



# PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting - 6:00 PM

Thursday, October 6, 2022

In-Person at Phoenix High School

<https://us02web.zoom.us/j/87516009595?pwd=N3dMVU4xRjVTZkM0aIVJeG5qS0VCQT09>

Password: 781928

**Agenda Español**

**Minutas Español**

## AGENDA

- A. **Call to Order**
- B. **Accentuate the Positive**
- C. **Citizen Comments**
- D. **Superintendent Report**
- E. **Consent Agenda**
  - 1. Approval of Agenda
  - 2. Approval of Minutes from 9/15/2022 and 9/22/22
  - 3. Personnel Report
- F. **Action Items**
- G. **Information and Discussion**
  - 1. **Facilities/Bond Update**
  - 2. **Financial Update**
  - 3. **Legislative / OSBA Update**
  - 4. **Equity, Diversity, & Inclusion**
  - 5. **State Report Cards**
  - 6. **Inter-District Transfer Report**
  - 7. **JAB Discussion**
  - 8. **Recess**
  - 9. **Division 22 Standards & Compliance**
  - 10. **Board Policy IGBAF - Special Education - Individualized Education Program (IEP)**
  - 11. **Board Policy IGBAF-AR - Special Education - Individualized Education Program (IEP)**
  - 12. **Board Policy IGBB - Talented and Gifted Program and/or Services**
  - 13. **Board Policy IGBB-AR - Complaints Regarding the Talented and Gifted Program and/or Services**
  - 14. **Board Policy IGBBA - Talented and Gifted Students - Identification**
  - 15. **Board Policy IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement**

16. **Board Policy IGBBC - Talented and Gifted - Programs and Services**
  17. **Board Policy IGBBC-AR - Complaints Regarding the Talented and Gifted Program**
  18. **Homecoming**
- H. **Review of the Next Meeting Agenda**
- I. **Adjournment**

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



# PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting  
Thursday, September 15, 2022 6:00 PM Pacific

Phoenix Elementary School  
215 North Rose Street  
Phoenix, OR 97535

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

## A. Call to Order

## B. Accentuate the Positive

### PES Principal Shawna Schleif

- Mrs. Schleif said this was the best start of the year ever! Everybody is feeling calm and positive.
- Mrs. Schleif gave a shout out to Pam Ward for her support and help with our curriculum adoption.
- Mrs. Schleif gave a shout out to Anna Redding at PHS for her help in training staff at all of the elementary schools on how to utilize PowerSchool for our new standards-based report cards.
- Mrs. Schleif said that Nurse Carrie McDonald wanted to recognize the following staff members who have been delegated nursing tasks and who have gone above and beyond. Christi Dixon and Tiffany Nunez from PES, Ted Bennett, Tara Jones, Bajae Mattheisen and Holly Tamplin from OHES, Julee Lockett and Misty Hutsell from TMS, Maria Thompson and Janet Gutridge from PHS, and Cheryl Joseph from TES.

### OHES Principal Brandon Hammond

- Mr. Hammond gave a shout out to Lori Evans, instructional coach, for helping with student needs.
- Mr. Hammond gave kudos to the students who understand that they need to let the staff know what is going on, whether it is bullying or something else. Staff is there to help them feel safe and comfortable.

### TES Principal Heather Lowe-Rogers

- Mrs. Lowe-Rogers thanked Karinn Calhoun for her support with Amplify.
- Mrs. Lowe-Rogers said that TES just received a grant from Kid Time to have a preschool. There will be openings for 20 children and a potential for 20 more. We are very excited about this.
- Mrs. Lowe-Rogers recognized Officer Lehman from Talent Police Department for his presence and help with student arrival and departure times. We have received a lot of positive feedback.
- Mrs. Lowe-Rogers recognized Jonel Todd and her team at First Student for making sure that the buses ran smoothly.
- Our family engagement events are coming up at the end of the month. OES is on the 27th, TES is on the 28th and PES is on the 29th.

### **PTRA Principal Aaron Santi**

- Mr. Santi said the year had started out well for PTRA. For the first 7 days of school, we had 98% attendance.
- We started our Talent Maker City Hand tools & Woodworking elective today. We are appreciative of that partnership.
- Mr. Santi gave a shout out to ELD staff for their work with the state ELPA screener assessments.

### **TMS Principal Katherine Holden**

- Ms. Holden thanked Officer Ken Lehman for his presence at TMS and his support of students. Officer Lehman gave great a training on safety protocols this week for staff.
- Ms. Holden gave a shout out to all the teachers who were out in the hallways making connections and welcoming students. In particular, Rich Hobbins for his enthusiastic way in which he welcomes students with his daily props and having positive interactions with students!
- Ms. Holden thanked Jamar Boyd, instructional coach, and Julie Stinson for all their support with social emotional lessons and learning.
- Our back-to-school event is Monday, September 26.

### **PHS Principal Kalin Cross**

- Ms. Cross said that this year feels different and calm. Ms. Cross recognized Carolena Campbell and Lisa Robin, who oversee our Link Crew & New Student Orientation. Our leadership students helped to welcome brand new students to the district by providing them with an orientation and walking them to their classes and making sure that they had a 'buddy' that would check in with them often.
- We were able to have our advisory class every day last week and we were able to set clear expectations and make sure that teachers felt confident in our school wide practices.
- We will have an Open House Event on Monday where we will kick off the evening with a BBQ and then host a variety of breakout sessions for families. Staff members will teach on a topic for 20 minutes and help to empower parents/build capacity for families.

### **Amy Honts of Sodexo**

- Things are going smoothly in food services. The students are getting used to putting in their student numbers for their meals at the secondary level and getting used to the new norm.

**Board Chair Michael Campbell** spoke about the first day of school for his daughter who is a new kindergartner this year at Orchard Hill. Mr. Campbell gave a shout out to the Orchard Hill staff for helping them feel welcomed, supported, and informed. Mr. Campbell gave a shout out to the parents who drive carefully through the parking lot.

### **C. Citizen Comments**

Chair Michael Campbell asked if any citizens would like to make a comment and there were none.

### **D. Superintendent Report**

- Supt. Barry shared his appreciation of the administrative team. This year feels good.
- Supt. Barry has enjoyed meeting with several individual board members and there are more meetings scheduled. It is good to have some quality time for discussion.
- Supt. Barry attended a workshop today presented by ODE and ESD. The program called Integrated Guidance is to help streamline reporting and how we share our information with ODE.

## **E. Program Report: Community Care Team**

- Kelly Soter started the presentation titled 'A Strengthening Mental Health in Education Initiative'. Ms. Soter shared their project goals and the program's vision.
- Rosario Medina, Community Care Coordinator, shared what her team has been doing these past few weeks, what community events they have participated in and planned resource centers.
- Kelly Soter ended the presentation by speaking about their case management and referral systems.

## **F. Consent Agenda**

F.1. Approval of Agenda

F.2. Approval of Minutes from 9/01/2022

F.3. Personnel Report

F.4. Board Policy Sections K & L

On motion by Sara Crawford and seconded by Dawn Watson to approve the consent agenda. Hearing no objections, the consent agenda was approved as presented.

## **G. Action Items**

### **G.1. Appoint Budget Committee Members**

I move to appoint Sara Adams and Roland Kretschmann to the Phoenix-Talent Schools Budget Committee. This motion, made by Dawn Watson and seconded by Polly Farrimond, Carried.

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

Yea: 7, Nay: 0

### **G.2. Approve Budget Committee Calendar for 23-24 Budget**

I move to approve the FY 23-24 Budget Calendar as presented. This motion, made by Polly Farrimond and seconded by Nancy McKinnis, Carried.

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

Yea: 7, Nay: 0

## **H. Information and Discussion**

### **H.1. Facilities/Bond Update**

Supt. Barry said there were no updates to report.

### **H.2. Financial Update**

Supt. Barry said that this legislative session is going to be more important than ever. There is going to be a false sense of windfall of dollars for K-12 and it is critical that we get the state school fund up to a quality education model.

### **H.3. Legislative / OSBA Update**

- Director Crawford mentioned the Legislative Roadshow is October 24. Please let Denise know if you would like to attend.  
Director Crawford said that last night there was a Town Hall with Jeff Golden and Secretary of State Shemia Fagan. Director Crawford said that there is a lot of concern about the K-12 budget as there is a mentality that we have the resources needed, based on one-time funding.
- Vice Chair Watson attended the Rural Schools Committee meeting today. One of the workshops at OSBA Annual conference will be about rural schools. We are currently narrowing down the identification of what a rural school is going to be.
- Chair Campbell reminded the board to let Denise know if they plan to attend the annual OSBA conference in November. Registration and lodging are open now.

#### **H.4. Alameda Fire Update**

- Director Farrimond attended two of the Alameda fire commemoration events this past weekend. Ms. Farrimond learned that a group consisting of Coalición Fortaleza led by Celines Garcia and Erica Ledesma, CASA of Oregon and Oregon Housing and Community Services (OHCS) purchased Talent Mobile Estates Mobile Home Park. They will be working on bringing back former residents who want to return. Both Celines and Erica are graduates of Phoenix High School.
- Supt. Barry mentioned there would be another event here at PES this weekend from 11-3pm put on by the City of Phoenix.

#### **H.5. Enrollment Report**

Supt. Barry referred to the enrollment report and graph showing that the district enrollment as of today is 2,208 students. There is a small increase overall from last year. We are still connecting with kids and families at the secondary level, so we hope to see those numbers increase.

#### **H.6. Student Representative Appointment Process Discussion**

Supt. Barry said that we have started advertising this in the high school and principal Kalin Cross has a process started with her team. The original plan was to interview students at the next meeting and then have those selected attend the October 20 daytime meeting. After much discussion about the application, recruitment and interview process, it was agreed that a Board Work Session next Thursday, September 22, at 4:00 p.m. would be beneficial so there would be more time for discussion and decision making.

### **I. Review of the Next Meeting Agenda**

#### **J. Adjournment**

The meeting was adjourned at 7:43 p.m.

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Michael Campbell, Board Chair

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Brent Barry, Superintendent



# PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

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

Board Work Session  
Thursday, September 22, 2022 4:00 PM Pacific

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

## A. Call to Order

The meeting was called to order at 4:10 p.m.

## B. Student Representative Application

- Changes to the application include the date to be returned, a statement on attendance expectations, and description of student representative duties, etc.
- Kalin and Denise will revise the application with changes as discussed, including the student's task/activity for completion prior to the board meeting.

## C. Student Representative Recruitment Process

Chair Campbell asked how many representatives the board would like to appoint. After discussion, the members present agreed to have no more than three with the possibility of making an exception based on the pool of applicants.

The board asked Principal Kalin Cross for her help in getting the word out to students. PHTV had included a slide in this week's announcements regarding Student Representatives.

## D. Student Representative Interview and Selection Process

### Interview process:

Director Crawford suggested asking about their involvement in school athletics, activities or clubs.

Vice Chair Watson would like to have the students spend 30 seconds telling us a little about themselves and then ask them a question.

After much discussion, members present agreed to have Principal Kalin Cross give the students a task to do before the interview, such as asking a number of students a question about a specific topic. Members present agreed to have Mrs. Cross pick the questions for the students. Mrs. Cross will invite the students to attend the October 6 meeting in person or virtually if they wish to see how a board meeting is held.

**Selection process:**

It was decided to use a rank choice system like last year.

**Summary:**

Students will provide their application by October 17. Principal Kalin Cross will give them an activity to do by asking their peers a specific question. At the October 20 meeting, the applicants will give a 30-second introduction of themselves and then present their findings from their given task to the board.

**E. Adjournment**

The meeting adjourned at 5:10 p.m.

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Michael Campbell, Chair

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Brent Barry, Superintendent



OREGON  
DEPARTMENT OF  
EDUCATION

# SB 732: Educational Equity Advisory Committees

Implementation Guidance Preview  
August 26, 2022

# Guidance Phases

<b>Phase 1</b>	<b>Initial Guidance</b> Sept 2022	Requirements and essential information
<b>Phase 2</b>	<b>Supplemental Guidance</b> Nov 2022	Deeper dive into the work
<b>Phase 3</b>	<b>Small &amp; Rural District Guidance</b> School year 2023-2024	Differentiated guidance and supports for small and rural districts implementing the EEACs.

# Content

- SB732 Purpose and Overview
- Timeline
- Requirements
- Core Roles & Responsibilities
- Additional Supports and Guidance

# Purpose

The Oregon Legislature, the State Board of Education, and the Oregon Department of Education:

- Believe that **every student of this state deserves a high-quality educational experience, free from barriers that interfere with each student’s wellbeing, belonging, and ability to learn and thrive.**
- **Recognizes the value of current district groups and committees to elevate voices of underserved community groups, identify opportunities, and prevent unintended impacts in district policies and decisions.**

SB732 implements the effort statewide through Senate Bill 732.

