages / Fine Arts / Career & Technical Education	3	3 (2 credits of the same World Language)	1	1
Elective <i>(Required for students beginning with Class Of 2027)</i>	5	5	11	n/a
Electives	6	6	12	n/a
Career and College <i>(Required for students beginning with Class Of 2027)</i>	.5	.5	.5	n/a
Personal Finance <i>(Required for students beginning with Class Of 2027)</i>	.5	.5	.5	n/a
Total	24	26	24	12

Senior Capstone & Pirate Points

To meet Oregon State requirements for extended application, students complete a capstone presentation at the end of their senior year that outlines the student's accomplishments while in high school including Pirate Points. Pirate Points are earned by participation in school sponsored activities and athletics as well as community service. PHS students complete and track these service and activity hours in different categories throughout their time in high

school with their Advisor. Students must earn at least 3 Pirate Points through community service, which equates to 3 hours. Pirate Point forms are available from student's Advisories as well as in the Student Resources office.

Educational Plan and Profile

Develop an education plan and build an education profile to guide learning toward student's personal, career and post-high school goals.

Early Graduation

Students who are interested in early graduation should talk with their counselor about their next steps no later than the end of their sophomore year. Students and families are responsible for earning and paying for any credits they need outside of the school day at Phoenix High School. Credit retrieval and PHS summer programs are not available to students pursuing early graduation.

The process for completing an application is as follows:

- Meet with your school counselor to discuss credit needs, other graduation requirements, and post-graduation plans to see if an early graduation is in your best interest.
- Submit a letter requesting approval for early graduation to your school counselor including the following information:
 - a. What are your goals after high school?
 - b. How does an early graduation support these goals?
 - c. What have you already done to work towards your goals?
 - d. How do you propose to earn the necessary credit required for graduation by the end of your 3rd year?
- Attend a family meeting to receive school administrator approval. The meeting should include the student, family, counselor and school administrator. Meeting topics will include future plans, timeline for completion, and next steps.

Assessments

Statewide Assessment (SBAC)

Update for 2025-2028: The Assessment of Essential Skills graduation policy remains suspended through 2027-2028 as per the October 2023, Oregon State Board of Education decision in response to the recommendations found in the Senate Bill 744 Report. However, juniors are still required to participate in testing and are encouraged to take advantage of opportunities like the PSAT to prepare for higher education opportunities.

Following Oregon State and Local Performance Assessment requirements, PHS assesses all juniors in English Language Arts, Math and Science Smarter Balanced exams. This is the most common way students meet the Essential Skills requirement for graduation. For all other options, see the PHS Course Guide. Testing is typically done in the spring.

AP Exams

For all AP exams, students will sign up through their AP course. These tests are optional and not tied to any PHS or college grade. Signups are due by November, tests occur in May and scores are typically released in July. All AP exams have a nominal fee; students who qualify for free/reduced meals according to the Federal Income Survey may qualify for an AP exam fee waiver.

For more information about testing and college credit, please refer to the PHS Course Guide.

Graduation

Phoenix High School graduation is held on campus at Jack Woodward Stadium on Phoenix Talent Rising Field.

Below are details about awards given at graduation and requirements for participation.

Participation in Graduation

Only students who have met appropriate graduation requirements (regular, modified, extended, etc.) will be allowed to participate and walk in the graduation ceremony. This includes credit requirements, senior capstone presentation, and senior checkout.

Graduation Requirement	Deadline
Credit Retrieval (if needed)	Friday one week prior to graduation by 4:00pm
Quarter 4 Coursework	Friday prior to graduation by 4:00pm
Capstone Presentation	Friday prior to graduation.
Senior Checkout	Friday prior to graduation by 4:00pm

If students still have outstanding credit retrieval past the deadline listed above, they can complete that work towards a diploma but *are not eligible* to walk at graduation. Credit retrieval is not available for quarter 4 classes to walk at graduation. If students do not pass necessary quarter 4 classes, credit retrieval will be an option for diploma completion the week after graduation.

PHS will schedule that includes for capstone presentations. All seniors are required to present that day.

Senior checkout: This will include sign offs by all current teachers, a senior exit survey, textbook and Chromebook check-in, transcript review by school counselors, and school fees. Any student with outstanding fees will need to arrange payment with administration prior to walking in the graduation ceremony. Seniors are eligible to sign the senior wall after checking out.

Valedictorians & Salutatorians

The qualifications for both of these awards are as follows. Candidates within a few hundredths of each other may be considered co-valedictorians or co-salutatorians by the administration after considering the level of difficulty of courses taken.

- Meet the criteria for an Honors Diploma (see PHS Course Guide).

- Valedictorian: Highest cumulative GPA through the 3rd quarter of senior year, except candidates graduating early will have their final quarter grades counted as well.
- Salutatorian: Second highest cumulative GPA through the 3rd quarter of senior year, except candidates graduating early will have their final quarter grades counted as well.
- Students may take the equivalent of any of the above classes at SOU; see counselor for approval before enrolling in SOU classes.
- Any documented evidence of cheating or plagiarism will automatically disqualify candidates.
- Have a school attendance record that is, in the sole judgment of the selection committee, free from excessive unexcused absences or tardies.
- Have a disciplinary record that is free from major rule violations.

Graduation Awards

Students can earn a variety of recognitions for graduation. Students who meet GPA requirements by the end of quarter 3, regardless of diploma type, will receive gold and silver cords. Additional cords that can be earned for graduation are as follows.

- Gold Cord: Cumulative GPA of 3.70 and above
- Silver Cord: Cumulative GPA of 3.5-3.69
- Light Blue Cord: The Oregon State Seal of Biliteracy*
- Purple Cord: Career and Technical Education Program Completer*
- RCC or SOU Honors Cord based on credits earned

*Please see the PHS Course Guide for more information on how to qualify for these awards.

Other departments and programs may offer students other items such as pins, medallions, and stoles to wear for graduation.

Activities & Athletics

In addition to information provided here, there is a PHS extracurricular handbook to guide students and families. Please contact the PHS Activities and Athletics department for more information.

Eligibility Criteria & Registration

Please go to this Link to create an account: <https://students.arbitersports.com/organizations/phoenix-talent-athletics>

Student athletes are required to have on file, with the Athletic Department through the online registration platform, the following documents PRIOR to participating in PHS athletics:

- Family Consent Form
- Up to date OSAA Athletic Sports Physical (required every 2 years per OSAA).

- Proof of Medical Insurance Coverage (or must be purchased through Myers, Stephens & Toohey if student is NOT otherwise covered – refer to insurance section under general information.)

Physical Education Credit

Student-athletes participating in OSAA sanctioned sports can receive Phoenix High School PE credit. The credit will be awarded in the manner of a Pass/No Pass grade. In order to earn credit students must meet the following criteria below:

- Start the sports season within the first week of scheduled practices
- Finish the sports season
- Be academically eligible the entire season
- Attend at least 80% of the practices and competitions

Students will NOT need to officially register for a class with their counselor. The administration and counselors will add an 8th period, “Team Sports” to the student’s schedule if they choose to try to earn the credit. This 8th period class will NOT count towards the OSAA enrollment rule of being enrolled and will NOT count towards passing a minimum of 5 classes.

Phoenix High School athletes and activity members are held to an academic standard beyond the minimum standards established by the OSAA. Below is a list of requirements that students must adhere to in order to be eligible to participate.

- 2.0 GPA during each grading period or teacher referral to the Athletic Director
- No F’s during the current playing season
- No unexcused absences during the day of a contest or the last school day preceding a contest (ex. Friday for a Saturday contest)
- Behavior referrals may impact eligibility
- A minimum number of credits must be earned in the year prior to competition for sophomores and above:
 - Sophomores: 4.5 credits
 - Juniors: 10 credits
 - Seniors: 17 credits

Additionally, OSAA requires that a student must have passed a minimum of 5 classes the previous grading period and be currently enrolled in, regularly attending, and passing 5 classes per quarter. Students must also be making sufficient progress towards graduation.

The Athletic Director, with coaches and advisors, will support the academic success of students by:

- Checking grades and classes at the beginning, at progress report time, the end of each quarter, and if a coach/teacher/advisor has a concern about a student.

- If a student is not passing, they will be responsible for submitting weekly progress reports to the Athletic Director and coach/advisor until grades are at a passing level. If this does not occur on a specified timeline, the student will be ineligible for contests until progress is made.

Students will NOT need to officially register for a class with their counselor. The administration and counselors will add an 8th period, “Team Sports” to the student’s schedule if they choose to try to earn the credit. This 8th period class will NOT count towards the OSAA enrollment rule of being enrolled in, and passing a minimum of 5 classes.

Attendance Standards

In order for a student to participate in a school activity, they must attend school for the entire day. A student missing any class period on a day of participation must have Athletic Director/Administrator approval prior to being allowed to participate.

When a student anticipates a missed class due to a school activity, it is their responsibility to notify the teacher at least one day in advance. It is the responsibility of the student to acquire the missed assignments, turn in the make-up work and keep up with all assignments and class requirements. Students with chronic attendance problems may receive an Activity suspension.

Student Organization Guidelines

Voluntary student-organized clubs, which are not curriculum-related, may meet on school premises during non-instructional time. If the content of such a clubs meetings is religious in nature, school staff may attend only in a non-participatory manner. Staff may be assigned to attend such meetings for custodial purposes only, but will not be compelled to attend a meeting if the content of the speech at the meeting is contrary to that person’s beliefs.

“Voluntary student initiated clubs” must:

- Not be sponsored by the school, government or its agents or employees;
- Not materially and substantially interfere with the orderly conduct of educational activities within the school.

“Curriculum related” student organizations must meet one of the following:

- Group’s subject matter is actually taught in a regularly offered course.
- Participation in the group is required for a particular course or results in academic credit.

“How do I start my own club?”

- Fill out an application form (Main Office)
- Demonstrate to the principal or athletic/activity director that there is student interest in your club.
- Recruit an adult who would be willing to provide custodial supervision and a meeting place.
- Provide principal or athletic/ activity director club mission statement and guidelines.

“How do I fundraise for my club?”

- Pick up a PHS Fundraising form from the Main Office and return it to the athletic/activities director.
- Create a Club Account through the PHS Bookkeeper.
- All Proceeds must be deposited and distributed through PHS Club Account and PHS Bookkeeper.

Dances

School dances are an integral part of the extracurricular activity program at PHS. The following rules apply to all dances:

- A valid PHS Student Body Card must be shown to gain admittance to all dances.
- Students may bring **one** guest if a guest pass has been acquired in the school office and appear 3 days prior to the dance.
- Guests need to be attending another high school and submit a signed permission form from their home school along with a business card of the administrator who signed the form. Non high school enrolled guests must provide valid ID and be between the ages of 18-20. Any exceptions must be approved by the school administration and/or SRO.
- Students who leave the dance will not be readmitted.
- All bags, purses, coats, etc. will be checked into the coat check upon arrival to the dance.
- No outside food or drinks are allowed.
- All school rules are enforced at dances and other after school activities. Students who break school rules will be escorted from the dance and their parents/guardians will be contacted.
- The SRO and other school officials will be on duty for all dances.

Dance privileges and guest passes may be withheld or revoked from students with referrals, poor attendance, or outstanding F's in classes.

Attendance

Secondary Attendance

Importance of Regular Attendance

The goal of Phoenix-Talent Schools is to provide students with a successful educational experience. To do this, regular attendance is necessary, as it is one of the most critical factors in student success. Frequent absences may negatively impact a student's skill development, self-esteem, connection to the school community, and academic progress.

Whether an absence is excused or not, missed days add up quickly, for example:

3 missed days in one month = student has missed 15% of instruction

5 missed days in one month = student has missed 25% of instruction

Children between 7 and 18 years of age, who have not completed the 12th grade, are required to regularly attend a public full-time school (ORS 339.010). Every person having control of any child between the ages of 7 and 18 years

of age, who has not completed the 12th grade, is required to send such child to, and maintain such child in regular attendance at, a public full-time school during the entire school term (ORS 339.020).

Truancy Process

Any student not meeting the requirements for school attendance (attending at least 90% of the school days) as defined by ORS 339.065, will be considered truant.

To encourage regular attendance and meet the requirements of the law, school staff will contact families when attendance rates drop below a certain percentage to offer support and work with families and students to improve attendance.

Oregon State law (OAR 581.023.0006) requires the district to withdraw the student from school when a student reaches 10 consecutive days absent (excused or unexcused).

Reporting Absences

Please call the attendance office before 8:40 a.m. to let us know your child will not be at school for the day. You may also leave a phone message for us at any time.

Please note: students must be in attendance for the full school day to be eligible to participate in athletic or activity practices or competitions and other school-sponsored activities or events. A student may still participate if they have a pre-arranged excused appointment that is not longer than one class period.

Absences must be excused within 48 hours. After this time, we will no longer be able to excuse the absences.

Types of Absences

Excused Absences (E)

Talent Middle School will use the following parameters when marking an absence an Excused Absence:

- Illness, including mental and behavioral health of the student
- Medical or health care appointments
- Emergency situations that require the student's absence
- Religious holidays and instruction
- School-sponsored activity
- Other reasons deemed appropriate by the school administrator when advance satisfactory arrangements have been made with the school

Mental Health (M)

Student mental health day, caregiver confirmed Excused Absence. Information about mental health absences:

- Mental health absences do not require a doctor's note
- Students may take up to 5 Mental Health days every 3 months
- A provider note may be required after 5 mental health absences in 3 months

Activity (A)

School-sponsored activity (includes sports, counselor, field trips, etc.) -- These are not included as an absence, but note that the child is not in the classroom.

Verified Unexcused (V)

Unexcused Absences

Students are expected to be at school whenever possible. When students need to miss school for a reason that is not considered excused, the student will be marked unexcused. Reasons for an unexcused absence may include (this is not an exhaustive list):

- Vacation
- Sleeping in or missing the bus
- Providing care for younger or ill siblings/family members
- Driver education and/or tests
- Off-campus lunches
- Non-medical, dental, or legal appointments
- Vehicle repairs or car problems
- Sports activities that are not sponsored by the school

Suspension (S)

Out of school suspension. Directed by school administration only.

Suspension (I)

In-school suspension. Directed by school administration only.

Unverified Unexcused (U)

These are absences that have not been communicated to the school. An unknown absence will result in contact from office staff to verify the well-being of the student.

Skipping (K)

Any student that is on campus, not in their scheduled classroom, without a pass from their teacher, or seen off campus when scheduled to be in class, shall be considered skipping. Students who leave class and are gone for 20 minutes or more shall be considered skipping. Skipping will result in disciplinary action.

Absences for Appointments

Please make every effort to schedule appointments outside the school day. To excuse an absence for a medical or dental appointment, please call the attendance office or send your student with a note to the office on the day of the appointment.

Appointments that are not of a medical or legal nature (for example, an appointment for a haircut) will be considered unexcused.

Tardies

It is important that students make every effort to arrive at school/class on time. Arriving late to class is disruptive to the learning environment and leads to students missing out on important instruction time in the classroom.

A student will be considered tardy if they are not in the classroom when the tardy bell rings. Staff will work with students who are chronically tardy (three or more times in a week) to remedy tardiness concerns. Chronic tardiness may result in disciplinary action.

Students who arrive at school after the daily start time will be considered tardy and will need to check in at the attendance office before reporting to class.

Excused Tardy (T)

A tardy will be marked as excused if the student arrives past the scheduled class start time as a result of an appointment or another excused reason.

Unexcused Tardy (X)

A tardy will be marked as unexcused if the student arrives past the scheduled class start time for any reason that is not excused (sleeping late, lost track of time, etc.).

Pick Up During School Hours

Students will only be released to families/guardians or individuals listed as emergency contacts on the student registration form. Releasing a student to someone else will require written permission from the family/guardian.

Tardy Policy

A student is considered tardy to class if the student is not in class when the tardy bell rings.

The student management team runs a tardy report weekly. A student will receive the following consequences for their tardies:

4 tardies	1 lunch detention, conversation/circle with Student Management Team
6 tardies	2 lunch detentions conversation/circle with Student Management Team
8 tardies	3 lunch detentions conversation/circle with Student Management Team
9-12 tardies	1 day in school suspension conference with Student Management Team, family contact, possible family meeting, Attendance contract
13+ tardies	Refer to Admin Team family meeting, conversation/circle with Student Management Team, loss of off campus privileges for semester, Attendance contract

- If students receive lunch detention, lunch will be provided from the cafeteria or they can bring one from home.
- A student who is chronically tardy is considered to be insubordinate and, at the discretion of the administrator, may receive further discipline, which may include in school suspension.

Skipping Policy

Any student that is on campus, not in their scheduled classroom, without a pass from their teacher, or seen off campus when scheduled to be in class, shall be considered skipping. Students who are gone from their class for 20 minutes or more shall be considered skipping. The student management team runs a weekly skip report.

Consequences will be assigned:

1 Skip	1 lunch detention, conversation/circle with Student Management Team
2 Skips	2 lunch detentions conversation/circle with Student Management Team

3-5 Skips	Half day in school suspension conversation/circle with Student Management Team, family contact
6-8 Skips	Full day in school suspension conversation/circle with Student Management Team, family contact, possible family meeting, Attendance contract
9+ Skips	Mandatory family meeting, conversation/circle with Student Management Team, loss of off campus privileges for semester, Attendance contract

Conduct & Discipline

Phoenix High School believes that students who are taught what to do and know what to do, almost always do it. Based on that belief, the staff at Phoenix High School is committed to working together as a team to support a positive school climate. A positive school climate occurs when students take responsibility for their own actions and treat themselves, the students and the school with respect. These students can “Make Success Happen” for themselves and the entire school.

Support for Student Safety

- Cameras monitor school facilities – Inappropriate behavior caught on our camera system may result in disciplinary action. Camera footage is recorded 24 hours/7 days a week but not physically monitored at all times. Students are encouraged to report problems of any kind to school officials. School officials will not reveal identity of sources.
- Student Manager: The student manager supervises our facilities and hallways. They are linked via radio to school officials and Phoenix Police Dept. Her office is located in the Commons.
- School Resource Officer/SRO: The SRO will provide support and assistance for all students at PHS. All SRO business is conducted in partnership with PHS administration. Though the SRO is a uniformed and trained police officer, his job and area of expertise is community and student support. The SRO’s office is located in the main hallway. They can be contacted at [535-1526 ext. 3066](tel:535-1526).
- PHS Attendance Team: A broad and diverse team of school and community professionals whose purpose is to address chronic truancy.
- Student-Mediation: Trained student mediators help address conflicts between peers.
- Restorative Justice: When a harm is caused by a student, the student has an obligation to make things right. The restorative process involves students, teachers, administrators and/or staff to support students in taking responsibility and making things right. Restorative practices aim to build competencies in students through reconciliation with those harmed and the school community.
- Crisis Counselor - Provides mental health counseling support for students.

All students have rights and responsibilities. These rights and responsibilities apply to extracurricular and co-curricular activities as well as other “school sponsored” events.

Phoenix High School Community Resource Guide

The following phone numbers are provided to help families and families. If you are having serious problems, PHS will work to connect you with the appropriate resource. Please do not hesitate to call PHS or any of the following agencies for help in an emergency.

Youth Info Helpline	877-553-8336	Narcotics Anon.	800-733-8855
Crisis Intervention	541-774-8201	Alcoholics Anon.	541-773-4848
Suicide Prevention	541-774-8201	Al-Anon Family Group	888-425-2666
AIDS/STD Hotline	800-777-2437	Maslow Project	541-608-6868
Drug/Alcohol Hotline	800-923-4357	SafeOregon	844-472-3367
Runaway Switchboard	800-786-2929	On Track	541-772-1777
Dunn House/Rape Crisis	541- 779-4357	Hearts with a Mission	541-646-7385
Addictions Recovery Center	541-779-4520		

Off Campus Behavior

Responsible PHS students in good standing have the privilege of open campus lunch. The student conduct code and disciplinary consequences apply to student conduct during lunch, even if students are off-campus.

Freedom of Expression

One of the basic purposes of schooling is to prepare students for responsible self-expression in a democratic society. Citizens in our democracy are permitted freedom of expression under the First and Fourteenth Amendments of the U.S. Constitution. Students, as citizens, have the right to free expression and must bear the responsibility for the consequences of such expression. Students must note that libelous, profane, offensive or obscene matters are prohibited from all school publications. Any offensive, profane or obscene oral, written, or electronically communicated language by students may be sufficient cause for discipline. Such language is inappropriate in the school setting.

Search and Seizure

If school officials have reasonable cause to believe that an illegal act or violation of school rules and regulations has been, is being, or is about to be committed, or possession of contraband is suspected, school officials may search persons, personal property, including property or facilities provided by the school, and vehicles. They may seize any property deemed injurious or detrimental to the safety and welfare of the students or personnel. When reasonable suspicion is evident, school officials may elicit the assistance of the SRO or other law enforcement resources or tools. Our SRO routinely talks to students during the school day regarding criminal and non-criminal issues. Families will be contacted when appropriate to notify them of the contact with law enforcement.

Gang Behavior

Phoenix-Talent Schools has defined a gang as a group of two or more persons whose purpose is to commit illegal acts or whose activities can cause a substantial disruption to school or school activities. Phoenix-Talent Schools do not allow gangs or gang membership and therefore will not permit students to:

- Wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign or other things that suggest membership or gang affiliation.
- Participate in activities (gestures, handshakes, etc.) that suggest membership or gang affiliation.
- Promote gangs or gang activities by soliciting membership, intimidating others, encouraging physical violence, committing illegal acts, etc.

If a student appears to be engaging in real or simulated gang activity, school staff will work with the student's family to address the situation and support the student in making positive choices and may result in suspension or expulsion.

Harassment (Bullying) ORS 339.351 ORS 174.100

Harassment of students by a member of the staff to a student, by a student to another student or by a student to a District staff member will not be tolerated in this school or in this District. Harassment by Board members, families, vendors and others in this School District is prohibited. Harassment on the basis of race, religion, sex, national origin, disability, sexual orientation, familial or marital status or age means conduct of a verbal, written, electronic or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students. Examples include, but are not limited to, when:

- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.
- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in District programs or activities.

Harassment as set forth above may include, but is not limited to, the following:

- Verbal, physical, written, or electronic communication harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, etc.;
- Demeaning jokes, stories or activities directed at or about the student.

Sexual Harassment ORS 342.700

Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Examples include, but are not limited to, when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in District programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student;

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment;

Sexual harassment as set out above may include, but is not limited to, the following:

- Verbal or written harassment or abuse;
- Pressure for sexual activity;
- Repeated remarks to a person with sexual or demeaning implications;
- Unwelcome touching;
- Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, achievements, etc.

The School and/or District will promptly and reasonably investigate allegations of harassment. Any student who has knowledge of or feels he/she is a victim of harassment should immediately report their concerns to the building administration. If the principal is the subject of the complaint, the report needs to go through the superintendent. Often the identity of the person reporting bullying or harassment can be kept confidential. Students are strongly encouraged to make use of resources in the school that are available to them such as peer mediation, counseling, etc. should they be involved in conflicts with other students.

Violation of the harassment policy may result in discipline, up to and including suspension and expulsion. The SRO or other law enforcement officer will also be notified of the offense. Students face possible prosecution for assault, harassment, disorderly conduct, or other offense if an investigation determines the student has committed a crime.

Retaliation against a student who has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding is prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to discipline up to and including suspension and expulsion and may include police contact.

Dress Code

Responsibility for dress rests primarily with students and their families. The district's dress code is established to promote safety, prevent disruption, and support healthy hygiene habits.

- Dress and footwear should be suitable for the work students do in each classroom setting.
- Students have the right of freedom of expression in their dress as long as it is not inappropriate, puts any student in danger, disrupts the classroom environment, and does not interfere with another student(s) access to an education.*
- Underwear and undergarments should be concealed.
- Clothing should cover from armpits to mid-thigh.
- Special classes such as shop, physical education, art and others may require special dress for safety, protection or performance reasons.

District expects student dress to meet standards, which ensure that either of the following conditions do not exist:

- Disruption or interference with the classroom learning environment.
- Threat to the health and/or safety of the student concerned or of other students.

Wearing clothing (including hats, bags, buttons, pins, or stickers) displaying drug, alcohol, tobacco, marijuana, gang symbols, hate speech, obscenities, or sexual innuendo is prohibited.

If a student is not dressed appropriately, student management/administration will work with the student to correct their outfit as necessary.

*See Every Student Belongs Policy

Bus/School Transportation (541) 201-3153

All students who ride a school bus at any time during the year, including sports, field trips, etc., must abide by the following Code of Conduct:

1. Students shall be under authority of the bus driver.
2. Students shall refrain from fighting, wrestling, or boisterous activity.
3. Students shall use the emergency door only in case of emergency.
4. Students shall be on time for the bus both morning and evening.
5. Students shall not bring animals, firearms, weapons, or other potentially hazardous material on the bus.
6. Students shall remain seated while the bus is in motion.
7. Students may be assigned seats by the bus driver.
8. Students shall cross in front of the bus or as instructed by the bus driver when necessary to cross the road.
9. Students shall not extend their hands, arms, or heads through bus windows.
10. Students shall have written permission in order to leave the bus other than at home or school.
11. Students shall converse in normal tones; loud or vulgar language is prohibited.
12. Students shall not open or close windows without permission of the driver.
13. Students shall keep the bus clean, and must refrain from damaging it.
14. Students shall be courteous to the driver, to fellow pupils, and passers-by.
15. Students shall forfeit their privilege to ride on the buses if they refuse to promptly obey the directions of the driver or refuse to obey.

The bus driver may issue students violating the Code of Conduct a citation. Consequences include warning, assigned seating, family conference, behavior contract, etc., and/or suspensions of up to 10 days, or expulsion (for the remainder of the semester or year) from the bus privilege. Any time bus riding privileges are suspended, the bus supervisor shall notify the families. The third (3rd) citation and any "severe" citations will result in suspension (up to 10 days). The fourth (4th) citation will revoke bus-riding privileges for a minimum of two (2) weeks or the balance of the school year. Consequences for citations may be appealed by the student and family to the Superintendent, and the Board.

Students are reminded that buses are equipped with video cameras, which record student behavior. Citations may be issued on the basis of video information.

Classroom Management Plans

Each teacher establishes a classroom management plan outlining classroom agreements, rules and general expectations. Each teacher's syllabus contains these plans and they are reviewed with students frequently. Should any student's behavior negatively impact the classroom's integrity, families/guardians will be notified via phone call and/or email. A family conference may also be requested.

In the event of repeated distractions or violations of school rules, students may be referred to the Student Manager. Student conduct sanctions may be issued in an attempt to correct negative behaviors.

Students who create a significant or continuous disruption to the learning environment may be temporarily removed from class. Further consequences will be determined based on the severity and nature of the disruption. Repeated disruptions will be addressed through progressive discipline and restorative practices, with parent involvement to support the student's success. Classroom removal is temporary and part of a plan to re-engage students in learning.

Commons

Students with unscheduled class time may use the commons area near the library for study and school related activities.

Discipline Information

Levels of Discipline

1. Student Responsibility: begins with an explanation and understanding of classroom and school expectations.
2. Family Partnership: Phoenix High School seeks to build strong, trusting family relationships with frequent and genuine communication. Home/school partnerships are crucial to ensure all student behavior is safe and leads to academic success for themselves, and all others.
3. Infractions and Referrals: Phoenix High School uses a referral and infractions system to monitor and facilitate student behavior as it relates to responsibility, safety and respect. 3 Infractions will result in 1 lunch detention, more infractions in the same quarter can result in further consequences. Referrals are for major behaviors that may result in lunch detentions as one level of discipline up to but not limited to suspensions.
4. Seatbelt List: Students that have chronic attendance related and/or behavior issues will lose the privilege of leaving the classroom. Students can earn their way off the seatbelt list by documented improvement.
5. Restorative Justice: When a harm is caused by a student, the student has an obligation to make things right. The restorative process involves students, teachers, administrators and/or staff to support students in taking responsibility and making things right. Restorative practices aim to build competencies in students through reconciliation with those harmed and the school community
6. Family Meeting: From time to time, your participation at school may be necessary. Your input may be solicited to create behavior contracts in order to encourage prosocial behavior.
7. In-School Suspension: This is an opportunity to serve a consequence at school. Students will have an opportunity to complete homework assignments and make up missing work. The student must maintain

appropriate behavior during their time in In-School Suspension or Out-of-School Suspension will be assigned immediately.

8. Out-of-School Suspension: Students will be assigned out-of-school suspension for behavior violations inline with our behavior matrix. A student could also receive an out-of-school suspension for inappropriate behavior while in the In-School suspension room (see next page for a complete explanation of suspension policy).
9. Expulsion: Denies the student access to regular classes including activities at Phoenix High School for up to one calendar year from the date of expulsion. Students being expelled have a right to a hearing with the superintendent in accordance with OAR 581-21-070. Decisions to expel may be appealed to the school board who may affirm, modify, or rescind the superintendent's decision. Families will be notified if the school chooses to proceed with an expulsion. Expelled students will be offered appropriate alternative education during the expulsion

The school's position on misbehavior, when it includes a violation of Oregon Law, will be to notify the police.

Suspension

1. The Phoenix High School administration may suspend students.
2. Suspensions will not exceed ten consecutive (10) school days.
3. The student must have an opportunity to appear at an informal hearing before the principal or their designee and has the right to challenge the reasons for the intended suspension or otherwise explain their actions.
4. The principal or their designee must give written notice of intention to suspend and the reason for the possible suspension to the student.
5. The suspending official or designee will attempt to contact the home immediately to notify the family, guardian, or custodian of the suspension. Notice must include the reason for the suspension and the right of the student, family, guardian or custodian to appeal to the Superintendent and the conditions, if any, for reinstatement. Students shall be allowed to make up schoolwork upon their return from the suspension that reflects achievement over a greater period of time than the length of the suspension. For example, the students shall be allowed to make up final, mid-term, and unit examinations, without an academic penalty.
6. In special circumstances, a suspension may be continued until some specific pending action occurs, such as a physical or mental examination or incarceration by court action if the school is unable to make immediate arrangements with families.
7. Administrator may require a re-entry meeting before coming back to school.

The Phoenix Talent School Board authorizes student suspension for one or more of the following reasons:

1. Willful violation of school regulations;
2. Willful conduct that materially and substantially disrupts the rights of others to an education;
3. Willful conduct that endangers the student, other students or staff members;
4. Willful conduct that endangers or damages school property.
5. Willful disobedience, open defiance of authority, or use of profane or obscene language.

Each suspension will include a statement of the reasons for suspension, the length of the suspension and a plan for readmission. No suspension shall extend beyond ten school days. The District may require a student to attend school during non-school hours as an alternative to suspension. Every reasonable and prompt effort must be made to notify the families of suspended students. Students who are suspended may not attend after-school activities and athletic events, be present on District property without a family, or participate in activities directed or sponsored by the District.

ORS 339.240 - 339.250 OAR 581-21-065

Expulsion

A PHS administrator and, through the Superintendent, may recommend that a student be expelled. Through this action, the student may be excluded from the regular school program and all activities, including extra-curricular activities, not to exceed beyond one calendar year. The student and family are notified of charges by telephone and certified letter. The procedure for expulsion follows in accordance within due process and administrator regulations.

Risk Assessment

The threat of violence in or around schools has become an increasingly serious issue for which all schools must be prepared. If any member of the staff is threatened, hears a threat or a student is threatened with death or serious bodily harm, the building administrator will notify the family and arrangements will be made to contact the school district's threat assessment team for a screening interview to determine the student's potential for violence. The psychologist will determine the need for further Risk Assessment and advise the school accordingly.

Discipline Matrix

The following chart provides students and families an outline of consequences for violations of student conduct rules. Police contact as referenced in the following table means the police will investigate to determine if the action is criminal in nature. There will be possible legal consequences.

Prior to using this matrix, staff will engage in the restorative process.