# Purpose - Legislative Intent

**“Students that are unrepresented, and haven’t had a voice at that table, now have an opportunity to come together and discuss their experiences with their district officials.”**

**“Advise, provide feedback and make recommendations to the School Board and Superintendent in their effort to create a safe learning community in which all voices are valued, students and staff have a sense of belonging and feel connected to each other and to their school.”**

**“When we think of equity, we think immediately of racial, ethnic underrepresentation. But there are many other things that would naturally be included here, including children with disabilities, I would think. We certainly have strong equity concerns for them, as well as students from gender minorities [...] **Students who face barriers that we want to remove.**”**

**“Parent voices, community voices need to be at the table, to be able to share their thoughts about the full range of educational experiences for our children and in our schools.”**

## Policy Overview

In 2021, the Oregon Legislature passed [Senate Bill 732](#), requiring each school district to establish an **Educational Equity Advisory Committee (EEAC)**. The bill set minimum requirements for the EEACs, and directed the State Board of Education to adopt complementary rules, set forth in [OAR 581.022.2307](#).

# Policy Overview

EEACs inform and advise their school boards and superintendents on the experiences of:

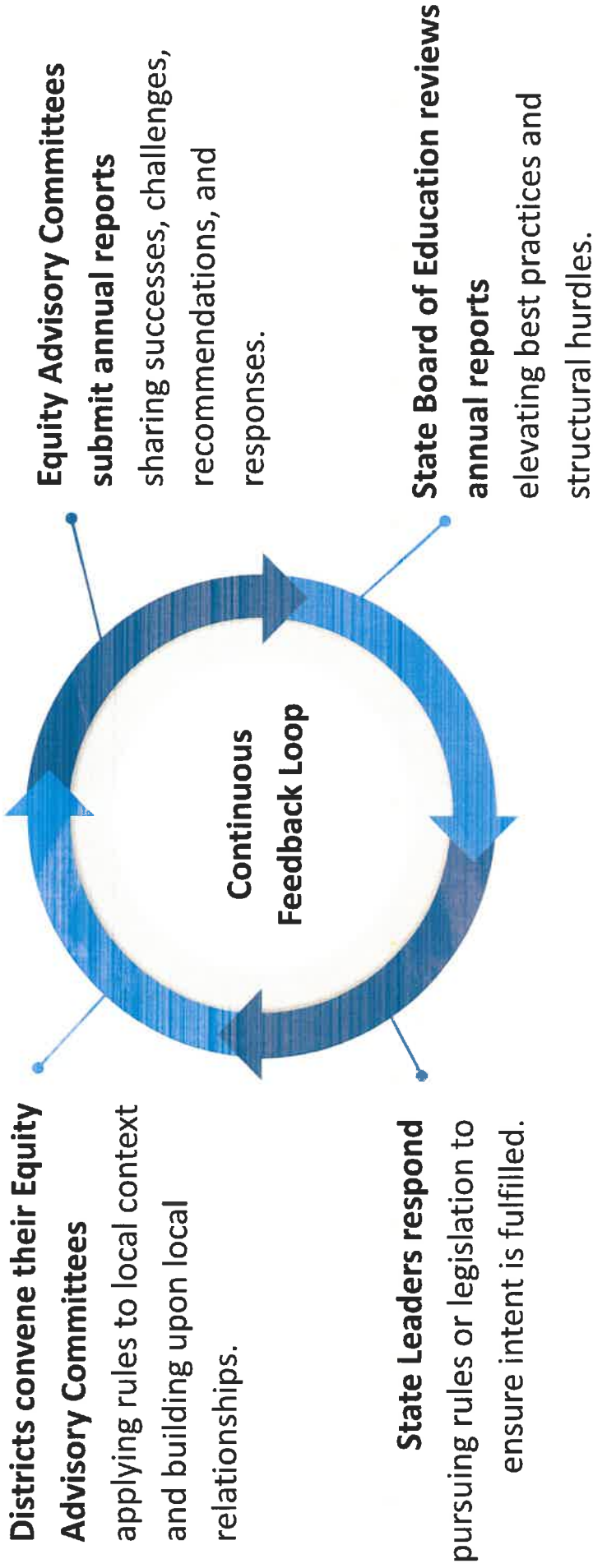
- underserved student groups
- the educational equity impacts of policy decisions
- the larger district-wide climate
- additional topics necessary to fully elevate student experience.

EEACs are meant to help school leaders identify the forces that help or hinder the success of students that have been excluded, impacted, marginalized, or underserved due to institutionalized and intersectional racism and systemic oppression.

EEACs provide regular advice and information

EEACs can prepare an annual report to be distributed to the parents, posted on the school district's website, presented to the school board, and sent to the State Board of Education. These reports will become a resource for state leaders in determining how best to support local districts and the work of their EEACs.

# Continuous Feedback



# Requirements - Timeline and Division 22

**According to statute, each school district must establish an educational equity advisory committee by:**

- **September 15, 2022** if ADM > 10,000  
Focus of initial implementation guidance.
- **September 15, 2025** if ADM < 10,000  
Additional support and guidance to support implementation planned for 2023-2024.

**Compliance considerations for good faith efforts**

- Scenarios: We can't meet or can only partially meet SB732 because we have to do more outreach and collaboration with our community to thoughtfully:
  - Evolve an existing structure; or
  - Develop an entirely new structure

## Requirements - Timeline and Division 22

- Superintendent will report to the Department that district will be not be in compliance. Within that communication, the superintendent will describe their district's plan to be in compliance by the beginning of the 2023-24 school year.
- In the fall of 2023, the district will complete its regular report report on compliance with Division 22 assurances for the 2022-23 school year. For this standard, district will report “implementing corrective action” and in “corrective action plan and timeline” section, will report that corrective action is complete and the district was in compliance by the beginning of the 2023-24 school year.

***Please note that you must complete your “corrective action” and be in compliance by the beginning of the 2023-24 school year.***

# Requirements - Selection & Composition

- **The school board and superintendent must select EEAC members composed of parents, employees, students and community members from the school district.**
  - The superintendent coordinates the member nomination process and proposes finalists to the school board
  - The board appoints members and ensures membership is primarily representative of underserved student groups.
- **For the purpose of selecting members, the board and superintendent:**
  - May not deny members based on language, immigration status, or protected class
  - May not appoint the superintendent or voting member of the board
  - Must ensure the composition of the EEAC elevates underrepresented parent, employee, student, and community member voices.
- **The board and superintendent, in consultation with the EEAC, must:**
  - Fill vacancies on the committee in the same manner as original appointments.
  - Select at least one member of the EEAC to serve on the district budget committee. (Note: this appointment is not required until there is a vacancy on the budget committee).
  - Provide sufficient support to EEAC members to participate in meetings, including, but not limited to, access to district-managed emails, translation and interpretation services, and relevant public meeting and security trainings.

# Core Roles & Responsibilities

## The EEAC duties must include:

- **Advising** the board and the superintendent about the educational equity impacts of policy decisions
- **Informing** the board and superintendent:
  - Of the district-wide climate and experiences of underserved student groups and **advising** on how best to support.
  - When a situation arises in a school that negatively impacts underrepresented students and **advising** them on how best to handle that situation.
  - When a situation arises in a school that positively impacts underrepresented students and **advising** them on how best to replicate within the district.
- Considering whether such situations are unique to the school or indicative of a district-wide trend and **advising** on how best to handle that trend.

# Considerations for Public Meetings

How do we create safe spaces for our BIPOC leaders to engage in their EEAC roles to support underserved students and disrupt racism?

- Public meeting laws and oversight
- Role of local counsel
- Safety resources

## Phase 2: Additional Supports/Guidance

### Ideas/Feedback

- Deeper support and guidance for how to resource, position, and empower the EEAC in the roles and responsibilities
- Implementation resources and supports for onboarding EEAC members
- Safeguarding transparency and safety in public meetings
- Other?

# Questions?



# Definition of Terms

## **Underrepresented**

Communities, groups, families and students that due to systemic barriers and intersectional oppression have been excluded and limited proportionate access to the dominant or mainstream educational system despite efforts to participate. This includes students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and homelessness, students with disabilities, women/girls, and students from rural communities.

## **Community Voice**

Members representing the community served by the [project/plan/initiative] will be involved in co-constructing the project design, implementation, evaluation and/or providing strategic guidance in final decision-making.

# OREGON AT-A-GLANCE DISTRICT PROFILE

## Phoenix-Talent SD 4

SUPERINTENDENT: Brent Barry | 401 W 4th St, Phoenix 97535 | 541-535-1517



### Students We Serve



### DEMOGRAPHICS

American Indian/Alaska Native	Students	1%
	Teachers	0%
Asian	Students	<1%
	Teachers	0%
Black/African American	Students	1%
	Teachers	0%
Hispanic/Latino	Students	39%
	Teachers	11%
Multiracial	Students	6%
	Teachers	3%
Native Hawaiian/Pacific Islander	Students	<1%
	Teachers	0%
White	Students	52%
	Teachers	86%



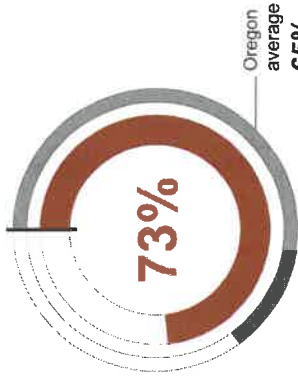
\*<10 students or data unavailable

### Start Strong

#### Grades K-2

#### REGULAR ATTENDERS

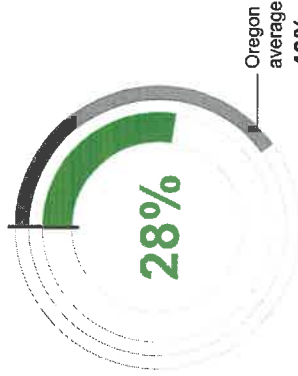
Students who attended more than 90% of their enrolled school days.



#### Grade 3

#### ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



#### Grades 3-8

#### INDIVIDUAL STUDENT PROGRESS

Year-to-year progress in English language arts and mathematics.

Data not available in 2021-22

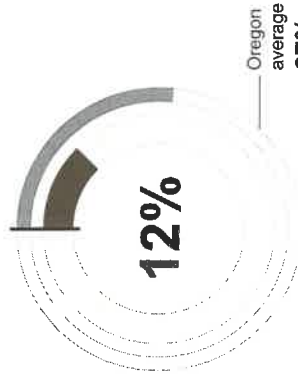
### Academic Progress

### High School Success

#### Grade 8

#### MATHEMATICS

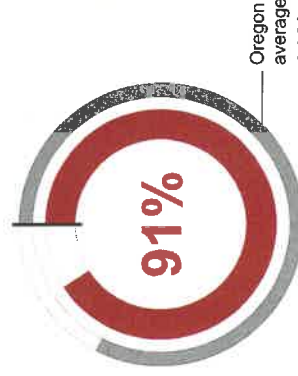
Students meeting state grade-level expectations.



#### Grade 9

#### ON-TRACK TO GRADUATE

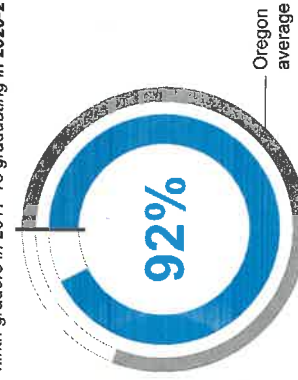
Students earning one-quarter of graduation credits in their 9th grade year.



#### Grade 12

#### ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2017-18 graduating in 2020-21.



### District Goals

Phoenix-Talent Schools is in year 3 of the 3-Year Strategic Plan in which the School Investment Account (SIA) team identified 4 goals. These goals include: a) Every student will attend 90% or more of the school year b) Sixty percent of students in 3rd-8th and 10th grades will meet state grade-level expectations in English Language Arts and Mathematics district-wide c) Every student at the completion of ninth grade will have six or more credits d) Ninety percent of all students will graduate on time with a regular or modified diploma within four years of starting high school.