Behavior	1 st Level Offense	2 nd Level Offense	3 rd Level Offense
ARSON – A student may not set fire or attempt to set fire to any part of the school property. ***ORS – 164.315, .325	1-year expulsion. Police contact.		
ASSAULT – Physical attack on another person. Intentionally, knowingly, recklessly or with criminal negligence causing physical injury to another person. ORS – 163.160, .165, .175, .185	1-10-day suspension or expulsion. Police contact.	Expulsion. Police contact.	
ATTENDANCE FRAUD – A student may not in any way, in writing or verbally, attempt to falsify student attendance records. ORS – 165.007, .013 (FORGERY)	Unexcused absence. Family contact.	1-5 day in-school suspension. Family contact.	1-5 day in-school suspension Attendance contract.
BIAS INCIDENT – A bias incident is any hostile expression that may be motivated by another person’s race, color, disability, religion, national origin, sexual orientation, or gender identity. A bias incident can be verbal, physical, or visual, and can target someone in a protected class, a family member, or even someone incorrectly perceived to be in a protected class.	Student conference, Verbal/written warning, family communication, educational intervention (e.g., sensitivity training, cultural awareness workshops) and Restorative response to repair harm	See 1st offense and: Check In/Check Out, Loss of privileges, suspension and/or expulsion and Referral to law enforcement	See 1st & second offense and: Loss of privileges, suspension and/or expulsion and Referral to law enforcement
BICYCLES, ROLLERBLADES, SKATE-BOARDS (may be used as transportation to school, but cannot be used on campus)	Reprimand	Confiscation and 1-10 day suspension.	Confiscation and 5-10 day suspension.
BUS VIOLATIONS	Determined by First Student	Family contact. Possible loss of bus privilege.	Possible loss of bus privilege.
CELL PHONES/ELECTRONIC DEVICE – Students must keep cell phones silenced and away in a backpack or locker during instruction and passing period times. Students will be allowed to use cell phones before the first bell of the day, during breakfast break, lunch break, and after the last school bell rings. At all other times, cell phones will be silenced and in a backpack or locker. Should cell phones be out during instruction and/or passing periods, a staff member will confiscate the cell phone. Refusal to turn over a cell phone will result in consequences aligned with insubordination.	Phone will be picked up by Student Management/Admin. Student can pick up the cell phone during the school’s office hours. Refusal to turn over a cell phone will result in consequences aligned with insubordination.	Phone will be picked up by Student Management/Admin. A parent/guardian can pick up the cell phone during the school’s office hours. Refusal to turn over a cell phone will result in consequences aligned with insubordination.	Phone will be picked up by Student Management/Admin. A parent/guardian can pick up the cell phone during the school’s office hours. Then, a parent/guardian and student will meet with the administration to create a “cell phone plan.”

Behavior	1 st Level Offense	2 nd Level Offense	3 rd Level Offense
CHEATING/PLAGIARISM	See classroom rules of the individual teachers. Infraction will be issued by teacher. Student conversation. Parent Contact	See classroom rules of the individual teachers. Referral will be issued by teacher. Student Conversation Parent Contact	See classroom rules of the individual teachers. Family, Teacher and Admin meeting to create a plan.
COMPUTER TAMPERING – (hardware, software, etc.) ORS – 164.377	Possible loss of computer privileges. Suspension/expulsion. Police contact.	Possible loss of computer privileges. Suspension/expulsion. Police contact.	Loss of computer privileges. Suspension/expulsion Police contact.
DISRUPTIVE BEHAVIOR – (Laser pens, ORS – 163.709, water squirting devices, noise making toys, stink bombs, etc.) Conduct that can be considered lewd, sexually explicit, profane (either in word or action), indecent, offensive, etc. Examples include “streaking”, “mooning”, use of profanity, improper dress, etc. ORS – 166.025 (DISORDERLY CONDUCT)	*Confiscation of item when applicable. Possible suspension.	1-5 day suspension. Family contact.	1-10 day suspension or expulsion. Possible loss of credit. Possible Police Contact
INAPPROPRIATE DISPLAYS OF AFFECTION is prohibited.	Verbal reminder	Verbal reminder and family notification. Consequence.	1-10 day suspension
DRESS CODE	Change apparel or sent home to change. Gang- related items or clothes will be confiscated.	1-day suspension.	1-10 day suspension.
ELECTRONIC DEVICES—SERIOUS MISUSE: Text messaging test answers and other inappropriate text messages; improper use of cell phone or mp3 players as a camera or video, intended to harass, intimidate or humiliate.	1-10 day suspension or expulsion. Possible police contact.	10-day suspension. Police contact.	Expulsion. Police contact.
FIGHTING/ALTERCATION – Defined as mutual confrontation, verbal or physical, between two persons. Police will determine whether or not to issue a citation or incarcerate. ORS – 166.025 (DISORDERLY CONDUCT)	1-5 day suspension. Possible police contact.	5 - 10-day suspension. Police contact, Possible expulsion.	Expulsion. Police contact.
GAMBLING – is prohibited. ORS – 167.122	1-5 day suspension. Family Contact	5-10 day suspension. Family Contact	5-10 day suspension. Family Contact. Police Contact

Behavior	1 st Level Offense	2 nd Level Offense	3 rd Level Offense
GANG BEHAVIOR	1-5 day suspension or expulsion. Possible police contact.	5 - 10-day suspension. Police contact. Possible expulsion.	Expulsion. Police contact.
GOOD NEIGHBOR POLICY – Students are to respect the properties of all PHS neighbors. At any time when citizen complaints are filed against PHS students, PHS reports names of students to Phoenix Police Department.	Loss of off campus privileges for the semester.. Police contact.	Loss of off campus privileges for the year. Police contact.	Parent Meeting with administration required. Police contact.
GRAFFITI – See Vandalism	Restitution. Suspension or expulsion. Police contact		
GUNS (including BB, pellet guns, air soft guns, squirt guns and look-alikes*) – Student may not have guns (or guns represented as real) on campus. ORS – 166.370	1-10 day suspension. Possible police contact. Possible expulsion.	1-10 day suspension. Possible police contact. Possible expulsion.	1-10 day suspension. Possible police contact. Possible expulsion.
HARASSMENT (Includes racial and sexual harassment, cyberbullying) –see descriptions page 30-31. ORS – 166.065	1-10 day suspension or expulsion. Possible police contact.	10-day suspension. Police contact.	Expulsion. Police contact.
INSUBORDINATION – Refusal to follow the reasonable requests of school personnel on campus, in the classroom, or school activities.	1-5 day suspension.	5-10 day suspension.	10-day suspension or expulsion.
INTERNET ETHICS VIOLATIONS	Suspension of privileges. Loss of class.	Loss of Class. Possible expulsion.	Expulsion.
INTIMIDATION – Any threatening or menacing act toward students or staff.	1-10 day suspension or expulsion. Possible police contact.	5-10 day suspension or expulsion. Police contact.	Expulsion. Police contact.
INSTIGATION OF DISRUPTION – Directly or indirectly promoting another person to disrupt school environment or lying about another student creating disruption. ORS – 166.025	In-school detention. 1-10 day suspension.	1-10 day suspension.	10-day suspension.
LITTERING ORS – 164.805	Trash detail.	Trash detail. Suspension.	Suspension.
LOITERING – Students are not to be in or around the student or faculty parking lots or hanging out in Bolz Road/Rose Street area across from the school. Students are expected to be in their assigned classes at all times. If they are not assigned a class that period, they are expected to be in a designated work area. Students in restricted areas or on campus without a pass will receive a detention.	Detention. Possible police contact.	1-10 day suspension.	10-day suspension.
MUSICAL LISTENING DEVICES	1 st time offense: device is taken to the main office. Offense is noted. Student	Confiscated until the end of day. Family contacted by administrator.	Family Contact by administrator. Family comes to school to pick

Behavior	1 st Level Offense	2 nd Level Offense	3 rd Level Offense
Musical listening devices are allowed in the commons and hallways during break, lunch, and passing periods. Musical listening devices are not allowed in class unless the teacher is using it as a way to support learning.	picks up cell phone at end of day. Confiscation time dependent upon severity of phone usage.		up device. Loss of device use on campus remainder of school year. Possible detention
POSSESSION/USE OF DRUGS/ALCOHOL – See description pages 38-41. ORS – 471.430 ALCOHOL ORS – 475.840 CONTROLLED SUBSTANCE	1-10 suspension. Referral to drug/alcohol counseling. Police contact.	1- 10 day suspension. Referral to drug/alcohol counseling. Police contact.	Possible Expulsion. Police contact
POSSESSION/USE OF EXPLOSIVES – Using, threatening to use, creating/manufacturing or possessing explosive devices. ORS – 166.382, .384, .385	1-10 day suspension or expulsion. Police contact.	Expulsion. Police contact.	
POSSESSION/USE OF TOBACCO AND/OR ELECTRONIC CIGARETTES – See description pages 38-41. ORS – 167.400	1-10 day suspension Referral to La Clinica Behavioral Health for Screening	1-10 day suspension. Referral to La Clinica Behavioral Health for Screening	5-10-day suspension. Family Meeting.
SALES/DISTRIBUTION OF DRUGS / ALCOHOL – See description pages. ORS – 475.840	1-10 day suspension. Police contact. Possible expulsion.	1-10 day suspension. Police contact. Possible expulsion.	1-10 day suspension. Police contact. Possible expulsion.
SKIPPING – Any student that is on campus, not in their scheduled classroom, without a <u>pass</u> from their teacher, or seen off campus when scheduled to be in class, shall be considered skipping. See consequences of Attendance section.	Family Contact. Lunch Detention	Family contact. Half-day in-school suspension.	Family Meeting and/or Contact. In-School Suspension
SPEEDING/RECKLESS DRIVING / RECKLESS ENDANGERMENT ON SCHOOL PROPERTY OR SCHOOL SPONSORED EVENTS.	Loss of parking privileges. Police contact.	Loss of parking privileges. Police contact.	Loss of parking privileges. Family Meeting Police contact.
THEFT – A student, family or legal guardian will be financially responsible for theft of school property and any reward necessary for apprehension. ORS – 164.043, .045, .015	1-10 day suspension. Victim compensation. Police contact.	1-10-day suspension. Victim compensation. Police contact. Possible expulsion.	Victim compensation. Police contact. 10-day suspension possible expulsion.
TRESPASSING – Disturbance of the educational process by students, families and /or community members. District buildings are not “open to the public” under ORS 164.205b. Entering or remaining in the building may result in an arrest under ORS 164.245.	Person asked to leave school property and if they return, they will be considered trespassing.	Police contact. Trespassing citation.	Police contact. Possible arrest.

Behavior	1 st Level Offense	2 nd Level Offense	3 rd Level Offense
<p>VANDALISM – a student, family or legal guardian will be financially responsible for damage of school property and any reward necessary for apprehension.</p> <p>ORS–164.345, .354, .365 CRIMINAL MISCHIEF</p> <p>ORS–164.383 VANDALISM</p>	<p>Restitution.</p> <p>Suspension or expulsion.</p> <p>Police contact.</p>	<p>Restitution.</p> <p>Suspension or expulsion.</p> <p>Police contact.</p>	<p>Restitution.</p> <p>Suspension or expulsion.</p> <p>Police contact.</p>
<p>WEAPONS – (other than guns) – Includes knives, tasers, metal knuckles, hand packers, razors, explosives, noxious irritating or poisonous gasses, poisons, drugs, or other weapons deemed dangerous by the school administration or SRO.</p> <p>ORS – 166.370</p>	<p>1-10 day suspension or expulsion. Possible police contact.</p>	<p>1-10 day suspension. Possible expulsion. Police contact.</p>	

School Operations

Accidents / Injury

When a student is injured or becomes ill while attending school, a staff member will attempt to contact the families to arrange for the student to be taken home. An ambulance may be called depending on the serious nature of the injury or on the advice of trained paramedics. Every accident/injury that occurs during school or at a school-sponsored activity should be reported to the office. An “incident form” will be completed by the front office and signed by an administrator. Families are encouraged to purchase school accident insurance.

Cell Phones & Electronic Devices

Cell Phone usage on the Phoenix High School campus will be limited. Students must keep cell phones silenced and away in a backpack or locker during instruction and passing period times. Students will be allowed to use cell phones before the first bell of the day, during breakfast break, lunch break, and after the last school bell rings. At all other times, cell phones will be silenced and in a backpack or locker. Should cell phones be out during instruction and/or passing periods, a staff member will confiscate the cell phone. Refusal to turn over a cell phone to a staff member will result in consequences aligned with insubordination.

Phoenix High School will not be responsible or liable for theft, loss, data loss, damage, destruction, misuse or vandalism of any student’s personal electronic device brought on District property.

Chromebooks

All Phoenix High School students will check out a Chromebook and charger upon enrolling. They are expected to bring it to school each day ready for use in class. Students are responsible for the care and maintenance of their Chromebooks and charger. Fees will be assessed for lost items or damages.

Students can contact our media manager in the Library for support with chromebooks.

Student Account Responsibility

Students are expected to follow the rules and guidelines set forth in the technology use agreement signed every year. Students are responsible for all activity on their school accounts and devices. Passwords must not be shared for any reason—students will be held accountable for anything that is inappropriate or a violation of school rules included but not limited to: emails, chats, documents, searches, or websites accessed through their account. Impersonation of another student’s account or misuse of technology can lead to serious consequences. Keep your login information private at all times.

Complaints

PHS administration values the opportunity to collaborate and problem solve any areas of concern. This can be done over the phone or during an in-person meeting. Please don’t hesitate to reach out to our main office to schedule an in-person meeting with an administrator. In addition, per school board policy any student, family, or patron of the

district may appeal decisions of the school or register complaints regarding school business by submitting the appeal or complaint in writing to a school administrator. Appeals/complaints are dated, signed, and specify the exact basis for the appeal/complaint including the desired remedy. District patrons should direct initial appeals/complaints to the appropriate administrator beginning with the school building administration, superintendent, and then school board. If satisfactory resolution does not occur within 45 days, appeals/complaints may be directed to the State Superintendent of Instruction in accordance with OAR 581-22-805.

Directory Information

This includes a record of the student's name, photograph, major field of study, sports and activities participated in, height and weight of team members, dates of attendance, grade level, degrees, honors or awards received, and the most recent previous school or program attended. The school will release directory information, when requested by outside organizations, which may include but are not limited to colleges, trade schools, and the military, except when families file a request in writing that directory information not be released.

Emergency Information

Emergency Drills

An emergency drill will be held at least once during each school month to ensure everyone knows specific directions for reaching a point of safety from those areas of the building in which they may be. These may be a Fire, Secure, Lockdown, or Earthquake drills. Emergency exit information is posted in each classroom and school personnel will instruct you as to definite procedures to follow. Deliberate false alarms are illegal. Appropriate authorities will be notified.

Emergency Closures

When there is an emergency closure, families/guardians will be contacted by phone and/or email via our Automated Notification System. Notification of school closure due to inclement weather will also be disseminated via local radio and TV stations beginning at 6:30 a.m. You may also check the district website at www.phoenix.k12.or.us.

Please **do not** call the school office. School telephone lines must be left open for school district information. Occasionally, an emergency may cause the school to be closed earlier than usual. Please provide instructions in advance to your student(s) on what to do in this type of situation.

Emergency Situations at School

In the event of an emergency on campus, Phoenix-Talent Schools has worked in collaboration with the local Police Departments to develop an emergency plan.

While we understand the emotional duress families/guardians must feel when an emergency occurs, previous experience has shown that student safety is enhanced when families **do not** come to the school, thus allowing police and staff to work quickly and efficiently. To that end, we ask for our families/guardians to do the following in an emergency:

- Wait for a message with information and instructions from our Automated Notification System.
- Listen to the radio or local TV stations for information
- Please **do not come to or call the school.**
- Make sure your student knows how to contact you. We will have students call and leave a message as soon as possible.
- Families/Guardians will be notified as to the location to pick up your student(s).

Fees

Student accounts will be charged with costs incurred while attending Phoenix High School, including during sport and activities, lost or damaged materials (including Chromebooks), or course fees. Students and families can pay outstanding fees by cash, card or check to the Main Office during operating hours or over the phone by card.

Students no longer attending PHS that have outstanding fees on their account; may be sent to collections.

Food Service

A wide variety of items is available in the cafeteria. Meals at a reduced price or at no cost to the eligible student can be provided. Free and reduced meal applications are typically available at registration and any time at the Main Office or online in district web page. A new application must be filled out EVERY school year.