### State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

# OREGON AT-A-GLANCE DISTRICT PROFILE CONTINUED

## Phoenix-Talent SD 4

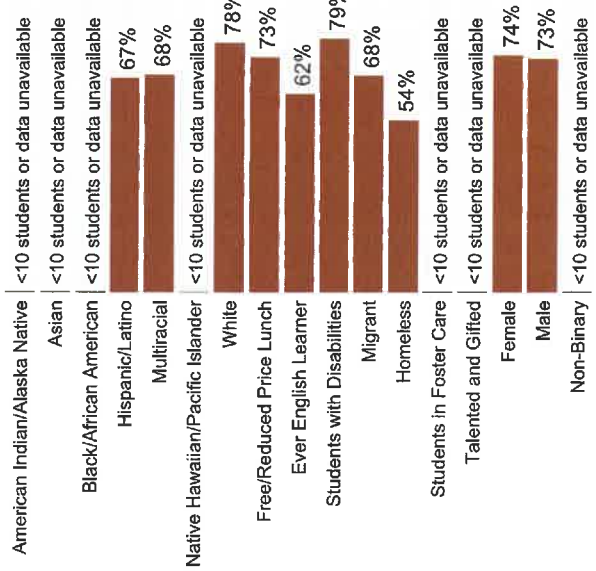
### Outcomes



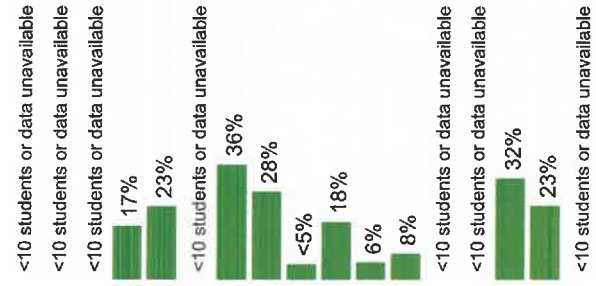
#### Our Staff (rounded FTE)



#### Grades K-2 REGULAR ATTENDERS

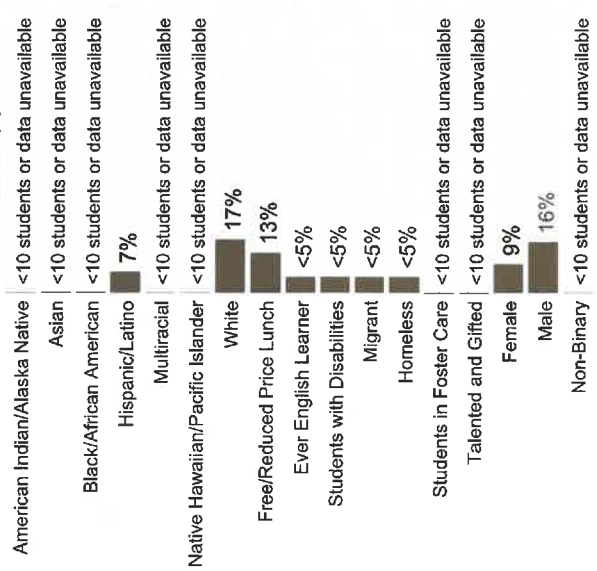


#### Grade 3 ENGLISH LANGUAGE ARTS

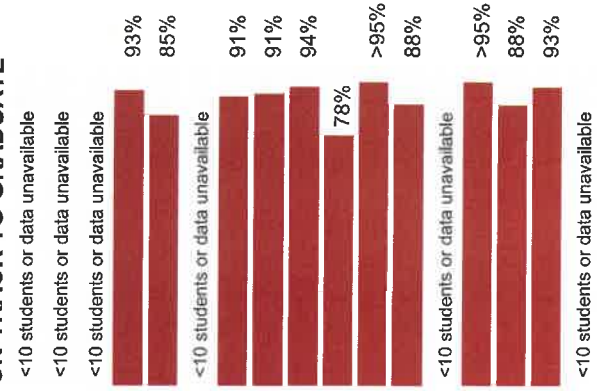


#### Grades 3-8 INDIVIDUAL STUDENT PROGRESS

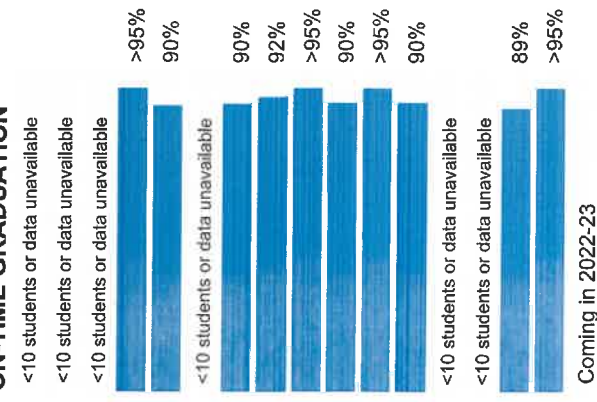
#### Grade 8 MATHEMATICS



#### Grade 9 ON-TRACK TO GRADUATE



#### Grade 12 ON-TIME GRADUATION



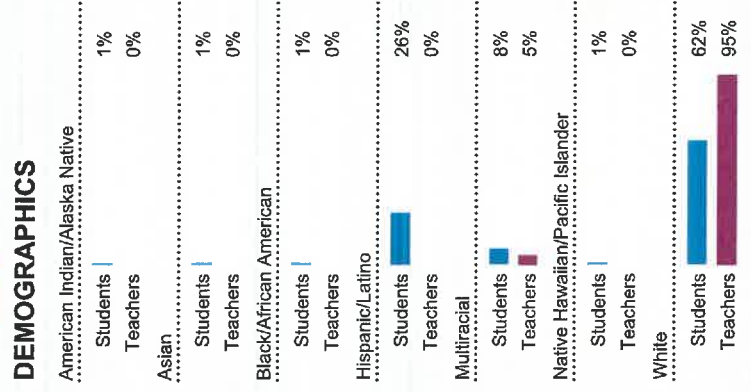
# OREGON AT-A-GLANCE SCHOOL PROFILE

## Orchard Hill Elementary School

PRINCIPAL: Brandon Hammond | GRADES: K-5 | 1011 LaLoma Dr, Medford 97504 | 541-779-1766



### Students We Serve

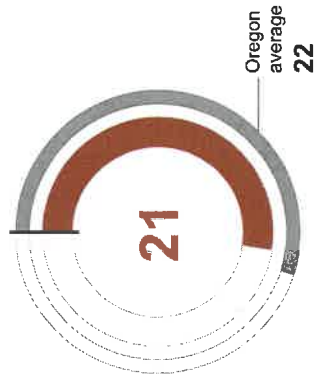


**>95%** Free/Reduced Price Lunch

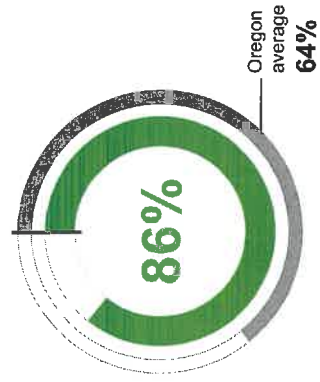
\*<10 students or data unavailable

### School Environment

**CLASS SIZE**  
Median class size.



**REGULAR ATTENDERS**  
Students who attended more than 90% of their enrolled school days.



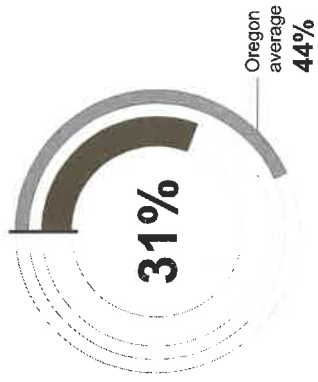
**INDIVIDUAL STUDENT PROGRESS**  
Year-to-year progress in English language arts and mathematics.

**Data not available in 2021-22**

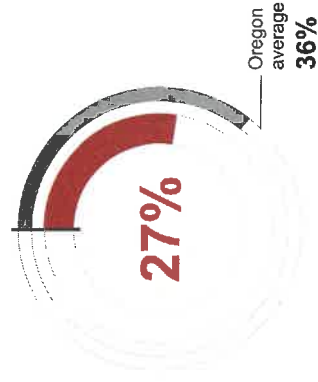
### Academic Progress

### Academic Success

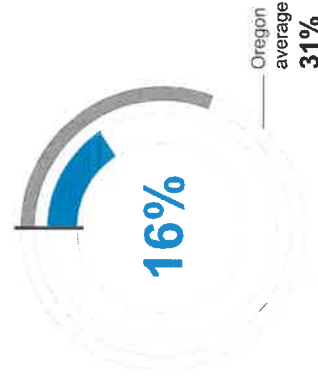
**ENGLISH LANGUAGE ARTS**  
Students meeting state grade-level expectations.



**MATHEMATICS**  
Students meeting state grade-level expectations.



**SCIENCE**  
Students meeting state grade-level expectations.



### School Goals

Our school strives to create a learning environment that is comprehensive and meets the need of all students. Orchard Hill Elementary will continue to utilize the districtwide attendance initiatives put in place to improve student attendance. We will maintain our focus on relationships, an engaging learning environment, and communication with families. In addition, we will implement the RULER curriculum to meet the Social Intelligent needs of our students. Targeting Reading readiness and math aptitude by 3rd grade remain a priority for our school.

### State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

### Safe & Welcoming Environment

Orchard Hill Elementary utilizes several events and programs to create a safe and welcoming environment. We have an orientation/meet and greet first day with our first through 5th grade families and students. Our kindergarten teachers do home visits with all incoming kindergarten families. Orchard Hill Elementary also houses one of the district's elementary TLC classrooms. These classrooms serve special needs students that are an integral part of our inclusive environment.

# OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

## Orchard Hill Elementary School

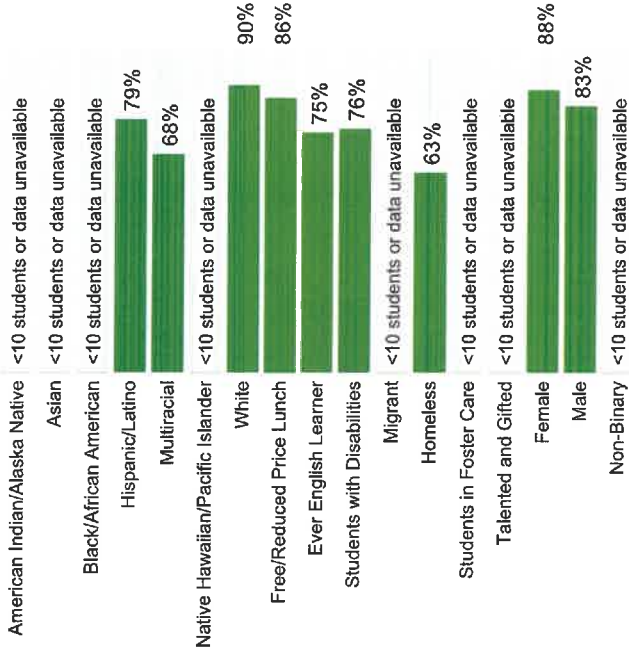
### Outcomes

2021-22

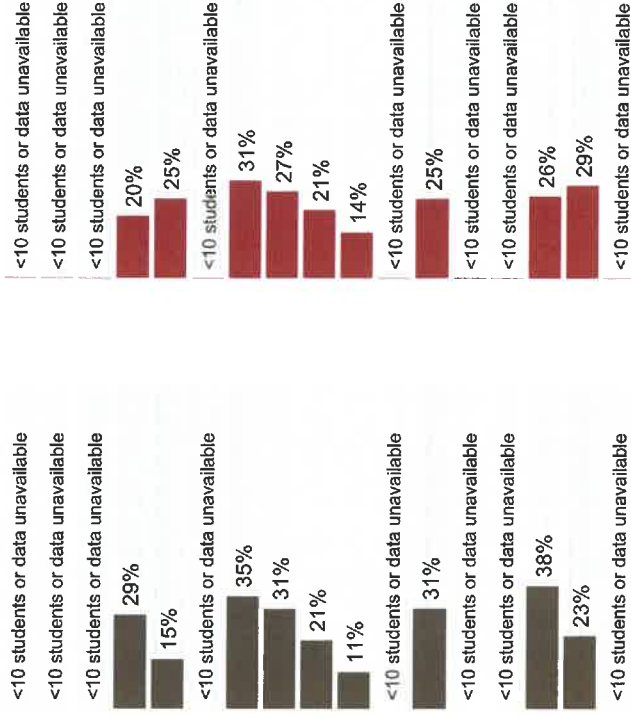
#### Our Staff (rounded FTE)



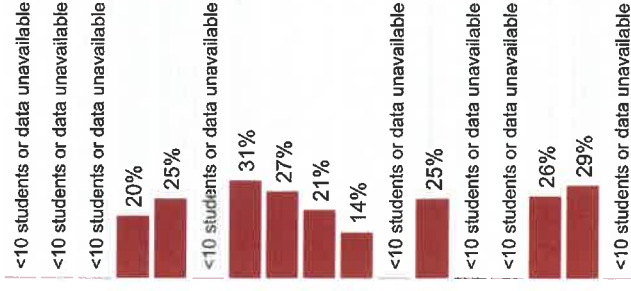
#### REGULAR ATTENDERS



#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS



#### About Our School

##### BULLYING, HARASSMENT, AND SAFETY POLICIES

Orchard Hill Elementary follows School Board policy JBB. We address any allegation of harassment promptly and utilize the policy as our guide. We spend more effort on creating an environment of acceptance through our work with PAX and community building programs. When situations do arise, we utilize Restorative Justice Practices as much as possible to restore relationships.