District Meal Charging Requirements

A charge account for students paying full or reduced price for meals may be established with the district. Students or families/guardians of students may prepay meal costs.

All students will be fed daily, upon request, with a USDA reimbursable meal no matter their meal charge balance. Nutrition staff will not share with a student their balance while serving them a meal.

If a student's meal charge account exceeds five or more meals:

- School staff will determine if the student has been identified as being categorically eligible for free meals. The following students are categorically eligible for free meals:
 - Students who meet the definition of homeless, runaway, or migrant children;
 - Foster children under the legal responsibility of a foster care agency or court; and
 - Children from households that receive benefits under the:
 - Supplemental Nutrition Assistance Program (SNAP);
 - Temporary Assistance for Needy Families (TANF); or
 - Food Distribution Program on Indian Reservations (FDIR).
- If the student is not categorically eligible for free meals, then district staff must make at least two attempts to contact the student's families or guardians to have them fill out a Confidential Family Application for Free and Reduced Meals.
- If student is not categorically eligible for free meals, and the student's families or guardians have not submitted a Free and Reduced-price School Meals Application, then district staff must make reasonable efforts to contact the student's families or guardians and offer their assistance completing the application.
- A student's negative meal account balance at the end of the current school year will be transferred to their school account. The negative meal account balance will be the family or guardian's responsibility to pay.

For more information regarding meal charging, please see board policy EFAA-AR.

Eating Areas

All food and drink, including food brought to school are the responsibility of the student. Food is not allowed in classrooms without permission of the teacher. Drinks other than water are not allowed in carpeted areas (classrooms, library, etc.). Avoid bringing glass drink/food containers to school. Please work to keep our school clean and beautiful by cleaning up after yourself in designated eating areas.

Insurance: Student

The district does not provide medical accident insurance for students for school-related injuries. However, the district does make available low cost student accident insurance for voluntary purchase. Application forms for the low cost insurance are available at the school office. If you do not have medical insurance, we highly recommend purchasing this insurance for your child. While we work hard to attend to your child's safety, accidents can and do happen. Accident-related injuries to uninsured students may cause financial hardship for families. All costs related to paramedic transportation, hospitalization, x-ray, examination and/or treatment shall be the sole responsibility of the family.

Library

The Phoenix High School Library is your portal to good books and magazines, reliable information, and expert help. It is open daily from 8:00 a.m. until 4:00 p.m.

Book Loan Agreement

Textbooks and library books are checked-out to students and are their responsibility for maintaining the condition and returning them to the library after use. Students are to inspect textbooks issued to them for damage within three weeks and report to the librarian. If damage is found, the student should bring the textbook to the library so that the library staff may make note of the damage. If noted, students will not be charged upon return. Fines are assessed on damaged books and range from \$0.75 to \$150.00.

Books and textbooks damaged, lost or not returned will be charged to the student's account and must be paid for prior to graduation or transferring to another school.

Lockers

Students may be issued a hall locker, P.E. locker, and in some cases an additional athletic locker. Lockers are the property of the school and are routinely opened by school officials or a custodian. The SRO and/or administrative team member may inspect lockers with reasonable suspicion. Therefore, there should be no expectation of privacy by students who use school lockers.

- Keep lockers closed and locked. The school does not reimburse students for anything stolen out of lockers.
- Do not share locker combinations with others.
- If an assigned locker is or becomes damaged so it is no longer secure, the student must notify a teacher/administrator immediately. The locker will be repaired or a new locker will be assigned.

Valuables are to be brought to school by necessity only, and then should be carried on your person or given to school personnel for safekeeping.

- Items, which are illegal or are deemed to disrupt or interfere with the educational process, can be removed and confiscated by the school administration (and not returned).
- Remember that the school will not assume responsibility for items taken or lost from school lockers. Likewise, backpacks, book bags, etc. are the students' responsibility, and the school is not liable for theft or loss of these items.

Lost and Found

Found clothing and other personal items should be turned in to the Main Office. Unclaimed articles will be disposed of at the end of each school year.

Main Office Guidelines

- All attendance matters must be handled by the attendance clerk located at the front office.
- Students wishing to see a school counselor or graduation coach should visit Student Resources and request an appointment.
- Students wishing to see an administrator, pay school fees, etc. should report to the Main Office and will be directed appropriately.

Motor Vehicles

Legally licensed students are permitted to drive legally licensed motor vehicles and to use the parking spaces designated for students so long as they observe all school rules. Students who drive motor vehicles on the campus have the following responsibilities:

- Parking first come first served.
- A 5 mph speed limit is in effect at all times while driving on campus.
- There shall be no loud, careless, or reckless driving on the campus. All Oregon traffic laws will be enforced.
- Damages to and/or theft from student vehicles are not responsibilities of the school. Students accept these risks when electing to bring a vehicle on campus
- Students may not loiter in the parking lot during the school day.
- Students may occupy one space. Students parked inappropriately are subject to disciplinary action or the vehicle being towed. Examples of inappropriate parking include parking in a staff space, fire lane, or any area not designed for student parking. With reasonable suspicion, student cars may be searched by school officials.
- Students must park only in student parking areas. *Parking in staff parking spots is prohibited.*
 - \$5 for the first offense | \$10 for the second offense | \$25 for the third offense and each thereafter.

****Repeat offenders may have their parking privileges revoked.***

- In an effort to be good neighbors in our community, students must keep the volume of music low enough so it cannot be heard from any classroom or neighboring home.
- Students who fail to comply with the above regulations may lose the privilege of bringing a car to school and/or may be suspended, whichever is most appropriate.

IT IS A STUDENT’S RESPONSIBILITY TO RECTIFY PARKING VIOLATIONS IMMEDIATELY

Open Campus

Phoenix High School has a closed campus except for the lunch break. Students with excessive tardies in the period(s) following lunch may have their open campus privileges revoked. Off campus privileges may be revoked at any time.

Preferred Names

If you would like to make a change to your preferred first name, please contact your school counselor. A family meeting will be conducted prior to any changes being made in PowerSchool. Students must be enrolled under their legal last name. To submit a legal name change, contact the school’s Registrar.

Pledge of Allegiance

Students will have the opportunity to recite the Pledge of Allegiance once per week. If students choose not to participate, they are expected to be respectful of those participating during that time.

Prescription and Non-Prescription Medications

Students who need to use prescription medications during school hours must report information to the Main Office and fill out form. Depending on the need and medication, a decision will be made as to whether the student will retain possession or the medication will be stored at the Main Office. Staff is not allowed to administer or dispense any over-the-counter medications for pain, coughs, colds, allergies, fever, etc. even with consent from family/guardian. Students will be allowed to call home to ask family/guardian to bring it to them at school should the need arise. All medication must be kept in its appropriately labeled, original container. The student’s name is to be affixed to non-prescription medication. Sharing or borrowing medication is strictly prohibited. Students may be subject to disciplinary action if found to be in violation of these requirements.

Private School Placement

While families have the option of placing their children in a private school or obtaining additional services (such as tutoring) from a private individual or organization, the District is not obligated to cover resulting tuition or costs. The District will not pay for private services or tuition for any student unless required to do so by state or federal law. If a family wishes for the District to consider a publicly funded private placement or private services, the family must give the District notice and opportunity to propose other options available within the public school system before the private placement or services are obtained.

Therefore, for any regular education, 504, or IDEA student, a family must give notice either at the last IEP or 504 meeting prior to obtaining private services, or in writing at least ten business days prior to obtaining private services. The notice must include the family's intent to obtain private services, the family's rejection of the educational program offered by the District, and the family's request that the private services be funded by the District. Failure to provide notice may result in a denial of any subsequent reimbursement request.

Special Education Services

If you suspect that your child may have a disability, you may request a meeting with school staff to discuss the possibility of obtaining an evaluation to determine your child's eligibility under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. You may obtain additional information on both of these programs by contacting the District Special Education Director, the building principal, or the Oregon Department of Education.

Student Records

Families and legal guardians, except where the school has a written legal document on file to the contrary, the student may:

- Inspect and review their student records within 45 days of submitting a written dated request to an administrator stating the specific reason for the inspection. Such a request becomes a part of the student's permanent record. Copies of the student's record are available for a fee, which covers cost of reproducing the record.
- Request amendment of the student's record.
- File complaints with the United States Department of Education for any failures of the district to comply with federal laws.
- Obtain a copy of the district policy on student records by submitting a written request to the principal for board policy JO-AR, located in the principal's office.

Student Use of Telephones

Emergencies or attendance issues requiring phone use will be handled at the Main Office. The Main Office telephone is available for personal calls only during lunch or break.

Technology

The number one purpose of technology at PHS is to connect students with tools and information to support learning. As a state and federally funded public high school, internet access guidelines are in place, which aligns with the Federal Children Internet Protection Act.

PowerSchool

We encourage all students and families to monitor student attendance academic progress through PowerSchool.

District Technology Department Guidelines/Use Agreement

A. Educational Purpose

1. The Network has been established for a limited educational purpose. The term "educational purpose" includes classroom activities, career development, and limited high-quality personal research.
2. The Network has not been established as a public access service or a public forum. The Phoenix-Talent School District has the right to place reasonable restrictions on the material you access or post through the system. You are also expected to follow the rules set forth in the district's student conduct regulations and the law in your use of the Network.
3. You may not use the Network for commercial purposes. This means you may not offer, provide, or purchase products or services through the Network.
4. You may not use the Network for political lobbying. However, you may use the system to communicate with elected representatives and to express your opinion on political issues.

B. Student Internet Access

1. Elementary students will have access only under their teacher's direct supervision using a classroom account. Elementary students may be provided with individual e-mail accounts under special circumstances, at the request of their teacher and with the approval of their family.
2. Secondary students may obtain an individual account with the approval of their family and the school.
3. You and your family must sign an Account Agreement to be granted an individual account on the Network. This Agreement must be renewed on an annual basis. Your family can withdraw approval at any time.

C. Unacceptable Uses

1. Personal Safety
 - a. You will not post personal contact information about yourself or other people. Personal contact information includes your address, telephone, school address, work address, etc.
 - b. You will not agree to meet with someone you have met on line without your families' approval. Your family should accompany you to this meeting.
 - c. You will promptly disclose to your teacher or other school employee any message you receive that is inappropriate or makes you feel uncomfortable.
2. Illegal Activities
 - a. You will not attempt to gain unauthorized access to the Network or to any other computer system through the Network or go beyond your authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing."
 - b. You will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
 - c. You will not use the Network to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of person, etc.
 - d. You will not attempt to bypass or circumvent school district web filter system by using VPN software on district or personal devices.
3. System Security
 - a. You are responsible for your individual account and should take all reasonable precautions to prevent others from being able to use your account. Under no conditions should you provide your password to another person.
 - b. You will immediately notify a teacher or the system administrator if you have identified a possible security problem. Do not go looking for security problems, because this will be construed as an illegal attempt to gain access.
 - c. You will avoid the inadvertent spread of computer viruses by following the standard virus protection procedures and by not downloading any software.
4. Inappropriate Language
 - a. Restrictions against Inappropriate Language apply to public messages, private messages, and material posted on Web pages.

- b. You will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
 - c. You will not post information that could cause damage or a danger of disruption.
 - d. You will not engage in personal attacks, including prejudicial or discriminatory attacks.
 - e. You will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If you are told by a person to stop sending them messages, you must stop.
 - f. You will not knowingly or recklessly post false or defamatory information about a person or organization.
5. Respect for Privacy
- a. You will not repost a message that was sent to you privately without permission of the person who sent you the message.
 - b. You will not post private information about another person.
6. Respecting Resource Limits
- a. You will use the system only for educational and career development activities and limited, high quality, personal research.
 - b. You will not download large files unless absolutely necessary. If necessary, you will download the file at a time when the system is not being heavily used and immediately remove the file from the system computer to your personal computer.
7. Plagiarism and Copyright Infringement
- a. Students will not plagiarize works that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
 - b. Students will respect the rights of copyright owners. Copyright infringement occurs when the student inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, the student should follow the expressed requirements. If a student is unsure whether or not you can use a work, the student should request permission from the copyright owner. Copyright law can be very confusing. Questions? Ask a teacher.
8. Inappropriate Access to Material
- a. Students will not use the Network to access, or attempt to access, material that is profane or obscene (pornography), that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (hate literature). A special exception may be made if the purpose of your access is to conduct research and both your teacher and family have approved. Any attempt to bypass or provide access bypassing the Districts' Internet filter will be considered a violation of the Acceptable Use Agreement.
 - b. If a student mistakenly access inappropriate information, the student should immediately tell their teacher or another District employee. This will protect the student against a claim that the student has intentionally violated this Policy.

D. Your Rights

1. Free Speech
- a. A student's right to free speech, as set forth in the district student conduct regulations, applies also to the student's communication on the Internet. The Network is considered a limited forum, similar to the school newspaper, and therefore the District may restrict a student's speech for valid educational reasons. The District will not restrict a student's speech on the basis of a disagreement with the opinions he/she is expressing.
2. Search and Seizure.
- a. A student should expect only limited privacy in the contents of your personal files on the District system and records of your on line activity. The situation is similar to the rights a student has in the privacy of their locker.
 - b. Routine maintenance and monitoring of the Network may lead to discovery that the student has violated this Policy, the district student conduct regulations or the law.

- c. An individual search will be conducted if there is reasonable suspicion that a student has violated this Policy, the district student conduct regulations or the law. The investigation will be reasonable and related to the suspected violation.
 - d. A student's families have the right at any time to request to see the contents of the student's e-mail files.
3. Due Process
- a. The District will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the Network.
 - b. In the event there is a claim that you have violated this Policy or the district student conduct regulations in your use of the Network, you will be provided with notice and opportunity to be heard in the manner set forth in the district student conduct regulations.
 - c. If the violation also involves a violation of other provisions of the district student conduct regulations it will be handled in a manner described in the district student conduct regulations. Additional restrictions may be placed on your use of your Internet account.

E. Limitation of Liability

- 1. The District makes no guarantee that the functions or the services provided by or through the District system will be error-free or without defect. The District will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for financial obligations arising through the unauthorized use of the system. PHS families can be held financially responsible for any harm to the system as a result of intentional misuse.

Transcripts

Transcripts are an official record of student achievement at the time the class was taken. Students may retake classes when they fail or do poorly. No grade will be removed from a transcript.

No transcript will be issued or dispatched to any employer, college, another school, law enforcement agency, or any other person or agency unless the student, family or guardian, or court order makes an official request for release of the transcript.

Visitors

It is Phoenix High School's policy to not allow student visitors on campus or in a classroom during the school day. However, visitors who are here on authorized exchange programs may visit the school only if a 24-hour prior arrangement has been made with an administrator. Families and patrons are invited to register as volunteers to help in a variety of school or classroom activities. We ask for reasonable prior notice of 24 hours to 1 week from families/others before allowing them to attend. Adult visitors should notify the Main Office in advance when possible, and must sign in at the Main Office and obtain a pass to be worn on the day of visit. For safety of all of our students school officials or the SRO will require official identification upon entering the school building and/or to participate in on campus school related activities during school hours.

Volunteers

Phoenix High School supports and encourages volunteers in the classroom, library, office, athletic fields, college/career center, and other areas where a volunteer is needed. Before an adult is allowed to volunteer, an application must be filled out online on our district website. A background check is required for volunteers. Please

allow 2 weeks for processing. Please wait until you are notified by email that your application has been approved. After approval, contact the volunteer coordinator for next steps.

Student Government

Executive Branch

Student Leadership

- Elected Officers
- Abides by Student Constitution of PHS
- Oversees the allocation of ASB Funds
- Serves on Site Council
- Organizes Charity Events
- Organizes School Spirit Activities
 - Dances
 - Spirit Weeks
 - Pep Assemblies

Legislative Branch

Principal's Advisory Committee (PAC)

- Nominated by PHS Staff
- Attends PAC Meetings
- Represents the student body in decisions around the School Improvement Plan and other decision making processes
- Serve on PAC Action Committees when requested

Judicial Branch

PHS Administration

- Ensures student body activities/actions comply with Phoenix Talent School District Policies as dictated by State and Federal laws.
- Listens and responds in a timely and effective manner to concerns/needs of ASB Leadership & Advisory Representatives.
- Organizes/Creates/Distributes Advisory Lesson plans/materials.
- Hosts 1x a month Advisor Rep meetings.
- Reports to Advisor Representatives issues of student and school concern.
- Reports to Advisors issues of student concern.

Constitution of Phoenix High School

Preamble

We the students of Phoenix High School do ordain and establish this Constitution of the Associated Student Body of Phoenix High School in order to promote a more perfect and democratic student body and to further the general welfare of the individual. This organization supports and encourages respect for political, religious, ethnic, racial, physical, generational, sexual, and intellectual differences because such respect promotes free and open inquiring, independent thought, and mutual understanding.

Article I

Name

Section 1 This organization shall be known as the Student Government of the Associated Student Body of Phoenix High School, Phoenix, Oregon.

Article II

Purpose

Section 1 The purpose of this organization shall be to develop and encourage good citizenship; improve student-faculty relationships; improve school morale; and provide a forum for student expression; provide orderly direction of school activities; and promote the general welfare of the Student Body.

Article III

Membership

Section 1 This Student Government shall consist of the elected Associated Student Body Officers, and Principal's Advisory Committee.

Section 2 Elected ASB officers must take the leadership class when the class is offered. Administrative approval is required for variances to this requirement.

Section 3 A. The Vice President shall become President if the President is unable to fulfill their duties, and the office of the President becomes vacant.

B. If a vacancy should occur in any student body office, with the exception of the presidency, the president should, subject to the approval of a majority of the Advisory Representatives, appoint a successor.

Section 4 A. Only students at Phoenix High School who are enrolled shall hold student body offices.

B. Any student seeking or holding office under this constitution shall be required to be in good standing, and shall not be on either scholastic or disciplinary probation as stated in the student handbook. Any student may be considered ineligible with two teacher warnings.

Article IV

Sanctioning, Impeachment, and Removal

Section 1 The Student Government will not tolerate members who are not a good representation of the Student Government and a good example to their peers.

A. A member of Student Government (ASB Officers and PAC members) may be removed by the administration from their position for failure to meet the qualifications of the office held, for having five unexcused period absences, for having excessive tardiness to classes, for failure to carry out their duties as evaluated by the advisor every nine weeks; for being placed on scholastic or disciplinary probation; or for any other actions which are detrimental to the welfare of the school.

B. An ASB officer may also be removed from their position by a two-thirds vote of the Advisory Representatives.

C. A student body officer may also be removed by the submission of a petition to the Advisory Representatives signed by 50 percent of the student body, stating the reasons for recall, and the person to be recalled, as approved by an advisor. An election shall be held within ten days and if a majority of the students approve, the person shall be immediately removed from their office and the office be filled in accordance with Article III, Section 3, Item B.

Article V

Student Body Officers

Section 1 The officers of this organization shall be a President, Vice President, Secretary and Treasurer.

Section 2 ASB President and all ASB officers must have a cumulative grade point average of 3.0 or better and maintain that GPA during their term of office.

Section 3 A. A term shall be defined as one school year.

B. To run for Student Body President, the candidate must be a junior or a senior during that term's school year and the candidate must be a member of the Student Government, Leadership or Link Crew for at least one year prior to that office's term.

C. The Judicial Branch shall, subject to the approval of a majority of the Student Government, establish the dates and determine all details necessary to the administration of the election procedure. The general election date will be determined by Student Government.

D. There shall be a period of at least one week in which any eligible student at Phoenix High School may pick up an application to obtain candidacy for an office.

E. At the end of this period, if the application is approved, the applicant's name shall be placed on the ballot.

F. A general election shall be held and the candidates receiving the most votes for the office they are running for shall be the new officers.

Section 4 A. The duties of the president shall be to preside over the Student Government, appoint committees, vote only when the Advisory Representatives are divided on an issue, make agendas, and assume such other duties as are generally associated with the office.

B. The duties of the Vice President shall be to perform the duties of the President in their absence, and perform such other duties as are generally associated with this office.

C. The duties of the Secretary shall be to keep the minutes of all Advisory Representative meetings, maintain an attendance record, and keep a file of all official Student Government correspondence, when necessary.

D. The duties of the Treasurer shall be to maintain records of receipts and expenditures of the Student Government and make a financial report when needed.

Article VI

Principal Advisory Committee Members

Section 1 PAC Members represent 9th, 10th, 11th and 12th grade students.

Section 2 PAC Members are nominated by staff members and selected by PHS Administration.

Section 3 The duties of the PAC Members shall be to attend PAC meetings and serve as a voice for the student body as well as report ideas and opinions that require a vote of the entire student body or that require student input.

Article VII

Appeals

Section 1 Individuals wishing to run for elected student office, but who do not possess the minimum GPA, have the opportunity to appeal. Elected officers/class representatives who fail to maintain the required minimum GPA during their term of office may also appeal. This appeal procedure is as follows:

A. A five-member review panel will be produced consisting of the Student Government advisor(s), and student council members.

B. The review panel meets in private with the student in question and considers the circumstances surrounding the appeal.

C. The review panel submits its decision and reasons supporting its decision to the student body secretary.

If the student is found worthy of office despite their GPA, candidacy will be granted.

D. When elected officers appeal their minimum GPA, the review panel will decide:

1. To allow completion of their term of office, or

2. To allow the officer to remain in office for a specified probationary period pending improvement in the GPA, or

3. To remove the student.

Article VIII

Initiative and Referendum

Section 1 Students at Phoenix High School may introduce any motion in an Advisory Representative meeting by obtaining the signatures of 20 percent of the student body in a petition stating the motion to be introduced, pending administrative approval.

Section 2 Students at Phoenix High School may refer any motion of the Student Government to a vote of the student body by obtaining the signatures of 20 percent of the student body of a petition requesting the referral of the specific motion.

Article IX
Amendments

Section 1 Any member of the Phoenix High School Student Government may propose amendments to this Constitution.

Section 2 This Constitution may be amended by a two-thirds majority of the Student Government.

Phoenix-Talent Schools Disclaimer

Please note that the information provided in this student handbook is intended for general guidance and informational purposes only. While every effort has been made to ensure the accuracy and currency of the content, the school or institution assumes no responsibility or liability for any errors, omissions, or outdated information.

The policies, rules, regulations, and procedures outlined in this handbook are subject to change without notice, and students are advised to verify any important information with the relevant school authorities or official sources.

Furthermore, this handbook is not intended to be a substitute for professional advice or individualized guidance. Students or parents should consult with appropriate faculty members, advisors, or administrators for specific inquiries or concerns related to academic, administrative, or other matters.

By using this student handbook, you acknowledge that you have read, understood, and agreed to the terms of this disclaimer. The school or institution reserves the right to update, modify, or remove content from this handbook as deemed necessary and appropriate.



TALENT MIDDLE SCHOOL

Student and Family Handbook 2025-2026

102 Christian Avenue
P.O. Box 359
Talent, Oregon 97540
Telephone: (541) 535-1552
Fax: (541) 535-7532
www.phoenix.k12.or.us

10 Student Expectations for being Safe, Respectful, Responsible, and Kind

*Kind and
Inclusive*

*Safe at
School*

*Caring for
Others*

*Following
Adult
Directions*

*Cell Phones and
Devices In Locker*

*Managing
Emotions*

*Using Your
Words*

*Having Your
Own Space*

*Dressing for
Weather*

*Drug-Free
Environment*

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Message from the Superintendent



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Dear Families:

Thank you for allowing us to be a part of your child's life and we look forward to a great year, partnering with our families. We value this partnership and research shows the stronger this partnership is, the more successful our students are. As we continue to recover from the Almeda Fire and serve in a post-pandemic capacity, our focus is to provide opportunities for families to engage in our district. Based on feedback, we are committed to engaging families in two-way communication, help our families support their child's academic needs at home, and be available for families. This is our promise to you.

Our District remains committed to "Excellence for Everyone", which includes our students, staff, and families. We know you are your child's first and most important teacher. Working together we can achieve successful outcomes for all of our students. With the support of our school board, our district is committed to growing the connection and engagement from school to home.

Please feel free to contact my office to schedule an appointment with me or contact any of our schools to schedule an appointment with a principal. ***Together, PTS Rising will continue to rise above, and the partnership with families is vital to this success.***

Sincerely,

Brent Barry, Superintendent

Message from Talent Middle School



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Dear TMS Community,

We are so excited to welcome you to Talent Middle School for the 2024-25 school year!

We hope that all students, families, teachers, and community members work together to ensure excellence for everyone.

To ensure excellence for our families, we will strive to communicate regularly and to help you foster your child's growth inside and outside of school.

To ensure excellence for our staff, we will strive to provide them with the resources and structures they need to support every learner.

To ensure each student's success, we will strive to use a student-centered lens when making decisions to benefit every student.

Throughout this year we hope students will:

- Try new things and have a growth mindset
- Make new friends and positive connections with peers and teachers
- Become a stronger student with even better student habits
- Participate in activities, spirit days, community leadership, clubs, and sports
- Learn more self-awareness so that students can manage themselves and their feelings, even when they feel frustrated or stressed

And, sometimes students might make a mistake! We understand that everyone makes mistakes. That's part of growing, particularly during this time of life, and especially when learning! When students do make a mistake, we will work with them so they can take responsibility for their actions and make a better decision next time. When students take responsibility for their actions, they are more likely to be successful in the future!

We are honored to serve the Talent Middle School Community and we look forward to spending this year with you!

Casey Olmstead
Principal

Allison Hass
Assistant Principal

About Talent Middle School

Talent Middle School is committed to the success of every student.

Our goal is to make sure Talent Middle School is:

- A respectful campus community where people treat each other with kindness and care.
- A safe learning environment that is calm, predictable, comfortable, and effective.
- A positive middle school experience that prepares students to be successful in their academics, their social interactions, and the choices they make.

Notice of Nondiscrimination

Phoenix-Talent Schools does not discriminate on the basis of sex, race, color, creed, religion, national origin, age, disability, marital status, sexual orientation, gender identity or expression, veteran or military status, or any other status protected by law, in any of its programs and activities and provides equal access to the designated youth organizations in the Boy Scouts of America Equal Access Act. The following person has been designated to handle inquiries and complaints regarding the district's non-discrimination policies and compliance: Kelly Soter, Director of Community Care, 401 W. 4th Street, Phoenix, OR 97535 (541) 897-3730, titleix@phoenix.k12.or.us

Diversity, Equity, and Inclusion

Phoenix-Talent Schools believes in, and is committed to, honoring the inherent worth and dignity of every human being. We believe in, and are committed to, creating an inclusive culture where every student, staff member, and family feels seen, heard, and validated in their existence as a human being. We believe in, and are committed to, fostering a culture of belonging where people can show up as their full and authentic selves. In short, we believe, and are committed to, creating and maintaining an antiracist and equitable school environment.

All students are entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin. It is our mission at TMS to ensure every student feels safe and respected on our campus.

Students who interfere with another students' sense of safety or wellbeing through any form of discrimination or hate speech will be subject to disciplinary consequences including suspension and/or exclusion from school.

If you or someone you know is experiencing any form of discrimination or hate speech we ask that you reach out to administration and support staff so that we can help remedy the situation. We will keep your report anonymous and take your reporting very seriously.

Safe Oregon

Safe Oregon is a program created for Oregon students, families, school staff, community members and law enforcement officers to report and respond to student safety threats. For more information or to report an anonymous tip, please visit: <https://www.safeoregon.com/>.
Call/Text: (844) 472-3367
Email: tip@safeoregon.com

General Information

School and Office Hours

School Schedule

Monday, Tuesday, Thursday, Friday:
8:50 a.m. – 3:20 p.m.

Wednesday **Early Release:**
8:50 a.m. – 2:20 p.m.

School begins at 8:50 a.m. and ends at 3:20 p.m. on Mondays, Tuesdays, Thursdays, and Fridays. On Wednesdays, the Phoenix-Talent School District has an early release with TMS beginning at 8:50 a.m. and ending at 2:20 p.m.

Campus Supervision

Students may arrive on campus **no earlier than 8:15 a.m.**

Supervised campus spaces include the small gym and cafeteria. Classrooms, hallways, and other facilities are not open to students until the first bell rings at 8:33 a.m.

The campus will be supervised after school until 3:30 p.m. **Students should leave campus by 3:30 p.m. (2:30 p.m. on Wednesdays)** if they are not involved in a supervised after-school activity.

Student Access

Students may enter the building from the bus loop area, through the doors to the commons, or through the front entrance.

Office Hours

The office will be open from 7:30 a.m. – 4:00 p.m. every day.

Contacting a Teacher

The most efficient way to contact a teacher is to email the teacher directly. Our email address format is
firstname.lastname@phoenix.k12.or.us.

You may also call the school office and leave a voicemail message for the teacher, and they will return your call at their earliest convenience.

Messages for Students

If you need to get a message to your student, please call the office before 2:00 p.m. After that time, we can't guarantee the message will be delivered to your student. If you need to speak with your child during the day, they will be able to use the telephone with staff permission. Exceptions to both these guidelines will be made in the case of emergencies.

Lost and Found

Any items found on campus should be turned into the school office. The lost and found is located in the hallway in the commons. Unclaimed items left behind at Winter Recess, Spring Recess, and at the end of the school year will be donated or discarded.

Closed Campus Policy

Talent Middle School has a closed campus. This means that once students arrive at school they are not to leave until school is dismissed at the end of the day. Students are not permitted to leave campus at any point during the day, including during lunchtime. If a student needs to leave campus for any reason, their parent/guardian must make arrangements with the attendance office prior to the student leaving campus.

Medications

Students needing to take medication at school must have a medication authorization form completed by parents/guardians. This form can be picked up in the office and must be filled out **prior** to any medication being dispensed. All medications should be brought to the office by the parent/guardian and will be kept in the office. Parents/guardians may pick medications up at the end of the day to take home if necessary. Prescriptions must be in the prescription bottles with dosages on the label. Over-the-counter medications such as aspirin, Tylenol, allergy medications, cough drops, etc. must be in their original containers that include the dosages. Contact our nurse, Carrie McDonald, for more information.

By law, medication left at school at the end of the year must be disposed of, so please

remember to pick up any leftover medication in June.

Immunizations

Oregon law requires that each student be immunized against certain communicable diseases before attending classes. Students may be denied the privilege of attending school until accurate records are presented to the school. Immunizations may be obtained quickly and at reduced cost through Jackson County Health Department (541-776-7300), La Clinica (541-535-6239) or at our School Based Health Center.

Accidents/Injury

When a student is injured or becomes ill while attending school, a staff member will attempt to contact the parents to arrange for the student to be taken home. An ambulance may be called depending on the serious nature of the injury or on the advice of trained paramedics. Every accident/injury that occurs during school or at a school-sponsored activity should be reported to the office. An "incident form" will be completed by the front office and signed by an administrator. Parents are encouraged to purchase school accident insurance.

Student Insurance

The district does not provide medical accident insurance for students for school-related injuries. However, the district does make available low-cost student accident insurance for voluntary purchase. Application forms for the low-cost insurance are available at the school office. If you do not have medical insurance, we highly recommend purchasing this insurance for your child. While we work hard to attend to your child's safety, accidents can and do happen. Accident-related injuries to uninsured students may cause financial hardship for families. All costs related to paramedic transportation, hospitalization, x-ray, examination and/or treatment shall be the sole responsibility of the family.

Directory Information

Annual Public Notice for Directory Information

Directory information means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. The following categories are designated as directory information. The following directory information may be released to the public through appropriate procedures:

- Student's name
- Student's photograph
- Major field of study
- Participation in officially recognized sports and activities
- Weight and height of athletic team members
- Dates of attendance
- Grade level
- Degrees, honors or awards received
- Most recent previous school or program attended

At TMS, typical information released will include student names for honor roll, sports, special activities, and student recognition.

If you do not want Phoenix-Talent Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing within 15 days of publication of the annual public notice.

Enrollment and Registration Information

If any changes are made to your student's registration information, including phone numbers, addresses, emergency contacts, provider information, etc., please contact the office as soon as possible to update your student's record.

If your student is transferring to another school, please contact the front office prior to your student's last day of enrollment to make arrangements for the transfer.