##### EXTRACURRICULAR ACTIVITIES

Orchard Hill Elementary has the following extracurricular activities:

- Partnership with the Medford YMCA for after school care and homework help
- Outdoor Education
- Monthly School-wide Mile Runs
- Annual Art Reception

##### PARENT ENGAGEMENT

Orchard Hill Elementary utilizes the following opportunities to engage parents:

- Classroom Volunteers
- Site Council Team
- PTA Membership
- Open House
- Parent/Teacher Conferences
- Academic Evening Events

##### COMMUNITY ENGAGEMENT

Orchard Hill Elementary utilizes the following opportunities to engage the community:

- Annual School Bingo Night
- NEON Nights Family Dance
- YMCA Partnership
- Rogue Valley Farm to School Partnership

# OREGON AT-A-GLANCE SCHOOL PROFILE

## Phoenix Elementary School

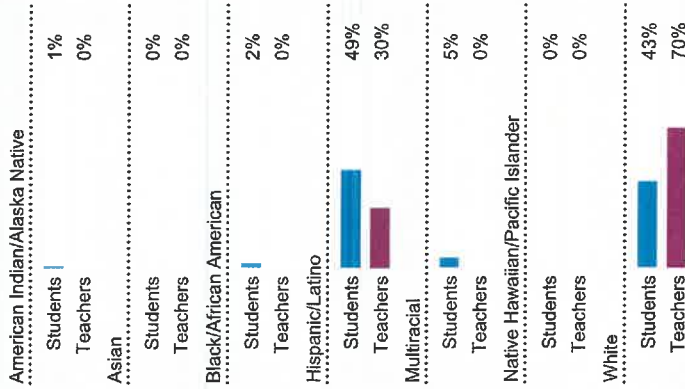
PRINCIPAL: Shawna Schleif | GRADES: K-5 | 215 N Rose St, Phoenix 97535 | 541-535-3353



### Students We Serve



### DEMOGRAPHICS



**33%**

Ever English Learners



**2**

Languages Spoken

**18%**

Students with Disabilities

**96%**

Required Childhood Vaccinations

**>95%**

Free/Reduced Price Lunch

\*<10 students or data unavailable

### School Environment

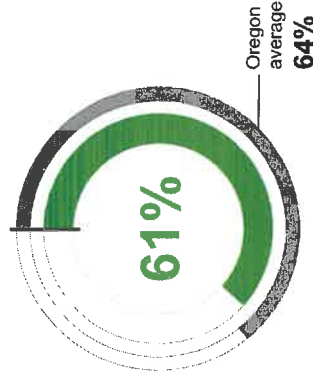
#### CLASS SIZE

Median class size.



#### REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.



### Academic Progress

#### INDIVIDUAL STUDENT PROGRESS

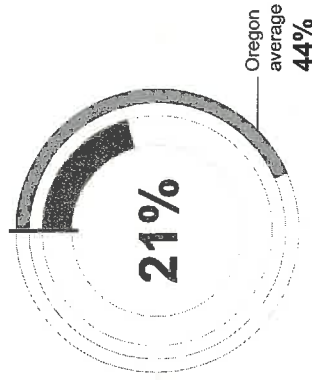
Year-to-year progress in English language arts and mathematics.

Data not available in 2021-22

### Academic Success

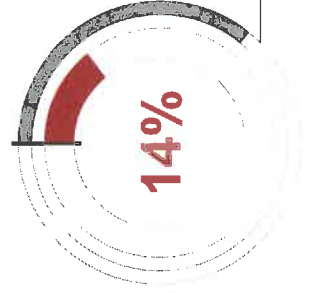
#### ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



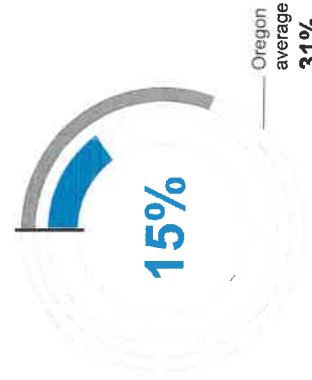
#### MATHEMATICS

Students meeting state grade-level expectations.



#### SCIENCE

Students meeting state grade-level expectations.



### School Goals

Phoenix Elementary strives to be a school where everyone feels a sense of belonging. We value positive learning environments for students by focusing on both social-emotional learning and academics. Our priorities this year centered on relationships, connections, healing-centered practices, and social-emotional learning. We implemented the RULER program to build the social-emotional skills of adults and students through an equity lens. We continued to focus on enhancing our MTSS to ensure that our students achieve academic growth and achievement.

### State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

### Safe & Welcoming Environment

Student safety, both physical and emotional is a priority. We utilize several programs to create a sense of belonging for all. We have an orientation on the first day with our families and our kindergarten teachers do one on one visits with all our kindergarten families. Our inclusive programs consist of a K-5 Two-Way Spanish program that highlights our Spanish community. We have a self-contained special education classroom that serves students with special needs with efforts to move toward more inclusive practices.

# OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

## Phoenix Elementary School

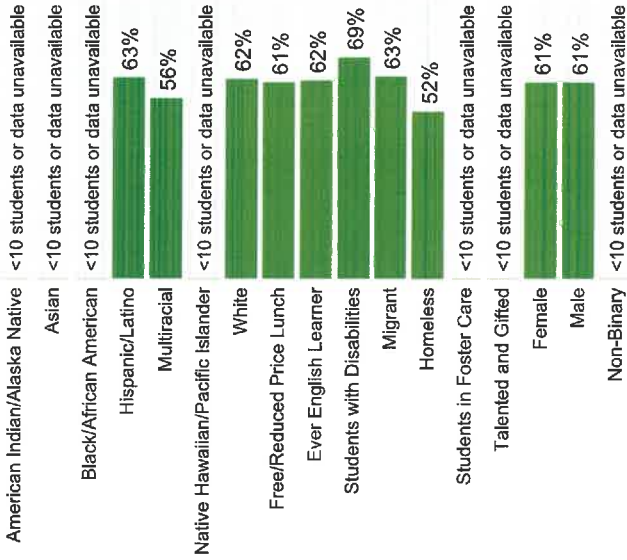
### Outcomes

2021-22

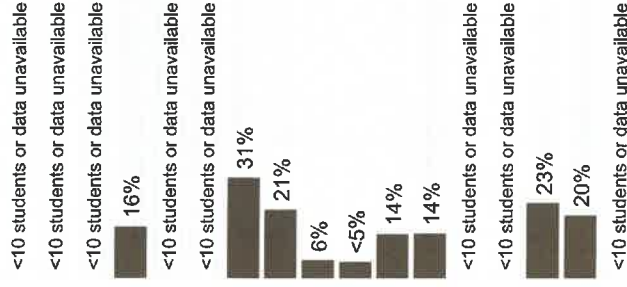
#### Our Staff (rounded FTE)



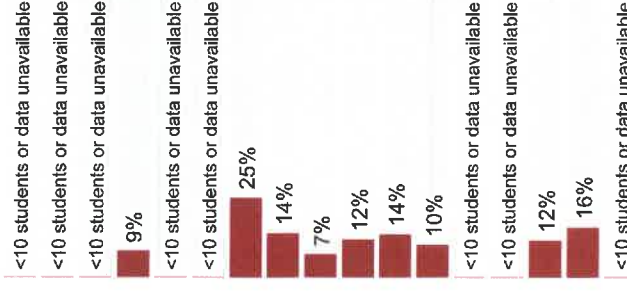
#### REGULAR ATTENDERS



#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS



#### About Our School

#### BULLYING, HARASSMENT, AND SAFETY POLICIES

Phoenix Elementary feels strongly about developing good character in our students by focusing on community building within our classrooms and in our school. We also follow School Board policy JBB. We address any allegation of harassment promptly and utilize the policy as our guide. We spend more effort on creating an environment of acceptance through our assemblies and annual "Kindness" campaign. When situations do arise, we utilize Restorative Justice Practices as much as possible to restore relationships.

#### EXTRACURRICULAR ACTIVITIES

Phoenix Elementary has the following extracurricular activities:

- Partnership with YMCA for after school care and homework help
- Boys and Girls Club
- Family Literacy Event
- Family Math Event
- Science Fair
- Gardening Club
- After School Migrant Education Program
- Summer School

#### PARENT ENGAGEMENT

We strive to be partners with our families when it comes to a student's education. We offer several family fun learning events in which families come to school for an evening of games and activities that are centered around math, reading, and science. At these events, parents learn some activities that they can do with their students at home to help them improve academically while having fun. We have family conferences 2 times a year in addition to the other events listed above throughout the school year. Additionally, we engage families through the following:

- Classroom Volunteers
- Site Council Team
- Open House

#### COMMUNITY ENGAGEMENT

We partner with the city of Phoenix each year and participate in a parade through the city. We also host several community events like soccer and basketball games, community informational nights, and a playing for community members to enjoy and weekends. We have strong partnerships with local agencies, such as La Clinica, Listos, Farm to School that help serve both our families and our community at large.

# OREGON AT-A-GLANCE SCHOOL PROFILE

## Talent Elementary School

PRINCIPAL: Heather Lowe-Rogers | GRADES: K-5 | 307 W Wagner Ave, Talent 97540 | 541-535-1531



### Students We Serve



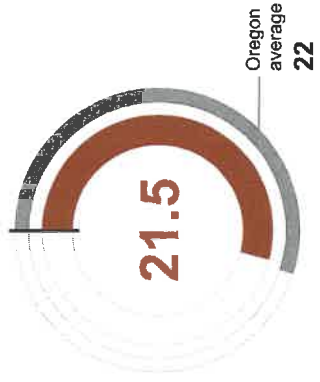
DEMOGRAPHICS	Students	Teachers
American Indian/Alaska Native	<1%	0%
Asian	<1%	0%
Black/African American	0%	0%
Hispanic/Latino	37%	14%
Multiracial	7%	0%
Native Hawaiian/Pacific Islander	<1%	0%
White	55%	86%



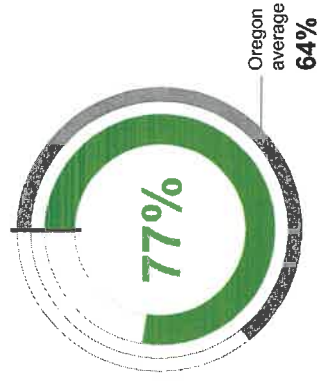
>**95%** Free/Reduced Price Lunch  
\*<10 students or data unavailable

### School Environment

**CLASS SIZE**  
Median class size.



**REGULAR ATTENDERS**  
Students who attended more than 90% of their enrolled school days.



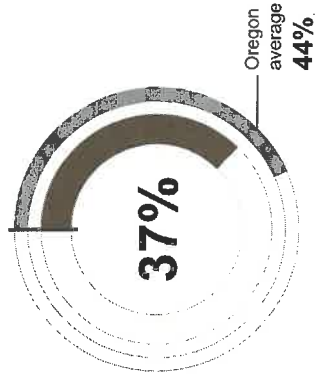
### Academic Progress

**INDIVIDUAL STUDENT PROGRESS**  
Year-to-year progress in English language arts and mathematics.

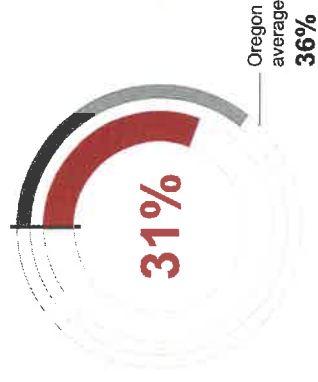
**Data not available in 2021-22**

### Academic Success

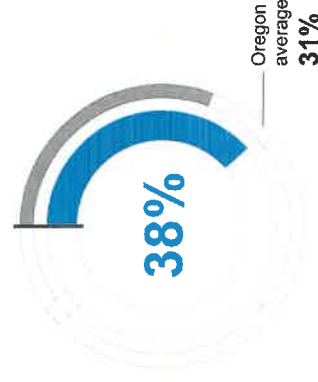
**ENGLISH LANGUAGE ARTS**  
Students meeting state grade-level expectations.



**MATHEMATICS**  
Students meeting state grade-level expectations.



**SCIENCE**  
Students meeting state grade-level expectations.



### School Goals

Talent Elementary School firmly believes in our district mission statement, excellence for everyone. We believe that our students, families, and staff deserve the best from us as a public institution. We also believe that our stakeholders deserve to allow their own individual strengths to shine in excellence. We strive to be a school where everyone feels a sense of belonging. We value creating a positive learning environment for students by focusing on both wellness and academics.

### State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

### Safe & Welcoming Environment

Student safety, both physical and emotional is a priority. We utilize several programs to create a sense of belonging for all. We have an orientation on the first day with our families and our kindergarten teachers do one on one visits with all our kindergarten families. Our inclusive programs consist of a K-5 Two-Way Spanish program that highlights our Spanish community. We have a self-contained special education classroom that serves students with special needs with efforts to move toward more inclusive practices.

# OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

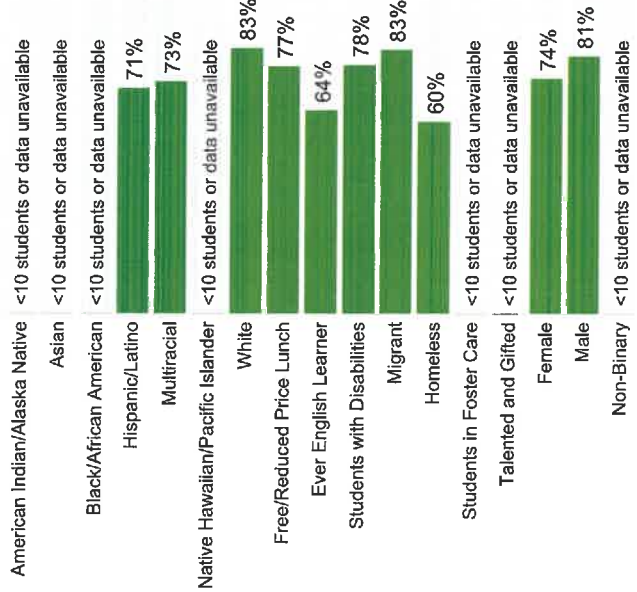
## Talent Elementary School

### Outcomes

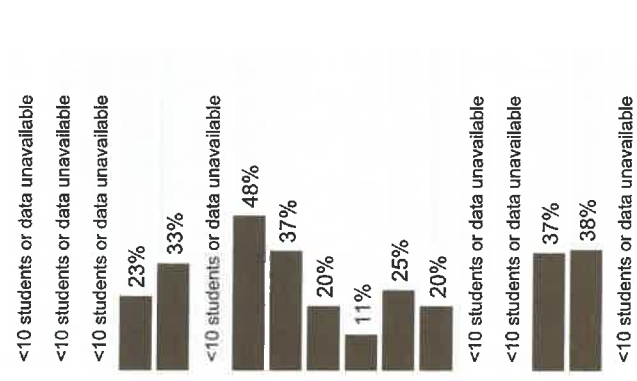
#### Our Staff (rounded FTE)



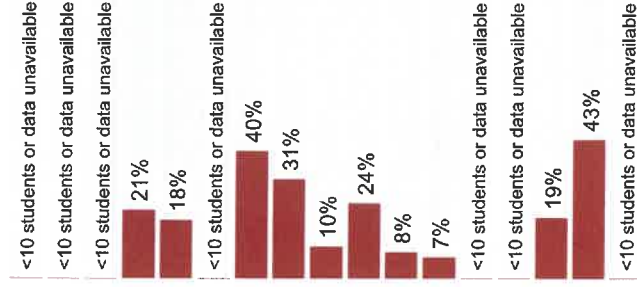
#### REGULAR ATTENDERS



#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS



#### About Our School

#### BULLYING, HARASSMENT, AND SAFETY POLICIES

Talent Elementary feels strongly about developing good character in our students by focusing on community building within our classrooms and in our school. We also follow the School Board policy JBB. We address any allegation of harassment promptly and utilize the policy as our guide. We spend more effort on creating an environment of acceptance through our assemblies and annual "Kindness" campaign. When situations do arise, we utilize Restorative Justice Practices as much as possible to restore relationships.

#### EXTRACURRICULAR ACTIVITIES

Talent Elementary has the following extracurricular activities:

- Boys and Girls Club
- Family Literacy Event
- Science Fair
- Dia del Nino
- Gardening Club
- After School Migrant Education Program
- Summer School

#### PARENT ENGAGEMENT

We strive to be partners with our families when it comes to a student's education. We offer several family fun learning events in which families come to school for an evening of games and activities that are centered around math, reading, and science. We have family conferences 2 times a year in addition to the other events listed above throughout the school year. Additionally, we engage families through the following:

- Classroom Volunteers
- Site Council Team
- PTA Membership
- Open House
- Parent/Teacher Conferences
- Academic Evening Events

#### COMMUNITY ENGAGEMENT

Talent Elementary utilizes the following opportunities to engage the community:

- Annual Dia del Nino Celebration
- Family Night at Science Works
- Boys & Girls Club Partnership
- Great Green Community Garden

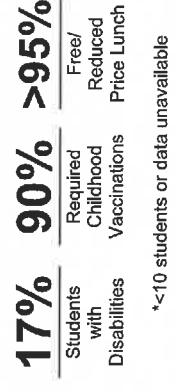
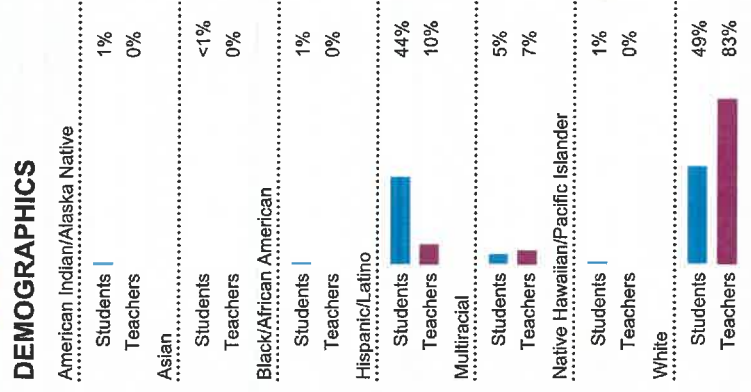
# OREGON AT-A-GLANCE SCHOOL PROFILE

## Talent Middle School

PRINCIPAL: Katherine Holden | GRADES: 6-8 | 102 Christian Ave, Talent 97540 | 541-535-1552

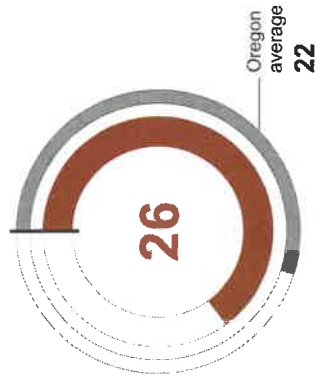


### Students We Serve

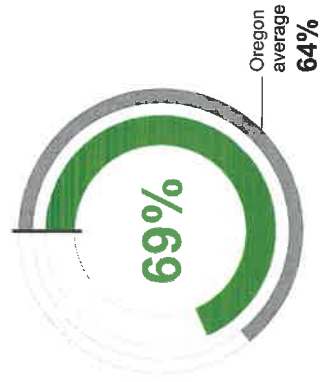


### School Environment

**CLASS SIZE**  
Median class size.



**REGULAR ATTENDERS**  
Students who attended more than 90% of their enrolled school days.



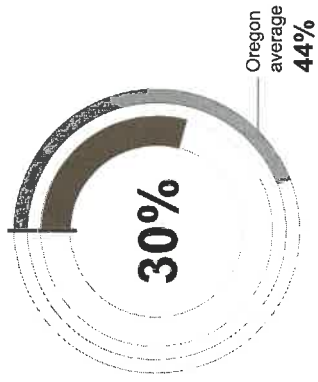
### Academic Progress

**INDIVIDUAL STUDENT PROGRESS**  
Year-to-year progress in English language arts and mathematics.

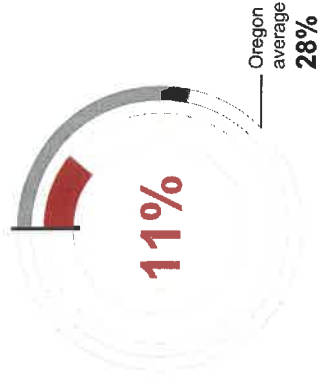
**Data not available in 2021-22**

### Academic Success

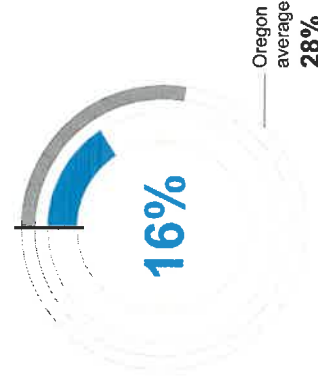
**ENGLISH LANGUAGE ARTS**  
Students meeting state grade-level expectations.



**MATHEMATICS**  
Students meeting state grade-level expectations.



**SCIENCE**  
Students meeting state grade-level expectations.



### School Goals

At Talent Middle School we are working to create and maintain a safe, effective learning environment that is calm, comfortable, and predictable. Teachers are communicating clearly about the expected behaviors in their class and school wide so that students can be successful. With increased instructional time for math, a new English Language Arts curriculum, and improved, consistent classroom instructional strategies, we are also hoping to see increases in our math and reading scores school wide.

### State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance; provide a well-rounded education; invest in implementing culturally responsive practices; and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

### Safe & Welcoming Environment

Our goal is to create a respectful campus community where people treat each other with kindness and care. We use RULER, PBIS, ChoicePoint, Restorative Justice, and mentoring circles to support an inclusive environment. We have a strong daily Homeroom program to support students with a teacher who is their case manager, community building activities, academic support, and lessons about school expectations, social-emotional skills, and community/culture. Plus, students are supported by our student manager, student success coach, school psychologist, school nurse, La Clinica staff, administrators, and our bi-lingual family liaison.

# OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

## Talent Middle School

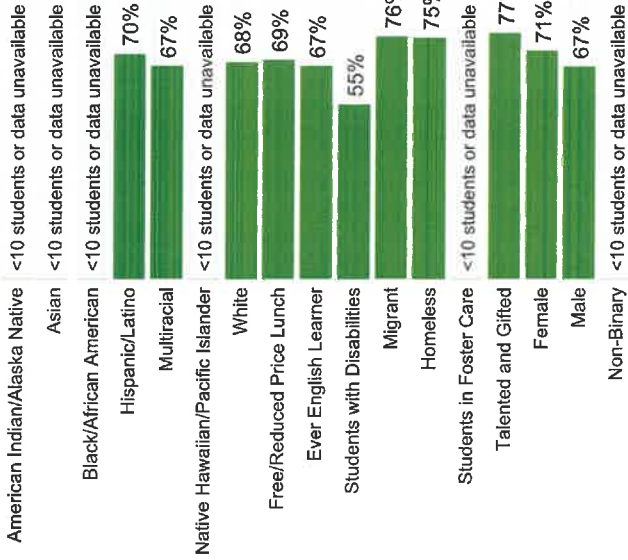
### Outcomes

2021-22

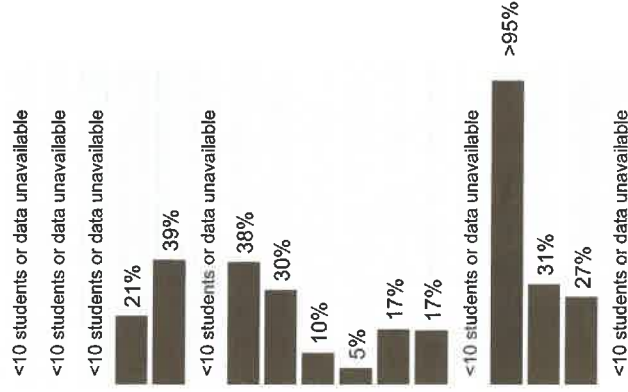
#### Our Staff (rounded FTE)



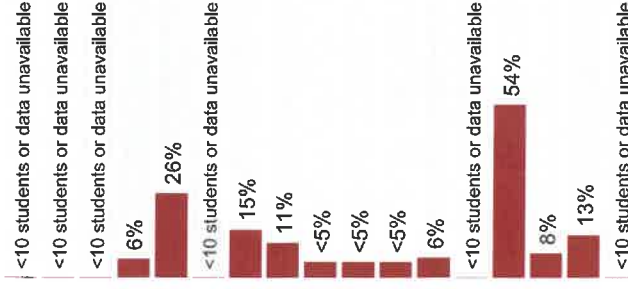
#### REGULAR ATTENDERS



#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS



#### About Our School

#### BULLYING, HARASSMENT, AND SAFETY POLICIES

TMS strives to create and maintain a positive school environment where students of all races, ethnicities, cultures, languages, nationalities, gender identities, sexual orientations, religious beliefs, political points of view, ages, socio-economic status, and physical, cognitive, and social abilities feel safe on campus. Maintaining an environment of safety is critical for the learning and social emotional health of every student. Harassment, bullying or intimidation, including cyberbullying, hazing, racial or sexual harassment, intimidation, hate speech, or any act that injures, degrades, or disgraces a student or staff member is not permitted.

#### EXTRACURRICULAR ACTIVITIES

Our extracurriculars offer activities including Scavenger Hunt, Brain Bowl, football, volleyball, cross country, track, basketball, wrestling, after school enrichment classes such as drama, guitar, and cooking, and academic support/homework help. Students may also participate in the Boys and Girls Club after school on the TMS campus. Additionally, we hope to offer more student unions this year including a Black Student Union, a Latino Student Union, a Native American Student Union, and a Queer-Straight Alliance.

#### PARENT ENGAGEMENT

TMS values parent engagement and believes that active parent engagement and partnership is essential for ensuring student learning and growth. TMS hosts a number of learning opportunities for parents to be on campus including New 6th Grade Parent Night, Back to School Night, Transition to High School Night in partnership with Phoenix High School, Latino Education Nights, and Parent Teacher Conferences. Additionally, we will be working to grow our parent engagement through gathering data school wide from families. This data will drive the implementation of our programs moving forward.