Student Records

Annual Notification of Rights Concerning Student Records

Parents and legal guardians, except where the school has a written legal document on file to the contrary, the student may:

- Inspect and review the student's education records;
- Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- Obtain a copy of the district policy with regard to student education records.

Visitor Information

Parents and guardians are welcome to visit. We ask all visitors to check in with the office and obtain a visitor's pass before going to a classroom. Other visitors may be allowed but will need to be approved by the principal with at least two day's advance notice. Please contact the office for more information about requesting approval for a non-parent/guardian visitor.

Suicide Prevention and Intervention

Schools are exceptionally resilient and resourceful organizations, whose staff members may be called upon to deal with a crisis on any given day. Schools can be a source of support and stability for students and community members when a crisis occurs in their community. Accordingly, the Suicide Prevention and Intervention Plan is intended to help school staff understand their role and to provide accessible and effective tools. The

entire plan can be found on our District website.

Emergency Procedures

Emergency Drills

A fire drill will be held at least once during each school month. This may be held in conjunction with lockout, lockdown, or earthquake drills. Emergency exit information is posted in each classroom and school personnel will instruct students on procedures. Deliberate false alarms are illegal and will result in notification to appropriate authorities.

Emergency Closures

When there is an emergency closure, parents/guardians will be contacted by phone and/or email via our Automated Notification System. Notification of school closure due to inclement weather will also be disseminated via local radio and TV stations beginning at 6:30 a.m. You may also check the district website at www.phoenix.k12.or.us. Please **do not** call the school office. School telephone lines must be left open for school district information. Occasionally, an emergency may cause the school to be closed earlier than usual. Please provide instructions in advance to your student(s) on what to do in this type of situation.

Emergency Situations at School

In the event of an emergency on campus, Phoenix-Talent Schools has worked in collaboration with the Talent Police Department to develop an emergency plan for TMS.

While we understand the emotional duress parents/guardians must feel when an emergency occurs, previous experience has shown that student safety is enhanced when parents **do not** come to the school, thus allowing police and staff to work quickly and efficiently. To that end, we ask for our parents/guardians to do the following in an emergency:

- Wait for a message with information and instructions from our Automated Notification System.
- Listen to the radio or local TV stations for information

- Please **do not come to or call the school**.
- Make sure your student knows how to contact you. We will have students call and leave a message as soon as possible.
- Parents/Guardians will be notified as to the location to pick up your student(s).

Restrooms and Locker Rooms

Restrooms benefit all members of a school community including:

- Students and adults who desire increased privacy for any reason
- Parents/ guardians assisting their child while visiting the school, and
- Individuals with disabilities who may want greater privacy

Each school maintains separate restroom and locker room facilities for male and female students. Gender specific restrooms and locker rooms may meet the needs of many students, however, not all students feel safe in gender specific, multi-user facilities. To that end, students and the school community are welcome to use single-user restrooms and changing spaces available in Phoenix Talent schools.

*For more information on supporting gender expansive students, please see PTS Guidance for Serving Gender Diverse Students.

Attendance

Importance of Regular Attendance

The goal of Phoenix-Talent Schools is to provide students with a successful educational experience. To do this, regular attendance is necessary as it is one of the most critical factors in student success. Frequent absences may negatively impact a student's skill development, self-esteem, connection to the school community, and academic progress.

Whether an absence is excused or not, missed days add up quickly, for example: 3 missed days in one month = student has missed 15% of instruction

5 missed days in one month = student has missed 25% of instruction

Children between 7 and 18 years of age, who have not completed the 12th grade, are required to regularly attend a public full-time school (ORS 339.010). Every person having control of any child between the ages of 7 and 18 years of age, who has not completed the 12th grade, is required to send such child to, and maintain such child in regular attendance at, a public full-time school during the entire school term (ORS 339.020).

Truancy Process

Any student not meeting the requirements for school attendance (attending at least 90% of the school days) as defined by ORS 339.065, will be considered truant.

To encourage regular attendance and meet the requirements of the law, school staff will contact families when attendance rates drop below a certain percentage to offer support and work with families and students to improve attendance.

Oregon State law (OAR 581.023.0006) requires the district to withdraw the student from school when a student reaches 10 consecutive days absent (excused or unexcused).

Reporting Absences

Please call the attendance office before 8:40 a.m. to let us know your child will not be at school for the day. You may also leave a phone message for us at any time.

Please note, students must be in attendance for the full school day to be eligible to participate in athletic or activity practices or competitions and other school-sponsored activities or events. A student may still participate if they have a pre-arranged excused appointment that is not longer than one class period.

Absences must be excused within 48 hours. After this time, we will no longer be able to excuse the absences.

Types of Absences

Excused Absences (E)

Talent Middle School will use the following parameters when marking an absence an Excused Absence:

- Illness, including mental and behavioral health of the student
- Medical or health care appointments
- Emergency situations that require the student's absence
- Religious holidays and instruction
- School-sponsored activity
- Other reasons deemed appropriate by the school administrator when advance satisfactory arrangements have been made with the school

Mental Health (M)

Student mental health day, caregiver confirmed Excused Absence. Information about mental health absences:

- Mental health absences do not require a doctor's note
- Students may take up to 5 Mental Health days every 3 months
- A provider note may be required after 5 mental health absences in 3 months

Activity (A)

School-sponsored activity (includes sports, counselor, field trips, etc.) -- These are not included as an absence, but note that the child is not in the classroom.

Verified Unexcused (V)

Unexcused Absences

Students are expected to be at school whenever possible. When students need to miss school for a reason that is not considered excused, the student will be marked unexcused. Reasons for an unexcused absence may include (this is not an exhaustive list):

- Vacation
- Sleeping in or missing the bus
- Providing care for younger or ill siblings/family members
- Driver education and/or tests

- Off-campus lunches
- Non-medical, dental, or legal appointments
- Vehicle repairs or car problems
- Sports activities that are not sponsored by the school

Suspension (S)

Out of School Suspension. Directed by school administration only.

Suspension (I)

In School Suspension. Directed by school administration only.

Unverified Unexcused (U)

These are absences that have not been communicated to the school. An unknown absence will result in contact from office staff to verify the well-being of the student.

Skipping (K)

Any student that is on campus, not in their scheduled classroom, without a pass from their teacher, or seen off campus when scheduled to be in class, shall be considered skipping. Skipping will result in disciplinary action.

Absences for Appointments

Please make every effort to schedule appointments outside the school day. To excuse an absence for a medical or dental appointment, please call the attendance office or send your student with a note to the office on the day of the appointment.

Appointments that are not of a medical or legal nature (for example, an appointment for a haircut) will be considered unexcused.

Tardies

It is important that students make every effort to arrive at school/class on time. Arriving late to class is disruptive to the learning environment and leads to students missing out on important instruction time in the classroom.

A student will be considered tardy if they are not in the classroom when the tardy bell rings.

Students who have been tardy three or more times throughout the quarter will be required to conference with Student Support Staff.

Students who arrive at school after 8:40 a.m. will be considered tardy and will need to check in at the attendance office before reporting to class.

Excused Tardy (T)

A tardy will be marked as excused if the student arrives past the scheduled class start time as a result of an appointment or another excused reason.

Unexcused Tardy (X)

A tardy will be marked as unexcused if the student arrives past the scheduled class start time for any reason that is not excused (sleeping late, lost track of time, etc.). Chronic unexcused absences will result in disciplinary action.

Pick Up During School Hours

Students will only be released to parents/guardians or individuals listed as emergency contacts on the student registration form. Releasing a student to someone else will require written permission from the parent/guardian.

Illness Guidelines

A child who is sick will not be able to perform well in school and may spread the illness to others. We suggest planning for childcare ahead of time in the event your child is ill. The following guidelines from the Oregon Department of Education are helpful in determining whether a student should be in school.

According to the Oregon Department of Education, you should not send your child to school if they are experiencing:

Fever: Fever usually means illness, especially if your child has a fever of 100.5 or higher as well as other symptoms like behavior change, rash, sore throat, vomiting. Stay at home for a

fever of 100.5 or higher. Return to school when the fever is below 99 for 24 hours without the use of fever reducing medication. If the fever does not go away after 2-3 days or is 102 or higher, consult a healthcare provider.

Diarrhea: Frequent, loose or watery stool may mean illness but can also be caused by food and medication. If your child acts ill, has a fever or is vomiting, keep him or her at home. If stool is bloody, if the child has abdominal pain, fever or vomiting, consult a healthcare provider.

Vomiting: If your child has vomited twice or more in 24 hours, keep your child at home until the vomiting has stopped for 24 hours. If vomiting continues, contact a healthcare provider.

Coughing: If your child has severe, uncontrolled, rapid coughing, or wheezing, keep your child home and contact a healthcare provider. If symptoms are due to asthma, provide treatment according to your child's Asthma Action Plan and when symptoms are controlled, send your child to school.

Head Lice: Intense itching of the head; may feel like something is moving. Your child can be in school if he or she has had an initial lice treatment.

Conjunctivitis (Pink Eye): The white of the eye is pink and there is a thick yellow/green discharge. Your child can attend school when treatment is underway, but call your health care provider to prescribe medication/treatment before sending the child to school.

Rash With Fever: If a rash spreads quickly, is not healing, or has open weeping wounds, keep your child at home and have him or her seen by a health care provider.

Sore Throat: Sore throat, fever, stomachache, and red, swollen tonsils can be strep. If so, keep your child at home for the first 24 hours after an antibiotic is begun.

Academics

Structure of Talent Middle School

TMS uses a rotating schedule alternating between Blue and Silver days in which students will attend five classes and their homeroom class each day. Two of the four daily blocks will be Math and English Language Arts. The other three periods will alternate every other day and will include Science, Social Studies, a Physical and Health Education class, and three enrichment or speciality classes.

Homeroom

All students will be part of a homeroom class. Homeroom time will be an opportunity for students to build community, participate in social-emotional learning, and receive academic support.

Enrichment Classes

Our enrichment classes include Art, Band, Creative Writing, Yearbook, Financial Literacy, Community Leadership, Spanish Language, Latin American Culture and others.

Two-Way Immersion

Students who have been part of TWI programs at the elementary level can choose to continue the program at TMS. Students who choose to continue the program acquire bilingual and biliterate skills in both English and Spanish. This program utilizes a biliteracy framework to ensure that students learn to speak, read, and write fluently in both languages. TMS is continuing to expand the offerings available in the TWI program at the middle school level.

Homework

While the amount of homework will vary from class to class and day to day, students will typically be assigned daily homework, especially in math. Thirty to sixty minutes each night should be adequate time to complete any assigned homework.

Parents/guardians can help monitor their student's homework by looking through the student's planner. Students are expected to

use their planner to keep track of their assignments.

Parents/guardians are encouraged to reach out directly to their students' teachers with questions about homework, specific assignments, or any other class specific inquiries.

Homework Help

Talent Middle School has an "After School Academic Program" or ASAP. The purpose of ASAP is to provide students with a supervised space to focus on academic work and receive support from staff. To learn more or to sign up, please contact the school office.

Monitoring Student Progress

Families may view grades and attendance through our online program, PowerSchool at <https://ps.phoenix.k12.or.us/public>.

Usernames and passwords will be distributed at the beginning of the school year and may be obtained through the school office. Also, through PowerSchool, parents/guardians can access the school bulletin, sign up for emailed progress/attendance reports, and connect with teachers through email.

This website is accessible through any internet-enabled device. Families who do not have internet access may use school computers as needed.

Conferences

Student conferences will be held in the Fall after the first quarter. These will be facilitated by the student's homeroom teacher. During the conference time, parents/guardians will have opportunities to meet with teachers on a drop-in basis.

Report Cards

Report cards are issued at the end of each quarter. A letter grade of A, B, C, D or F is given for each subject.

Talent Middle School and Phoenix High School operate on a two-grade system. Students will receive an academic grade which represents their academic performance

and a citizenship grade which represents their participation and proficiency in positive student habits.

Statewide Assessment (SBAC)

Following Oregon State and Local Performance Assessment requirements, TMS assesses all students in English Language Arts and Math. 8th graders are also tested in Science. Families who wish to exempt their students from testing and meet the eligibility criteria may contact administration for more information. Testing is typically done in the spring.

iReady Diagnostic

In order to gain valuable academic data about student skills, TMS administers the iReady Diagnostic in both Math and English Language Arts to all students three times per year.

Academic Recognition

Talent Middle School recognizes students who demonstrate outstanding academic achievement. Students earning a 3.5 or higher will be recognized as an Honor Roll student.

Student of the Month

TMS partners with the Bear Creek Rotary to recognize one student per grade level each month as a Student of the Month. Students are recognized based on their positive contributions to the Talent Middle School community.

Attendance Recognition

Students are recognized throughout the year for positive attendance. Positive attendance recognition includes certificates, announcements, and rewards.

8th Grade Recognition Ceremony

The culminating experience for our students here at TMS is our 8th Grade Recognition.

This ceremony allows us to celebrate the accomplishments of three years of hard work here at the middle school, and to wish our outgoing 8th graders well as we send them off to the high school. It is a great celebration for our students, our staff, and students' families and friends.

Athletics

TMS students may compete with other middle schools and in the valley. There is currently no pay-to-play fee at any Phoenix-Talent school. All students may participate for free. Students are required to show proof of insurance and have a current physical on file to be allowed to participate in sports. All TMS athletics are open to all 6th, 7th, and 8th grade students.

Sports Schedule

Fall Middle School Sports
<ul style="list-style-type: none">• Cross Country (All Grades, Co-Ed) <i>September – October</i>
<ul style="list-style-type: none">• Girls Volleyball (All Grades) <i>September – October</i>
<ul style="list-style-type: none">• Football (All Grades, Co-Ed) <i>September – October</i>
Winter Middle School Sports
<ul style="list-style-type: none">• Boys Basketball (All Grades) <i>October– December</i>
<ul style="list-style-type: none">• Wrestling (All Grades, Co-Ed) <i>January – March</i>
<ul style="list-style-type: none">• Girls Basketball (All Grades) <i>January – March</i>
Spring Middle School Sports
<ul style="list-style-type: none">• Track (All Grades, Co-Ed) <i>March – May</i>

Complete schedules for each sport are available in the main office and on our website during each season.

Eligibility

See full eligibility information in the Talent Middle School Athletics Handbook.

Student Fees

Registration Fees

There is no fee to register at Talent Middle School. However, there are some additional costs that families may choose to pay or fees that might be incurred throughout the year.

Talent Middle School has financial support available for families who need assistance in paying any school fees. Please contact the office to inquire about financial support.

School Supplies

In order to be successful at school, every student needs appropriate supplies and materials. This year we are offering three options for school supplies so that you can pick which option is best for your family. Either purchasing Individual Student Supplies only, purchasing the Individual Student Supplies and Shared Classroom Supplies to contribute to the community, or receiving School Provided Student Supplies free of charge. Any student who needs support will receive a packet of the Individual Student Supplies on their first day of school.

Physical Education Uniform T-Shirt

All students will need to wear a school-issued PE shirt during PE class. PE shirts are available for purchase for \$8.00 in the Main Office. Students may use their PE shirt from last year. Students will need to wear their choice of athletic bottoms for class (shorts, sweatpants, etc.). Students will also be expected to wear closed-toed shoes during PE.

Optional Yearbook

Yearbooks may be purchased throughout the year and are given out on the last day of school. Families are encouraged to purchase yearbooks early to be guaranteed a yearbook.

Optional Band Instrument Rental Fee

This fee is for students who are in band and would like to rent an instrument. Please keep the fee receipt for the entire school year.

Textbooks and Library Materials Replacement Fees

Students are responsible for safekeeping of checked out textbooks and library materials. Lost or damaged textbooks will result in a replacement cost. Students must pay this fee before another textbook will be issued to them. Other lost or damaged books or library items will result in a replacement fee equal to the cost of the item. Lost or damaged library property may result in student library privileges being revoked.

Nutrition Services

All food services are provided by Sodexo.

Breakfast

Breakfast will be available to students before school in the cafeteria.

Lunch

Students may bring their own lunch or purchase from a selection of items from our food services in the school cafeteria. Those selections include a daily rotating entrée, a vegetarian option, hamburgers, pizza, sandwiches, and salad bar. Prices are posted in the cafeteria..