#### COMMUNITY ENGAGEMENT

We are committed to being a positive member of our community and benefit from the many connections we have with local organizations. TMS partners with a number of community agencies to support our students including Options, Jackson Care Connect, Jackson County Sexual Assault Response Team, Resolve, Rogue Valley Mentoring, Southern Oregon University, La Clinica (school-based health center), Talent Maker City, the Boys and Girls Club, the Talent Police Department and the Jackson County Fire District 5.

# OREGON AT-A-GLANCE SCHOOL PROFILE

## Phoenix High School

PRINCIPAL: Kalin Cross | GRADES: 9-12 | 745 N Rose St, Phoenix 97535 | 541-535-1526



### Students We Serve



**640**

Student Enrollment

### DEMOGRAPHICS

American Indian/Alaska Native	Students	1%
	Teachers	0%
Asian	Students	<1%
	Teachers	0%
Black/African American	Students	<1%
	Teachers	0%
Hispanic/Latino	Students	42%
	Teachers	7%
Multiracial	Students	7%
	Teachers	2%
Native Hawaiian/Pacific Islander	Students	<1%
	Teachers	0%
White	Students	49%
	Teachers	90%

**31%**

Ever English Learners



**5**

Languages Spoken

**16%**

Students with Disabilities

**97%**

Required Childhood Vaccinations

**>95%**

Free/Reduced Price Lunch

\*<10 students or data unavailable

### School Environment

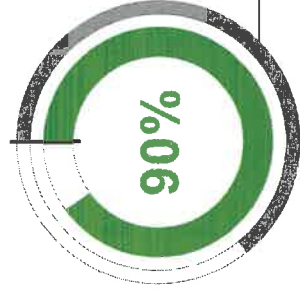
#### CLASS SIZE

Median size of classes in core subjects.



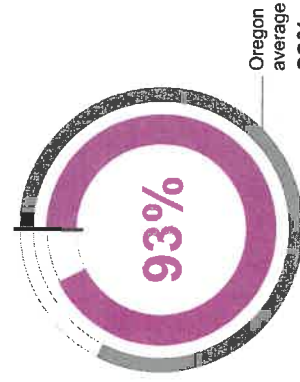
#### REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.



#### ON-TRACK TO GRADUATE

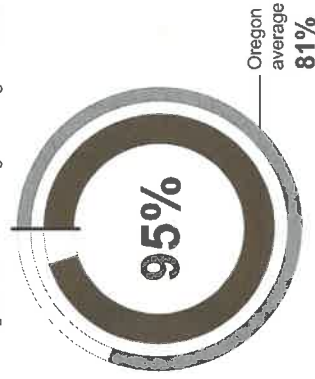
Students earning one-quarter of graduation credits in their 9th grade year.



### Academic Success

#### ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2017-18 graduating in 2020-21.



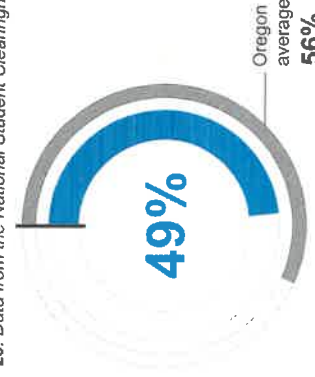
#### FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2016-17 finishing in 2020-21.



#### COLLEGE GOING

Students enrolling in a two or four year college within 16 months of completing high school in 2019-20. Data from the National Student Clearinghouse.



### Academic Progress

### School Goals

We are focused on creating a highly engaging environment where all students succeed. Some of our focus areas are continuing to increase 8th-grade on track to graduate, increasing student attendance, and ensuring all students graduate on time. We are working towards these goals through the utilization of Graduation Coaches, creating a supportive and welcoming environment where all students can succeed, and creating engaging coursework opportunities through CTE programs.

### State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

### Safe & Welcoming Environment

Student physical and emotional safety is our first priority. We currently have a full-time School Resource Officer and four certified counselors that assist with this. We are also partners with Safe Oregon, which is a platform for students and parents to anonymously report unsafe school conditions, bullying and harassment situations, or any other student or parent areas of concern.

# OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

## Phoenix High School

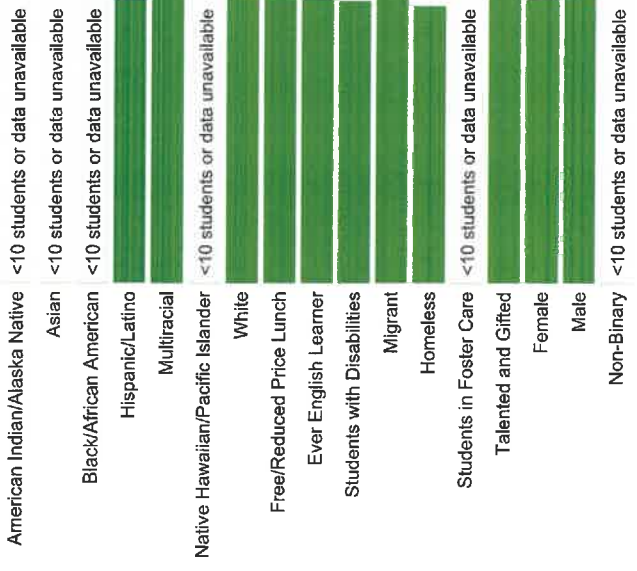
### Outcomes

2021-22

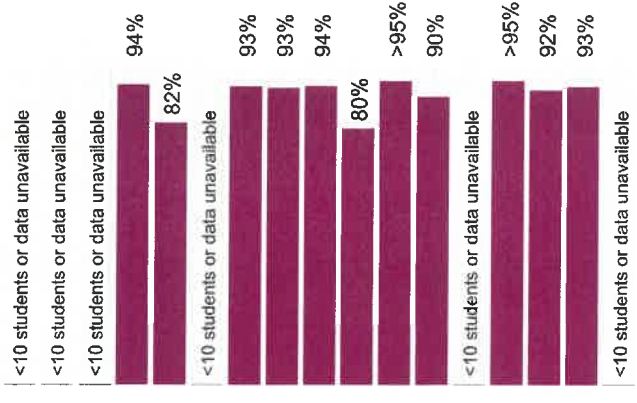
### Our Staff (rounded FTE)



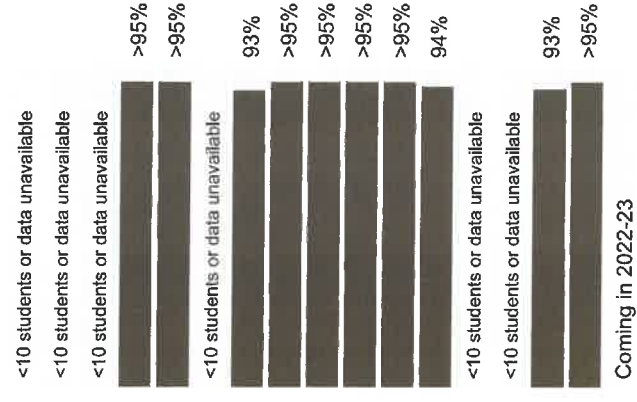
### REGULAR ATTENDERS



### ON-TRACK TO GRADUATE



### ON-TIME GRADUATION



### About Our School

#### ADVANCED COURSEWORK

- World Language Courses
- AP Spanish
- French 4
- (8) Advanced Placement Courses
- (38) Dual Credit Courses
- (192) College Credits Opportunities
- National Honor Society
- Oregon Transfer Module Opportunity
- Pre-AP Courses

#### CAREER & TECHNICAL EDUCATION

- Our students have the opportunity to enroll in a variety of CTE courses where they can receive dual credit as well as recognition at graduation as a "Program Complete".
- Agriculture: Including Plant and Animal Science and Vet Technology
  - Automotive Technology
  - DECA
  - FFA
  - Math Team
  - Leadership
  - Art Club
  - National Honor Society
  - Peer Mediation
  - Thespians
  - 18 Career Technical Dual Credit Courses

#### EXTRACURRICULAR ACTIVITIES

- Our school offers academic and non-academic extracurricular opportunities:
- Marching Band
  - Speech and Debate
  - Brain Bowl
  - Choir
  - DECA
  - FFA
  - Math Team
  - Leadership
  - Art Club
  - National Honor Society
  - Peer Mediation
  - Thespians
- Our school also offers an array of athletic programs (15). Please visit our website for more information.

#### PARENT & COMMUNITY ENGAGEMENT

- Phoenix High School engages parents and community members through an array of events and various opportunities:
- Link Crew
  - Open House
  - Financial Aid Nights
  - Student Conferences
  - Family Fun Nights
  - Site Council
  - Latino Parent Meetings
  - Student Awards Nights
  - College Nights
  - Colleges and Career Fairs
- Some of our strong community partnerships are with:
- Resolve
  - La Clinica
  - Southern Oregon University
  - Rogue Community College
  - Klamath Community College

# OREGON AT-A-GLANCE SCHOOL PROFILE

## Phoenix-Talent Rising Academy

PRINCIPAL: Aaron Santi | GRADES: K-8 | 215 N Rose St, Phoenix 97535 | 541-535-3353



### Students We Serve



**61**

Student Enrollment

### DEMOGRAPHICS

American Indian/Alaska Native	Students	5%	Teachers	0%
Asian	Students	0%	Teachers	0%
Black/African American	Students	0%	Teachers	0%
Hispanic/Latino	Students	30%	Teachers	0%
Multiracial	Students	8%	Teachers	0%
Native Hawaiian/Pacific Islander	Students	2%	Teachers	0%
White	Students	56%	Teachers	100%

### School Environment

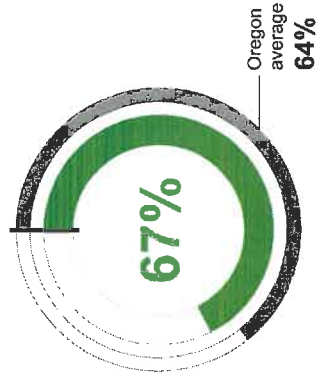
#### CLASS SIZE

Median class size.



#### REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.



### Academic Progress

#### INDIVIDUAL STUDENT PROGRESS

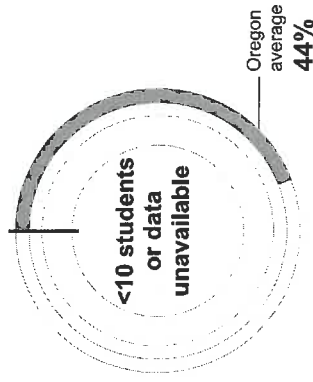
Year-to-year progress in English language arts and mathematics.

**Data not available in 2021-22**

### Academic Success

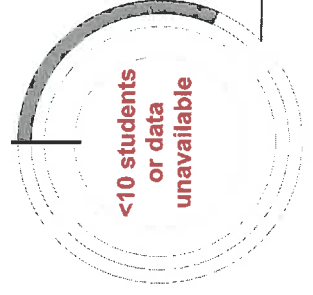
#### ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



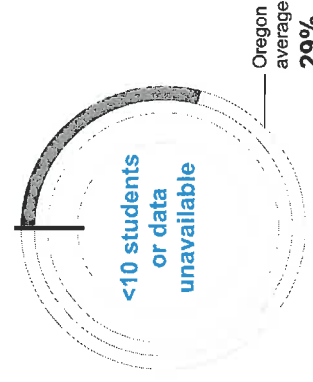
#### MATHEMATICS

Students meeting state grade-level expectations.



#### SCIENCE

Students meeting state grade-level expectations.



#### School Goals

Thank you for viewing our school report card. In this report card you will see many strengths as well as some areas where we have opportunities for improvement. As a school we are going to continue to focus on improving math performance in general with our students. We are designing and implementing targeted, individualized intervention programs for these students to meet this goal. Additionally, while we are proud of the attendance improvements our students made in the second half of last year, we are working diligently to continue to boost attendance rates.

\*

Ever English Learners



**2**

Languages Spoken

\*

Students with Disabilities

**81%** Required Childhood Vaccinations

**>95%** Free/Reduced Price Lunch

\*<10 students or data unavailable

#### State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, and promote implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

#### Safe & Welcoming Environment

The physical, mental, and emotional safety of our students is a top priority for our school. As a largely online school we devote a great deal of time and training with our students in how to be good "digital citizens." This includes formal programs led by our teachers, along with daily informal discussions and reminders about appropriate online etiquette and best practices for treating others well in an online environment.