Purchasing Meals and Free/Reduced

Information

Students will use an identification number to access their account in the computer system. Lunch numbers should be kept confidential. Money may be added to accounts in the morning before school or online at the district website. Free and reduced lunches are available upon approval of completed request forms.

The district's meal charging requirements are as follows:

A charge account for students paying full or reduced price for meals may be established with the district. Students or parents/guardians of students may prepay meal costs. All students will be fed daily, upon request, with a USDA reimbursable meal no matter their meal charge balance. Nutrition staff will not share with a student their balance while serving them a meal.

If a student's meal charge account exceeds five or more meals:

1. School staff will determine if the student has been identified as being categorically eligible for free meals. The following students are categorically eligible for free meals:
 - (1) Students who meet the definition of homeless, runaway, or migrant children;

- (2) Foster children under the legal responsibility of a foster care agency or court; and
- (3) Children from households that receive benefits under the:
 - i. Supplemental Nutrition Assistance Program (SNAP);
 - ii. Temporary Assistance for Needy Families (TANF); or
 - iii. Food Distribution Program on Indian Reservations (FDIR).
- 2. If the student is not categorically eligible for free meals, then district staff must make at least two attempts to contact the student's parents or guardians to have them fill out a Confidential Family Application for Free and Reduced Meals.
- 3. If a student is not categorically eligible for free meals, and the student's parents or guardians have not submitted a Free and Reduced-price School Meals Application, then district staff must make reasonable efforts to contact the student's parents or guardians and offer their assistance completing the application.

A student's negative meal account balance at the end of the current school year will be transferred to their school account. The negative meal account balance will be the parent or guardian's responsibility to pay. For more information regarding meal charging, please see board policy EFAA-AR.

Technology

Internet Use

We are pleased to offer students access to the district computer network for email and the Internet. Students will need to access the Internet to be successful in some of their classes and learn vital 21st century skills. Access to email and the Internet enables students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. However, the Internet is a privilege that may be revoked at any time if a student abuses it. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, Phoenix Talent Schools support and respect each family's right to decide whether or not to decline access. If you, as a parent or guardian, do not want your child to have access to the Internet please submit a written letter to our office manager stating that they do not have permission.

Cell Phone and Personal Device Expectations

Talent Middle School is a cell phone and personal device (smart watches, tablets, personal computers, headphones etc.) free-zone. Restricted access to devices helps

students stay focused on their learning and helps teachers know how best to support their students. If students bring devices to school, they should be powered off and put away during the day.

Here at TMS, we consider passing periods and the lunch period, in addition to the academic class periods, to be learning times. These unscheduled portions of the day are opportunities for students to work on organization and time-management skills, check-in with teachers about assignments, and practice positive, in-person social interactions with their peers and adults.

Though we have set thoughtful boundaries around cell phone and personal device usage, students continue to have access to a landline in every classroom and will be able to contact their parents/guardians if necessary. If you need to speak with your child during the school day, please call the office, and we will make sure you are able to communicate any important information with them.

If a student violates the school cell phone and personal device policy, they may be assigned consequences that would limit their ability to have their cell phone on campus.

Digital Citizenship Expectations

A digital citizen is a person who has the skills and knowledge to use digital technology, including the Internet, in a way that is safe, responsible, and contributes to a positive environment for self and others. At Talent Middle School, we expect all students to be good digital citizens by using technology safely, respectfully, and responsibly. To support students in being good digital citizens, we review our technology and digital citizenship expectations annually with students and ask students and families to sign our Digital Citizenship Pledge.

Digital Citizenship Pledge

At Talent Middle School, we are lucky to have access to considerable technology that greatly enhances the learning environment. Most of our students do a great job using these tools in a safe, respectful, and responsible manner.

Computer/device use and access to the Internet on campus is a privilege that may be revoked at any time if a student abuses it. Examples of abusing computer/device use or access to the Internet on campus include but are not limited to cyber bullying, visiting sites during class time not authorized by the teacher, using proxy servers to go to unauthorized sites, tampering with the computer settings, downloading any software without approval, using someone else's login for any purpose, or tampering with any teacher files. Keyword searches may also trigger an investigation.

To make sure students understand the expectations, we review them annually and have students and parents sign this pledge:

- I understand that the use of computers, email, the Internet, and other District devices at school is a responsibility and a privilege that can be lost.
- I will not abuse computer/device use or access to the Internet on campus.
- I will use my computer, my email, the Internet, and all devices in ways that are educational and appropriate when at school.
- I will take good care of school owned equipment (computers, headphones, cameras, tablets, etc.).
- I will not place decorations (such as stickers, drawings, etc.) on any school computer or device.
- I will keep computers and devices away from food/liquids and use proper care to keep them clean.
- I will not use objects that could scratch the screen of any electronic device.
- I will never leave a device that is checked out to me unattended.
- I will protect devices by always keeping them in the approved case (when applicable).
- I will not deface the serial number on any school owned piece of equipment.
- I will keep background screen images as they are and not change them.
- I will always be respectful of another student's work on the shared computers and devices, and I will not open other's work.
- I understand that my school-issued computer account and device is subject to inspection at any time without notice.
- I understand student email addresses associated with any school related account are for educational use only. Material sent from or received at this email are property of the school district and can be reviewed at any time.
- I will use technology in a way that is kind, responsible, and contributes to a positive environment for me and others.

By signing this pledge, I acknowledge that I am aware of the rules governing the use of computers, email, the Internet, and school devices in the classroom and I agree to follow the expectations set forth in it. I understand that violation may result in limited or loss of privileges.

My Homeroom Teacher: _____

Student's Name (Please Print): _____

Student's Signature: _____ Date: _____

Parent/Guardian's Name (Please Print): _____

Parent/Guardian's Signature _____ Date: _____

Compromiso de Ciudadanía Digital

En Talent Middle School, tenemos la suerte de tener acceso a una tecnología considerable que mejora enormemente el entorno de aprendizaje. La mayoría de nuestros estudiantes hacen un gran trabajo usando estas herramientas de manera segura, respetuosa y responsable.

El uso de computadoras/dispositivos y el acceso a Internet en el campus es un privilegio que puede revocarse en cualquier momento si un estudiante abusa de él. Los ejemplos de uso abusivo de computadoras/dispositivos o acceso a Internet en el campus incluyen, entre otros, ciberacoso, visitar sitios durante el tiempo de clase no autorizados por el maestro, usar servidores proxy para ir a sitios no autorizados, alterar la configuración de la computadora, descargar cualquier software sin aprobación, usar el inicio de sesión de otra persona para cualquier propósito o manipular los archivos de cualquier maestro. Las búsquedas de palabras clave también pueden desencadenar una investigación.

Para asegurarnos de que los estudiantes comprenden las expectativas, las revisamos anualmente y hacemos que los estudiantes y los padres firmen este compromiso:

- Entiendo que el uso de computadoras, correo electrónico, Internet y otros dispositivos del Distrito en la escuela es una responsabilidad y un privilegio que se puede perder.
- No abusaré del uso de computadoras/dispositivos o del acceso a Internet en el campus.
- Usaré mi computadora, mi correo electrónico, Internet y todos los dispositivos de manera educativa y apropiada cuando esté en la escuela.
- Cuidaré bien la propiedad de la escuela (computadoras, auriculares, cámaras, tabletas, etc.).
- No colocaré decoraciones (como calcomanías, dibujos, etc.) en ninguna computadora o dispositivo escolar.
- Mantendré las computadoras y los dispositivos alejados de alimentos/líquidos y usaré el cuidado adecuado para mantenerlos limpios.
- No utilizaré objetos que puedan rayar la pantalla de cualquier dispositivo electrónico.
- Nunca dejaré desatendido un dispositivo que se me haya asignado.
- Protegeré los dispositivos manteniéndolos siempre en el estuche aprobado (cuando corresponda).
- No desfiguraré el número de serie de ningún equipo o propiedad de la escuela.
- Mantendré las imágenes de la pantalla de fondo tal como están y no las cambiaré.
- Siempre seré respetuoso con el trabajo de otro estudiante en las computadoras y dispositivos compartidos, y no abriré el trabajo de otros.
- Entiendo que mi cuenta de computadora y dispositivo asignados a mi por la escuela están sujetos a inspección en cualquier momento sin previo aviso.
- Entiendo que las direcciones de correo electrónico de los estudiantes asociadas con cualquier cuenta relacionada con la escuela son solo para uso educativo. El material enviado o recibido en este correo electrónico es propiedad del distrito escolar y puede revisarse en cualquier momento.
- Usaré la tecnología de una manera amable, responsable y que contribuya a un entorno positivo para mí y para los demás.

Al firmar este compromiso, reconozco que estoy al tanto de las reglas que rigen el uso de computadoras, correo electrónico, Internet y dispositivos escolares en el salón de clases y acepto seguir las expectativas establecidas en él. Entiendo que la violación puede resultar en la limitación o pérdida de privilegios.

Mi maestro de aula: _____

Nombre del estudiante (en letra de imprenta): _____

Firma del estudiante: _____ Fecha: _____

Nombre del padre/tutor (en letra de imprenta): _____

Firma del padre/tutor _____ Fecha: _____

School Rules and Conduct Expectations

*See Every Student Belongs

Dress Code

Responsibility for dress rests primarily with students and their families. The district's dress code is established to promote safety, prevent disruption, and support healthy hygiene habits.

- Dress and footwear should be suitable for the work students do in each classroom setting.
- Students have the right of freedom of expression in their dress as long as it is not inappropriate, puts any student in danger, disrupts the classroom environment, and does not interfere with another student(s) access to an education.*
- Underwear and undergarments should be concealed.
- Clothing should cover from armpits to mid-thigh.
- Special classes such as shop, physical education, art and others may require special dress for safety, protection or performance reasons.

District expects student dress to meet standards which ensure that either of the following conditions do not exist:

- Disruption or interference with the classroom learning environment.
- Threat to the health and/or safety of the student concerned or of other students.

Wearing clothing (including hats, bags, buttons, pins, or stickers) displaying drug, alcohol, tobacco, marijuana, gang symbols, hate speech, obscenities, or sexual innuendo is prohibited.

If a student is not dressed appropriately, student management/administration will work with the student to correct their outfit as necessary.

Discouraged Items

Items that are not necessary for the learning environment or have the potential to create a distraction are discouraged. Discouraged items include pets, toys, stuffed animals, electronic devices, objects that make noise, and other items that can create a disruption. If a student brings a discouraged item to school, staff will support the student in finding a place to store the item until it can be removed from campus.

Weapons and Unsafe Items

Items that are illegal or unsafe should not be brought to school. Those items include weapons (real or simulated), chains, incendiary devices (lighters, matches, fireworks), and any other object that is unsafe or illegal to possess. Bringing these items to school will result in disciplinary action.

Drugs and Alcohol

At Talent Middle School, we believe students have a right to attend school in a safe environment conducive to learning and we are committed to maintaining a drug-free campus.

The pretended or real use, sale, distribution or possession of alcohol and drugs (including paraphernalia) is prohibited on campus. Any student who brings to school or is under the influence of alcohol or drugs while at school will be referred to the police and the school's intervention team where an intervention plan will be determined.

Students in violation of this policy will face disciplinary action including, but not limited to, the involvement of law enforcement agencies and school consequences. School consequences may include suspension, increased supervision, recommendation for expulsion, and other school-based

consequences per administrative recommendation.

Student Lockers

Students may be assigned a locker by their homeroom teacher to use throughout the school year. Students are encouraged to refrain from bringing valuable items to school or storing valuables in their lockers. The school does not assume responsibility for student property in lockers or any other place on campus.

Students agree to accept the responsibility to maintain the confidentiality of the locker combination and to keep the locker in good order.

Although students are assigned lockers, the lockers remain the property of the school. The school has the right to search lockers under certain conditions relating to the safety, security, and orderly conduct of school. Items that are disruptive, dangerous, or illegal may be seized.

All property taken from lockers will be returned to the true owner, parents/guardians, or proper authorities at an appropriate time. Confiscated materials not claimed by the end of the school year will be donated or discarded.

Student Backpacks

Students are required to keep their backpacks or bags in their locker during the school day. Backpacks and bags are subject to the same search and seizure guidelines as school lockers.

Gang Behavior

Phoenix-Talent Schools has defined a gang as a group of two or more persons whose purpose is to commit illegal acts or whose activities can cause a substantial disruption to school or school activities. Phoenix-Talent Schools do not allow gangs or gang membership and therefore will not permit students to:

- Wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign or other things that suggest membership or gang affiliation.
- Participate in activities (gestures, handshakes, etc.) that suggest membership or gang affiliation.
- Promote gangs or gang activities by soliciting membership, intimidating others, encouraging physical violence, committing illegal acts, etc.

If a student appears to be engaging in real or simulated gang activity, school staff will work with the student's family to address the situation and support the student in making positive choices and may result in suspension or expulsion.

Bullying and Harassment

Harassment (ORS 339.351 ORS 174.100)

Harassment of students by a member of the staff to a student, by a student to another student or by a student to a District staff member will not be tolerated in this school or in this District. Harassment by Board members, parents, vendors and others in this School District is prohibited. Harassment on the basis of race, religion, sex, national origin, disability, sexual orientation, parental or marital status or age means conduct of a verbal, written, electronic or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students. Examples include, but are not limited to, when:

- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.
- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in District programs or activities.

Harassment as set forth above may include, but is not limited to, the following:

- Verbal, physical, written, or electronic communication harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, etc.;
- Demeaning jokes, stories or activities directed at or about the student.

Sexual Harassment (ORS 342.700)

Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Examples include, but are not limited to, when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in District programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment;

Sexual harassment as set out above may include, but is not limited to, the following:

- Verbal or written harassment or abuse;
- Pressure for sexual activity;
- Repeated remarks to a person with sexual or demeaning implications;
- Unwelcome touching;
- Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, achievements, etc.

The School and/or District will promptly and reasonably investigate allegations of harassment. Any student who has knowledge of or feels he/she is a victim of harassment should immediately report his/her concerns to the building administration. If the principal is the subject of the complaint the report needs to go through the superintendent. Often the

identity of the person reporting bullying or harassment can be kept confidential. Students are strongly encouraged to make use of resources in the school that are available to them such as peer mediation, counseling, etc. should they be involved in conflicts with other students.

Violation of the harassment policy may result in discipline, up to and including suspension and expulsion. The SRO or other law enforcement officer will also be notified of the offense. Students face possible prosecution for assault, harassment, disorderly conduct, or other offense if an investigation determines the student has committed a crime. The school will make note in the student's record of violations of this policy, and DMV may be notified of any actions which may affect the offending student's driving privileges.

Retaliation against a student who has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding is prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to discipline up to and including suspension and expulsion and may include police contact.

Bias Incident Response

A bias incident is any hostile expression that may be motivated by another person's race, color, disability, religion, national origin, sexual orientation, or gender identity. A hate crime, known as a bias crime under Oregon law, is any crime where the perpetrator's motivation is based on bias. Both bias incidents and crimes can be verbal, physical, or visual, and can target someone in a protected class, a family member, or even someone incorrectly perceived to be in a protected class.

Examples of Bias Incidents Include:

- Name-calling; using a racial, ethnic, or another slur to identify someone; or using degrading language.
- Creating racist or derogatory graffiti or images/drawings. Imitating someone with a disability, or imitating someone's cultural norm or practice.

- Assaulting, injuring, or touching someone in an offensive manner because of a perceived protected class.

Progressive Discipline Response to Bias Incidents:

- Student Conference
- Verbal/written warning
- Parent/Family communication
- Educational intervention (e.g., sensitivity training, cultural awareness workshops)
- Restorative response to repair harm
- Check In/Check Out
- Loss of privileges
- Suspension and/or expulsion
- Referral to law enforcement

Each bias incident will be thoroughly investigated to determine its severity and impact. The progressive discipline approach ensures that consequences align with the seriousness of the incident while also providing opportunities for education and growth. Remember, the goal is not only to address the behavior but also to foster a culture of respect and inclusion within the school community.