# OREGON AT-A-GLANCE SCHOOL PROFILE

## Armadillo Technical Institute

PRINCIPAL: Summer Brandon | GRADES: 9-12 | 106 N Rose St, Phoenix 97535 | 541-535-3287



### Students We Serve



### DEMOGRAPHICS

American Indian/Alaska Native	Students	0%
	Teachers	0%
Asian	Students	0%
	Teachers	0%
Black/African American	Students	1%
	Teachers	0%
Hispanic/Latino	Students	19%
	Teachers	17%
Multiracial	Students	4%
	Teachers	0%
Native Hawaiian/Pacific Islander	Students	0%
	Teachers	0%
White	Students	76%
	Teachers	83%

\*



Ever English Learners

2

Languages Spoken

20%

Students with Disabilities

>95%

Required Childhood Vaccinations

\*<10 students or data unavailable

### School Environment

#### CLASS SIZE

Median size of classes in core subjects.



#### REGULAR ATTENDERS

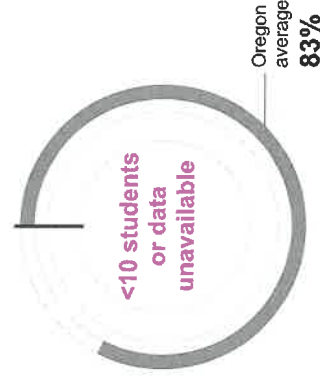
Students who attended more than 90% of their enrolled school days.



### Academic Progress

#### ON-TRACK TO GRADUATE

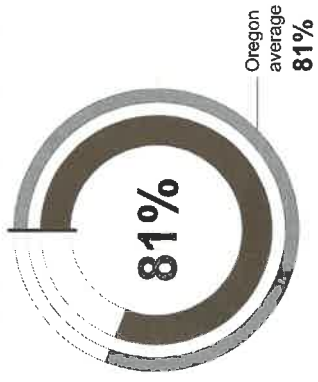
Students earning one-quarter of graduation credits in their 9th grade year.



### Academic Success

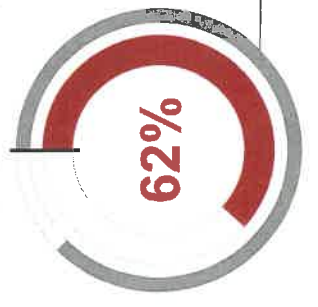
#### ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2017-18 graduating in 2020-21.



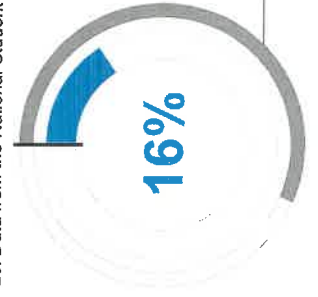
#### FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2016-17 finishing in 2020-21.



#### COLLEGE GOING

Students enrolling in a two or four year college within 16 months of completing high school in 2019-20. Data from the National Student Clearinghouse.



### School Goals

At ATI we work together to equip people to accomplish their goals through community, equity, adaptability, and creativity. Based on that purpose we are working toward a few main goals focused on making ATI a place where all people feel safe and welcome as their authentic selves, can make meaningful progress toward the goal of high school completion, and build knowledge and skills that will help them create a life of which they are proud. We know we are getting it right as students feel safe enough to recruit their friends to enroll here, and are consistently making meaningful progress to graduation and goals beyond.

### State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

### Safe & Welcoming Environment

A core value at ATI is belonging. We provide a small school and classroom environment and focus on community building and getting to know one another. ATI hosts family events and conferences each term and uses the ClassTag messaging system to share information with students and families in their preferred language. Each student has a staff team leader who gets to know them and connects with their family regularly. We focus on progress toward individual goals.



**SUMMARY OF TRANSFER SLOTS REPORT AS OF  
9-29-22**

<b>TRANSFERS OUT</b>					
<b>GRADE</b>	<b>NEW SLOTS</b>	<b>NEW FILLED</b>	<b>HARDSHIP</b>	<b>TOTAL 22-23 TR</b>	<b>Totals from 21-22</b>
K	N/A	N/A	14	14	
1	N/A	N/A	8	8	
2	N/A	N/A	0	0	
3	N/A	N/A	4	4	
4	N/A	N/A	3	3	
5	N/A	N/A	2	2	
6	N/A	N/A	6	6	
7	N/A	N/A	5	5	
8	N/A	N/A	2	2	
9	N/A	N/A	14	14	
10	N/A	N/A	5	5	
11	N/A	N/A	4	4	
12	N/A	N/A	3	3	
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>70</b>	<b>70</b>	<b>54</b>
<b>MID-YEAR/SUMMER MOVE CONTINUATION</b>				<b>10</b>	<b>10</b>
<b>TOTAL RESIDENT STUDENTS OUTGOING TRANSFERS:</b>				<b>80</b>	<b>64</b>

<b>TRANSFERS-IN</b>						
<b>GRADE</b>	<b>NEW SLOTS</b>	<b>NEW FILLED</b>	<b>HARDSHIP</b>	<b>TOTAL 22-23 TR</b>	<b>UNFILLED SLOTS</b>	<b>Totals from 21-22</b>
K	20	16	4	20	4	
1	10	4	3	7	6	
2	3	3	1	4	0	
3	3	0	5	5	3	
4	3	3	3	6	0	
5	3	3	3	6	0	
6	10	4	1	5	6	
7	10	5	2	7	5	
8	3	1	1	2	2	
9	10	7	4	11	3	
10	5	5	2	7	0	
11	0	N/A	7	7	N/A	
12	0	N/A	5	5	N/A	
<b>TOTAL</b>	<b>80</b>	<b>51</b>	<b>41</b>	<b>92</b>	<b>29</b>	<b>110</b>
<b>MID-YEAR/SUMMER MOVE CONTINUATION</b>				<b>7</b>		<b>2</b>
<b>TOTAL NONRESIDENT STUDENTS INCOMING TRANSFERS:</b>				<b>99</b>		<b>112</b>

# Phoenix-Talent Schools District 4

Code: IGBAF  
Adopted: 10/03/13  
Revised/Readopted 8/11/22

## Special Education - Individualized Education Program (IEP)\*\*

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through 21 years of age, including those who attend a public charter school located in the district, are placed in or referred to a private school or facility by the district; or receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation including but not limited to, individual or conference telephone calls or individual meetings.

END OF POLICY

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### Legal Reference(s):

[ORS 343.151](#)  
[ORS 343.155](#)

[OAR 581-015-2000](#)  
[OAR 581-015-2190](#)  
[OAR 581-015-2195](#)  
[OAR 581-015-2200](#)

[OAR 581-015-2205](#)  
[OAR 581-015-2210](#)  
[OAR 581-015-2215](#)  
[OAR 581-015-2220](#)  
[OAR 581-015-2225](#)  
[OAR 581-015-2229](#)  
[OAR 581-015-2230](#)

[OAR 581-015-2235](#)  
[OAR 581-015-2055](#)  
[OAR 581-015-2600](#)  
[OAR 581-015-2065](#)  
[OAR 581-015-2265](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 to -300.6, 300.22 to -300.24, 300.34, 300.43, 300.105 to -106, 300.112, 320.325, 300.328, 300.501 (2012).

# Phoenix-Talent Schools District 4

Code: IGBAF-AR  
Adopted 2/07/08  
Revised/Reviewed: 8/11/22

{This AR is designated as required because the district is required to do everything in this AR. Having this AR may help demonstrate compliance during the ODE audit process.}

## Special Education - Individualized Education Program (IEP)\*\*

### 1. General IEP Information

- a. The district ensures that an IEP is in effect for each eligible student:
  - (1) Before special education and related services are provided to a student;
  - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
  - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The district uses:
  - (1) The Oregon standard IEP; or
  - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
- e. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
- f. The district ensures that each teacher and service provider is informed of:
  - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
  - (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

- g. The district provides a copy of the IEP to the parents at no cost.

## 2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
- e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

## 3. IEP Team Members

- a. The district's IEP team members include the following:
  - (1) The student's parent(s);
  - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
  - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
  - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
  - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources and be able to ensure that all services identified in the IEP can be delivered;
  - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
  - (7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.

- b. Student participation:
  - (1) Whenever appropriate, the student with a disability is a member of the team.
  - (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
  - (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.
  
- c. Participation by other agencies:
  - (1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
  - (2) If the district refers or places a student in an education service district, state-operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

4. Agreement for Nonattendance and Excusal

- a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
  - (1) The parent and the district consent in writing to the excusal;
  - (2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
  - (3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
  - (1) A statement of the student's present levels of academic achievement and functional performance that:

- (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
  - (b) Describes the results of any evaluations conducted, including functional and developmental information;
  - (c) Is written in language that is understood by all IEP team members, including parents;
  - (d) Is clearly linked to each annual goal statement;
  - (e) Includes a description of benchmarks or short-term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
- (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short-term objectives. The goals and, if appropriate, objectives:
- (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students;
  - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
  - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
- (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
- (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
  - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.
- (a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
  - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.

- (6) A statement describing how the district will measure student’s progress toward completion of the annual goals and when periodic reports on the student’s progress toward the annual goals will be provided.

6. Individualized COVID-19 Recovery Services<sup>1</sup>

Individualized COVID-19 Recovery Services are defined as those services determined necessary for eligible students based on the unique needs that arise from their disability due to the impact of the COVID-19 pandemic, which may include but are not limited to:

- a. Special education and related services;
- b. Supplementary aides and services;
- c. Additional or intensified instruction;
- d. Social emotional learning support; and
- e. Peer or adult support.

The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.

- a. IEP teams shall consider the impact COVID-19 on the eligible student’s ability to engage in their education, develop and re-establish social connections with peers and school personnel, and adapt to the structure of in-person learning.
- b. For initial IEPs, IEP teams shall also review the impact of COVID-19 on the eligible student’s initial evaluation timeline and eligibility determination in considering the need for Individualized COVID-19 Recovery Services.
- c. For annual reviews, IEP teams shall also consider the impact of COVID-19 on the implementation of the eligible student’s IEP considering the need for Individualized COVID-19 Recovery Services.

Any member of the IEP team, including parents and eligible students, may request that the IEP team meet to review the need for Individualized COVID-19 Recovery Services at any time.

- a. IEP teams are not required to meet more than once annually to consider the need for Individualized COVID-19 Recovery Services unless updated information indicates the eligible student’s circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.
- b. IEP teams that considered the need for Individualized COVID-19 Recovery Services at an initial IEP or annual review meeting on or after June 24, 2021 shall review the need for Individualized COVID-19 Recovery Services at the next annual review, but are not required to do so before then unless the eligible student’s circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.

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<sup>1</sup> The requirements of this section are in effect until July 1, 2023 unless extended by the State Board of Education.

When Individualized COVID-19 Recovery Services are recommended, the eligible student's IEP must be updated to reflect the recommendation.

The district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID-19 Recovery Services.

After each determination is made, the district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services. This notice shall include the following documentation:

- a. A statement of the Individualized COVID-19 Recovery Services recommended based on the meaningful input of all IEP team members, including parents and eligible students, as appropriate;
- b. The projected dates for initiation and duration of Individualized COVID-19 Recovery Services
- c. The anticipated frequency, amount, location, and provider of the services described in item a. above and whether these services are being provided within the standard instructional day for the eligible student.

If the district and parent hold an IEP meeting to discuss the need for Individualized COVID-19 Recovery Services and do not reach an agreement regarding such services, the district and parent may request a Facilitated IEP meeting. If the district and the parent choose to participate in a Facilitated IEP meeting, the district shall notify ODE.

Nothing in this section shall affect or otherwise alter a parent's right to seek mediation under OAR 581-015-2335, request a due process hearing under OAR 581-015-2345, a complaint under OAR 581-015-2030, or other parental rights under the procedural safeguards.

Nothing in this section relieves the district of its duty to create an appropriate IEP for every eligible student, regardless of whether the eligible student requires Individualized COVID-19 Recovery Services.

## 6. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

- a. The district and the parent record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
- b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a revised copy of the IEP with the changes incorporated.

## 7. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:

- (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
  - (2) The results of the initial or most recent evaluation of the student;
  - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
  - (4) The academic, developmental and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
- (1) The communication needs of the student; and
  - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:
- (1) For a student whose behavior impedes their learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
  - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
  - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
  - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
  - (5) If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
  - (6) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
- (1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)), and updated annually thereafter, the IEP must include:
    - (a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
    - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.

Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule (OAR) 411-345-0020.

Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).

- (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
  - (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.
- e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

#### 8. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
  - (1) Participation of students with disabilities in state and districtwide assessment; and
  - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

#### 9. Extended School Year Services

- a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide FAPE.
- b. ESY services are:
  - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
  - (2) Identified in the student's IEP; and
  - (3) Provided at no cost to the parent.