Bus Rules and Expectations

The Oregon Bus Rules governing pupils riding school buses must be kept posted in a conspicuous place in all school buses. Oregon Bus Regulations (OAR 581-53-010) are as follows:

1. Pupils being transported are under authority of the bus driver.
2. Fighting, wrestling, or boisterous activity is prohibited on the bus.
3. Students shall use the emergency door only in case of emergency.
4. Pupils shall be on time for the bus both morning and evening.
5. Pupils shall not bring animals, firearms, weapons, or other potentially hazardous material on the bus.
6. Pupils shall remain seated while bus is in motion.
7. Pupils may be assigned seats by the bus driver.

8. When necessary to cross the road, pupils shall cross in front of the bus or as instructed by the bus driver.
9. Pupils shall not extend their hands, arms, or heads through bus windows.
10. Pupils shall have written permission to leave the bus other than at home or school.
11. Pupils shall converse in normal tones; loud or vulgar language is prohibited.
12. Pupils shall not open or close windows without permission of driver.
13. Pupils shall keep the bus clean and must refrain from damaging it.
14. Pupils shall be courteous to the driver, to fellow pupils, and passersby.
15. Pupils who refuse to promptly obey the directions of the driver or refuse to obey regulations may forfeit their privilege to ride on the buses.

Riding the school bus is a privilege and disciplinary action will be taken when students do not follow the bus rules. Video cameras may be used on the buses to help monitor student behavior; students will not be notified when the camera is being used. The bus driver may issue students violating the Code of Conduct a citation. Consequences resulting from a citation may include a warning, assigned seating, parent/guardian conference, behavior contract, etc., and/or suspensions of up to 10 days, or expulsion (for the remainder of the semester or year) from the bus privilege. Any time bus riding privileges are suspended, the bus supervisor shall notify the parents/guardians. The third (3rd) citation and any "severe" citations will result in suspension (up to 10 days). The fourth (4th) citation will revoke bus-riding privileges for a minimum of two (2) weeks or the balance of the school year. Consequences for citations may be appealed by the student and parent/guardian to the Superintendent, and the Board.

The Phoenix-Talent School District contracts bus service through First Student. You may contact a bus driver or speak to the bus supervisor at 541-201-3153.

Bus Stops and Bus Passes

For safety reasons, students are expected to ride the same bus every day and get off at the

stop closest to their home. If your child needs to ride a different bus or get off at another stop, a bus pass is needed. To get a bus pass, please contact the main office. When contacting the office for a bus pass, please be prepared to provide the address of the student's destination. Bus drivers are not able to accept passengers without a pre-arranged bus pass from the school.

Video Surveillance Cameras

Talent Middle School uses video cameras to ensure the health, welfare, and safety of our students and visitors. Cameras are motion activated and located both inside and outside the building. Cameras record activity in hallways and other common areas 24 hours a day. A display in the office allows us to monitor outside entrances around the school. The recordings are reviewed when a potential violation of Board policies, building rules, or law has been reported. Violators may be subject to disciplinary action and the recordings may become part of a student's educational record.

Behavior Support Model

At Talent Middle School, we expect students to be safe, respectful, and responsible. We understand that students will make mistakes and make choices that are not safe, respectful, or responsible. When students make choices that do not align with our school-wide expectations, we work to connect with the student, help them reflect on the impact of their actions, and re-teach the expectations so they can make a better choice in the future. The most important thing whenever a student makes a mistake is that they feel respected and supported and have an opportunity to learn from their mistake.

School-wide Positive Behavior

Interventions and Supports (PBIS)

Talent Middle School uses a school-wide support system designed to promote students' academic, social, and emotional growth. This system is called Positive Behavior Intervention Support (PBIS).

The PBIS framework includes offering praise and positive feedback to students who are doing the right thing and giving reminders, redirections, and reteaching expectations to students who are not following school-wide expectations.

Our goal at Talent Middle School is to support students by creating a caring environment that promotes learning, inclusion, and student success. To achieve this goal, it is expected that all students follow three basic rules:

- **Be Safe:** Students will be safe by observing school rules and acting in ways that promote the safety of self and others.
- **Be Respectful:** Students will be respectful by showing kindness and courtesy to others and being respectful of the school campus.
- **Be Responsible:** Students will be responsible by being on time, attending classes regularly, being organized, having the materials they need to be successful, and asking for help when they need it.

Through our PBIS model, students who display behaviors that are Safe, Respectful, and Responsible can earn Bulldog Bucks, a coupon that can be redeemed for rewards at the student Bulldog Store.

Student Discipline

Oregon State law has established the following guidelines for school discipline:

OAR 581-21-055: Students shall comply with the written rules of the school district board, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials, and conduct themselves in an orderly fashion. Students shall be liable to discipline, suspension, or expulsion for misconduct, including but not limited to:

- (a) Theft*
- (b) Disruption of the school*
- (c) Damage or destruction of private property on school premises or during a school activity*
- (d) Assault or threats of harm*
- (e) Unauthorized use of weapons or dangerous instruments*

(f) *Unlawful use of drugs, narcotics, or alcoholic beverages*

(g) *Persistent failure to comply with rules of the lawful directions of teachers or school official*

Disciplinary Actions

Most of the time, students make positive choices and follow the school-wide expectations. When a student makes a choice that does not follow school expectations, our staff support the student in correcting the behavior and providing opportunities for learning and growth. At times, behaviors that do not follow school-wide expectations will result in disciplinary actions.

The following are disciplinary actions that may be assigned:

- *Informal Talk:* A teacher or staff member will talk with the student regarding the expectation that was not met, helping the student identify positive choices for success in the future.
- *Classroom Consequences:* A teacher may assign classroom consequences. Teachers are encouraged to contact families when classroom consequences are assigned or behavior challenges occur in the classroom.
- *Team Check-in with Student:* A team of teachers who work with the student may meet with the student to develop a plan for success. The teacher will contact the family when a plan for success is needed.
- *Family Involvement:* School staff may reach out to families via phone, personal contact, or email when a behavioral concern has occurred to discuss a plan to support the student. This plan may include school consequences. A conference may be conducted between the student, their parent/guardian, appropriate school staff, and other individuals involved as needed.
- *Formal Conference:* A formal conference held between the student and an administrator. The outcome of this conference may include school consequences. Teacher or counselor involvement may be appropriate as well. Families will be notified by phone or in

writing when a formal conference is needed.

Serious Offenses

Serious offenses, such as the use of drugs, smoking, vandalism, fighting, bullying/harassment, theft, truancy, etc., will result in immediate action by the administration without following the previously mentioned steps.

Serious offenses may result in school consequences including, but not limited to, suspension, increased supervision, recommendation for expulsion, and other school-based consequences per administrative recommendation. Families will be notified by phone or in writing when a serious offense has occurred and may be required to meet with the administrative team.

In-School Suspension

All suspensions at TMS are done under Oregon law (OAR 581-21-065). A student may be assigned to in-school suspension for a period of up to ten school days. A suspension may be appealed but will not be postponed pending appeal. A copy of the law will be available upon request.

When a student is suspended, parents/guardians will be contacted and asked to pick the student up from school as soon as possible. When a student is suspended, they are excluded from school and related activities. The student is informed that they are subject to suspension and can discuss their side of the situation with the appropriate school official. Families will be notified by phone or in writing when a student will be assigned in-school suspension and may be required to meet with the administrative team.

Students assigned to in-school suspension will work on classroom assignments in a designated suspension area. Students will not be able to participate in school activities (lunch in cafeteria, sports, field trips, etc.) during the suspension period and are not to return to campus once being dismissed for the day.

Suspension

All suspensions at TMS are done under Oregon law (OAR 581-21-065). A student may be suspended for a period of up to ten school days. A suspension may be appealed but will not be postponed pending appeal. A copy of the law will be available upon request.

When a student is suspended, parents/guardians will be contacted and asked to pick the student up from school as soon as possible. When a student is suspended, they are excluded from school and related activities. The student is informed that they are subject to suspension and can discuss their side of the situation with the appropriate school official. Families will be notified by phone or in writing when a student will be assigned suspension and may be required to meet with the administrative team. Students on suspension may not return to school grounds or attend any school district activities.

Expulsion

Following Oregon law (OAR 581-21-070), in the case of an expellable offense, the student will be immediately suspended pending an investigation. A hearing will be held to determine if the student is to be expelled.

Federal and State Notices

Special Education Services

If you suspect that your child may have a disability, you may request a meeting with school staff to discuss the possibility of obtaining an evaluation to determine your child's eligibility under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. You may obtain additional information on both programs by contacting the District Special Education Director (541-535-7522), the building principal, or the Oregon Department of Education.

Private School Placement

While parents have the option of placing their children in a private school or obtaining additional services (such as tutoring) from a private individual or organization, the District is not obligated to cover resulting tuition or costs. The District will not pay for private

services or tuition for any student unless required to do so by state or federal law. If a parent wishes for the District to consider a publicly funded private placement or private services, the parent must give the District notice and opportunity to propose other options available within the public school system before the private placement or services are obtained.

Therefore, for any regular education, 504, or IDEA student, a parent/guardian must give notice either at the last IEP or 504 meeting prior to obtaining private services, or in writing at least ten business days prior to obtaining private services. The notice must include the parent/guardian's intent to obtain private services, the parent/guardian's rejection of the educational program offered by the District, and the parent/guardian's request that the private services be funded by the District. Failure to provide notice may result in a denial of any subsequent reimbursement request.

McKinney-Vento Homeless

Assistance Act

Under the McKinney-Vento Act, homeless children and youth are entitled to immediate public school enrollment, immediate access to the free lunch program as well as other benefits. Homeless children and youth mean individuals who lack a fixed, regular, and adequate nighttime residence. It includes children and youth who:

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- Are living in emergency or transitional shelters;
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

If you feel your child may qualify for benefits under the McKinney-Vento Homeless Assistance Act, please contact your child's teacher, the school principal, or Phoenix-Talent Schools' Homeless Education Liaison at 541-897-3730.

Modified Diploma

In May of 2008, the state Board of Education adopted an Oregon Administrative Rule that defined the requirements for awarding a modified diploma. Any student who meets the eligibility criteria outlined in OAR 581-022-1134 may receive a modified diploma. A school shall grant eligibility for a modified diploma to a student who has:

- 1) a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers inherent in the student or
- 2) a documented history of a medical condition that creates a barrier to achievement.

A student and the parent/guardian shall be informed about diploma options when the student is in the fifth grade, but the decision to work toward a modified diploma cannot be made until the end of the 6th grade and no later than 2 years before the student's anticipated exit from high school. The decision is made by the school team, which should include the student and must include a parent/guardian. When a student working toward a modified diploma completes the 8th grade, the school team must review the modified diploma information annually.

Alternative Education Programs

Alternative education program options have been established and approved by the Board to meet the individual needs of students. These programs will be made available to students who are in need of alternate learning styles or needs which may include the following:

1. When severe disciplinary problems occur.

2. When a student is at-risk for dropping out.
3. When an expulsion is being considered or a student is expelled.
4. other circumstances that require an alternative education setting.

Compass

The Compass program is offered to district students who need an alternative learning environment, or who are looking at a GED option (high school). In the Compass program, students access their coursework through online programs. Students meet with the program teacher and are expected to complete work independently as well. Alternative education placement is made by a team decision including parent(s) and must be approved by the District Superintendent or designee prior to enrollment. Students attending Compass are on a specific track guiding them to the goal of graduation or the completion of grade-level work. The small group environment provides students with a personalized program they need to stay on track or to retrieve needed credits.

PTS Disclaimer

Please note that the information provided in this student handbook is intended for general guidance and informational purposes only. While every effort has been made to ensure the accuracy and currency of the content, the school or institution assumes no responsibility or liability for any errors, omissions, or outdated information.

The policies, rules, regulations, and procedures outlined in this handbook are subject to change without notice, and students are advised to verify any important information with the relevant school authorities or official sources.

Furthermore, this handbook is not intended to be a substitute for professional advice or individualized guidance. Students or parents should consult with appropriate faculty members, advisors, or administrators for specific inquiries or concerns related to academic, administrative, or other matters.

By using this student handbook, you acknowledge that you have read, understood, and agreed to the terms of this disclaimer. The school or institution reserves the right to update, modify, or remove content from this handbook as deemed necessary and appropriate.



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

To: Board Members
From: Denise Skinner
Date: April 10, 2025
Re: Declaration of Surplus Items

Jon McCalip would like the following items declared as surplus.

- Bandsaw: Rockwell / Series #28-200 / Serial # FR6808
- Bandsaw: Delta / Serial #01790Q / Model #28-206
- Table Saw: 10 in.
- (2) Scroll Saws - 16" / Ace
- Radial Arm Saw - 10" / Makita LS1013 / No. 136695
- Miter Box Extra Saw
- Baldwin piano, style 243C-serial #382283
- Montague Co. double oven MODEL EK-12A, 3PH 240V 50AMP

**WAIT LIST INTERDISTRICT TRANSFER REQUESTS
FOR 2025-2026
Report as of 4/16/25**

REQUESTS FOR A TRANSFER OUT

GRADE	Proposed Slots	REQUESTS	CURRENT STUDENT
K	0	5	N/A
1	0	1	0
2	0	0	0
3	0	1	0
4	0	0	0
5	0	2	2
6	0	0	0
7	0	1	0
8	0	2	0
9	0	4	0
10	0	0	0
11	0	1	1
12	0	0	0
TOTAL	0	17	4
TOTAL RESIDENT STUDENTS REQUESTING AN OUTGOING TRANSFER: 17			

REQUESTS FOR A TRANSFER IN

GRADE	Proposed Slots	REQUESTS	CURRENT STUDENT
K	40	1	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	2	0
TOTAL NONRESIDENT STUDENTS REQUESTING AN INCOMING TRANSFER: 2			Note: All District programs and special services are reserved for resident students first.

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	Regular Board Meeting	Dist. Off.	6:00 p.m.
July 24	Summer Board Work Session	*TBD	5:00 p.m.
AUGUST 2025			
August 14	Regular Board Meeting	OHES	6:00 p.m.
SEPTEMBER 2025			
September 4	Regular Board Meeting	PES	6:00 p.m.
September 18	Regular Board Meeting	PES	6:00 p.m.
OCTOBER 2025			
October 2	Regular Board Meeting	PHS	6:00 p.m.
October 16	Regular Board Meeting	PHS	10:00 a.m.
NOVEMBER 2025			
November 13	Regular Board Meeting	TMS	6:00 p.m.
November 20	Board Work Session	Dist. Off	5:00 p.m.
DECEMBER 2025			
December 11	Regular Board Meeting	TES	6:00 p.m.
JANUARY 2026			
January 8	Regular Board Meeting	PES	6:00 p.m.
January 22	JAB Work Session	PHS	5:00 p.m.
FEBRUARY 2026			
February 5	Regular Board Meeting	OHES	6:00 p.m.
February 19	Regular Board Meeting	OHES	6:00 p.m.
MARCH 2026			
March 5	Regular Board Meeting	PHS	6:00 p.m.
March 19	Board Work Session	Dist. Off	5:00 p.m.
APRIL 2026			
April 2	Regular Board Meeting	TMS	6:00 p.m.
April 16	Regular Board Meeting	TMS	10:00 a.m.
MAY 2026			
May 7	Regular Board Meeting	TES	6:00 p.m.
May 21	Regular Board Meeting	TES	6:00 p.m.
JUNE 2026			
June 4	Regular Board Meeting	PES	6:00 p.m.
June 18	Regular Board Meeting	PES	6:00 p.m.

NOTE: Executive Session may precede Regular Board Meetings

*TBD: To Be Determined



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting - 6:00 PM

Thursday, May 1, 2025

In-Person at Talent Elementary School

Join the Zoom Meeting:

<https://us02web.zoom.us/j/81070196640?pwd=eSAUOOZq9aJNYh2aQiXb2Crga2dFYn.1>

Meeting ID: 810 7019 6640

Passcode: 765741

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. Citizen Comments
- E. Superintendent Report
- F. Consent Agenda
 - a. Approval of Agenda
 - b. Approval of Minutes from 4/17/25
 - c. Personnel Report
- G. Information and Discussion
 - 1. Legislative / OSBA Update
 - 2. Committee Updates
 - 3. Review Student Representative Applications for 25-26
- H. Recess
- I. Action Items
 - 1. Declaration of Surplus Items
 - 2. OSBA Targeted Feedback Survey
- J. Review of the Next Meeting Agenda
- K. Adjournment