- c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- d. The district provides ESY services to maintain the student’s skills or behavior, but not to teach new skills or behaviors.
- e. The district’s criteria for determining the need for extended school year services include:
  - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
  - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. “Regression” means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. “Recoupment” means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

10. Assistive Technology

- a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student’s IEP. These services and/or devices may be part of the student’s special education, related services or supplementary aids and services.
- b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student’s home or in other settings if the student’s IEP team determines that the student needs access to those devices to receive a free appropriate public education. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

11. Transfer Students

- a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student’s parents) provides a free appropriate public education to the student (including services comparable to those described in the student’s IEP from the previous district), until the district either:

- (1) Adopts the student’s IEP from the previous district; or
- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

- b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student’s parents, will provide a free appropriate public education to the student, including services comparable to those described in the student’s IEP from the previous district, until the district:

- (1) Conducts an initial evaluation (if determined necessary by the district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in the OARs.
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

# Phoenix-Talent Schools District 4

Code: IGBB  
Adopted: 8/24/95  
Revised/Readopted 8/11/22

## Talented and Gifted Program **and/or Services**\*\*

The district is committed to an educational program that recognizes, identifies and serves the unique **strengths and** needs of ~~talented and gifted~~ students **identified as talented and gifted**. Talented and gifted students ~~are those who have been identified as academically talented and/or intellectually gifted~~ **demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability.**

The Board directs the superintendent to develop a ~~written identification process for identifying~~ **identification of academically-talented and intellectually-gifted students in grades K through 12. [(See Board policy IGBBA – Talented and Gifted Students – Identification\*\*)]**

~~A written plan shall be developed that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students and provides an opportunity for the student's parents to discuss with the district the programs and services available to the student and to provide input on the programs and services to be made available to the student.~~

**The district will develop a written plan of instruction for talented and gifted students** [ **in accordance with law.**] [that:

1. **Includes a statement of the district policy on the education of talented and gifted students (this policy);**
2. **Identifies and assesses special talented and gifted programs and services available in the district;**
3. **States goals related to providing such programs and services, including timelines for achievement;**
4. **Describes the programs and services intended to accomplish stated goals;**
5. **Describes how the district provides parents an opportunity to discuss and to provide input on programs and services for their child;**
6. **Describes how the district will evaluate progress of the plan; and**
7. **States the name and contact information for the district's talented and gifted coordinator.<sup>1</sup> ]**

**[The district shall submit such plan to the Oregon Department of Education (ODE) as directed.]**

**[The plan will be provided at the school or the district office, when requested, and will be published on the district's website. The district website shall ~~also~~ provide the name and contact information of the district's**

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<sup>1</sup> For the list of complete requirements of the plan, see ORS 343.397(1).

coordinator of special education and programs for talented and gifted.] [The district will annually report the name and contact information of the district’s TAG coordinator to ODE.]

[The district may also identify and provide programs for students who demonstrate outstanding ability or potential in creative abilities in using original or nontraditional methods in thinking and producing; leadership abilities-ability in motivating the performance of others in educational or noneducational settings; and/or unusual abilities-ability in the visual or performing arts, such as dance, music or art.]

Complaints regarding programs and/or services can be filed in accordance with Board Policy KL – Public Complaints, beginning at Step 2. The superintendent or designee may choose [to convene a committee in making a decision]. [the procedure in the accompanying administrative regulation, IGBB-AR - Complaints Regarding the Talented and Gifted Program and/or Services.]

END OF POLICY

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**Legal Reference(s):**

[ORS 343.391 - 343.401](#)  
[ORS 343.407 - 343.413](#)

[OAR 581-022-2325](#)  
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)  
[OAR 581-022-2500](#)

Senate Bill 486 (2021)

# Phoenix-Talent Schools District 4

Code: IGBBC-AR  
Revised/Reviewed: 9/19/19; 8/11/22

## Complaints Regarding the Talented and Gifted Program **and/or Services**

The following procedure will be utilized when complaints arise regarding the district's talented and gifted programs and services ("TAG").

All complaints regarding TAG will be reported to the superintendent [or designee]. ~~The complainant will be given the Talented and Gifted Standards Complaint Form which must be filled out and submitted to the superintendent's office before further consideration can be given to the complaint.~~ **A form is available, but not required. The [superintendent or designee] may use the form to document and gather relevant information.**

1. Upon receipt of a TAG complaint, the superintendent [or designee] shall arrange for a review committee consisting of the TAG coordinator/teacher, the program supervisor, a counselor and a school psychologist.
2. The review committee shall meet within two working days of when the ~~superintendent received the written complaint~~ **was received** and review all pertinent information. A recommendation from the review committee will be submitted to the superintendent within 10 working days of receiving the original complaint.

The review committee may recommend that:

- a. The programs or services are appropriate; or
- b. The programs or services are not appropriate.

**The review committee's recommendation will be submitted to the superintendent.**

The superintendent shall ~~report the recommendations of the review committee's to the Board at the next regularly scheduled Board meeting.~~ **recommendation and make a decision. The superintendent's decision will issue a decision within 10 working days of receiving the recommendation.**

3. ~~After consideration of the recommendations, if any, issued by the review committee the Board will issue a decision within 20 days of the Board meeting.~~ **If dissatisfied with the superintendent's decision, the complainant may submit an appeal to the Board within [five] working days of receiving the decision. The Board will review the findings and conclusion to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. The Board's final decision will be issued in writing or electronic form.**

If the complainant, who is a student, a parent or guardian of a student who attends school in the district, or a person who resides in the district, remains dissatisfied and has exhausted local procedures, may appeal<sup>1</sup> the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

{<sup>2</sup>} Timelines may be extended upon written agreement between the district and the complainant.

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<sup>1</sup> An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

<sup>2</sup> {For district information. The district's complaint process should align with OAR 581-022-2370 and consider an appeal process to ODE in OAR 581-002-0005.}

**PHOENIX-TALENT SCHOOLS**

401 West 4<sup>th</sup> Street

Phoenix, OR 97535

**TALENTED AND GIFTED STANDARDS PROGRAM AND/OR SERVICES COMPLAINT FORM**

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone (Daytime) \_\_\_\_\_ (Evenings) \_\_\_\_\_

Date of Complaint \_\_\_\_\_

1. What is the nature of your complaint? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. What is the district currently doing? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. In your opinion, in what way is this situation a violation of state standards?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What do you feel the district should be doing? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. Other pertinent comments \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_

# Phoenix-Talent Schools District 4

Code: IGBBA  
Adopted: 9/19/19  
Revised/Readopted 8/11/22

## Talented and Gifted Students - Identification\*\*

In order to serve academically-talented and intellectually-gifted (“TAG”) students in grades K through 12, the district directs the superintendent [or designee] [after due consideration of the input of staff, parents and the community] to establish an ~~written~~ identification process.

This process of identification shall include ~~as~~ at a minimum:

1. Use of ~~research-based best~~ evidence-based practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.
2. Behavioral, learning and/or performance information Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
3. ~~A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.~~
- 4.3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
  - a. Students who are racially/ethnically diverse;
  - b. Students experiencing disability;
  - c. Students who are culturally and/or linguistically diverse;
  - d. Students experiencing poverty; and
  - e. Students experiencing high mobility.
- 5.4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.
- 6.5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team’s decision and the procedures and data used by the team to make the decision.
7. ~~A nationally standardized academic achievement test of reading or mathematics or a test of total English Language Arts/Literacy or total mathematics on the Smarter Balanced Assessment Consortium for assistance in identifying academically talented students.~~

~~Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified.~~

The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

[The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a pattern or preponderance of evidence of talent or giftedness.]

[Academic evidence reviewed shall align to the full depth, breadth, and complexity of Oregon’s content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.]

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student’s assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time.

If a parent is dissatisfied with the identification process or placement of their student, they may **submit an appeal** ~~the decision~~ through Board policy KL - Public Complaints **and begin at [Step 2] with the superintendent [or designee]] [the accompanying administrative regulation, IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement\*\*].**

After exhausting the district’s appeal procedure and receiving the district’s final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

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**Legal Reference(s):**

[ORS 343.395](#)  
[ORS 343.407](#)  
[ORS 343.409](#)

[ORS 343.411](#)  
[OAR 581-021-0030](#)  
[OAR 581-022-2325](#)

[OAR 581-022-2330](#)  
[OAR 581-022-2370](#)  
[OAR 581-022-2500](#)

# Phoenix-Talent Schools District 4

Code: IGBBA-AR  
Revised/Reviewed: 9/19/19; 8/11/22

## Appeal Procedure for Talented and Gifted Student Identification and Placement\*\*

The Board has established an appeal process for a parent to utilize if they are dissatisfied with the identification process and/or placement of their student in the district program for talented and gifted (TAG) students, and wish to request reconsideration. The district's desire and intent is to reach satisfactory solutions during the informal process:

### Informal Process

1. A parent will contact the district's TAG coordinator to request reconsideration.
2. The TAG coordinator will confer or meet with the parent, and may include any additional appropriate persons (e.g., principal, counselor, teacher, etc.), within five school days of the request. Information pertinent to the selection or placement will be shared.
3. If an agreement cannot be reached, the parent may initiate the Formal Process.

### Formal Process

1. A parent shall submit a written request for reconsideration of the identification and/or placement to the program supervisor within five working days of the conference identified above.
2. The program supervisor shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment to the TAG coordinator.
3. The TAG coordinator and other appropriate administrator shall review the student's file and earlier decisions within 10 working days of the original request presented in the previous step. Additional data may be gathered to support or change the earlier decision. The parent may be provided an opportunity to present additional evidence.

If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures.

4. A decision will be made by the program supervisor within 20 working days after receipt of the written request for reconsideration from the parent. The parent shall be notified of the decision in writing and the decision shall be forwarded to the superintendent.
5. The decision may be appealed to the Board through procedures found in ~~IGBBC-AR-Complaints Regarding the Talented and Gifted Program~~ through Board policy **KL – Public Complaints and may begin at Step 3.**
6. If the parent is still dissatisfied, the parent may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

# Phoenix-Talent Schools District 4

Code: **IGBBC**  
Adopted: 9/19/19  
Revised/Readopted 8/11/22



## Talented and Gifted – Programs and Services\*\*

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist which restrict a student’s access to appropriate services and will develop program and service options. These options may include, but are not limited to, the following:

1. Early Entrance;
2. Grade Skipping;
3. Ungraded/Multi-age Classes;
4. Cluster Grouping in Regular Classes;
5. Continuous Progress;
6. Cross Grade Grouping;
7. Compacted/Fast-Paced Curriculum;
8. Special Full- or Part-Time Classes;
9. Advanced Placement Classes;
10. Honors Classes;
11. Block Classes;
12. Independent Study;
13. Credit by Examination;
14. Concurrent Enrollment;
15. Mentorship/Internship;
16. Academic Competitions;
17. Magnet Programs/Schools.



The Board has established an appeal process for a parent or guardian to utilize if they are dissatisfied with the programs and services recommended for their student that has been identified as talented and gifted, and wish to request reconsideration. The appeal process is identified in administrative regulation IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement.

The Board has established a complaint procedure to utilize if a person who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted. This complaint procedure, IGBBC-AR - Complaints Regarding the Talented and Gifted Program, is available at the district's administrative office and on the home page of the district's website. The complainant may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of these OARs upon request.

END OF POLICY

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**Legal Reference(s):**

[OAR 581-022-2325](#)  
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)  
[OAR 581-022-2500](#)

# Phoenix-Talent Schools District 4

Code: IGBBC-AR  
Revised/Reviewed: 9/18/19; 8/11/22

## Complaints Regarding the Talented and Gifted Program

*(This AR has been recoded to IGBB-AR. Please see the newer version with file name IGBB R G1.)*

The following procedure will be utilized when complaints arise regarding the district's talented and gifted programs and services ("TAG").

All complaints regarding TAG will be reported to the superintendent. The complainant will be given the Talented and Gifted Standards Complaint Form which must be filled out and submitted to the superintendent's office before further consideration can be given to the complaint.

1. Upon receipt of a TAG complaint, the superintendent shall arrange for a review committee consisting of the TAG coordinator/teacher, the program supervisor, a counselor and a school psychologist.
2. The review committee shall meet within two working days of when the superintendent received the written complaint and review all pertinent information. A recommendation from the review committee will be submitted to the superintendent within 10 working days of receiving the original complaint.

The review committee may recommend that:

- a. The programs or services are appropriate; or
- b. The programs or services are not appropriate.

The superintendent shall report the recommendations of the review committee to the Board at the next regularly scheduled Board meeting.

3. After consideration of the recommendations, if any, issued by the review committee the Board will issue a decision within 20 days of the Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. The Board's final decision will be issued in writing or electronic form.

If the complainant, who is a student, a parent or guardian of a student who attends school in the district, or a person who resides in the district, remains dissatisfied and has exhausted local procedures, may appeal<sup>1</sup> the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

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<sup>1</sup> An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

**PHOENIX-TALENT SCHOOLS**  
401 West 4<sup>th</sup> Street  
Phoenix, OR 97535  
**TALENTED AND GIFTED STANDARDS COMPLAINT FORM**

**D**

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone (Daytime) \_\_\_\_\_ (Evenings) \_\_\_\_\_

Date of Complaint \_\_\_\_\_

1. What is the nature of your complaint? \_\_\_\_\_

\_\_\_\_\_

2. What is the district currently doing? \_\_\_\_\_

\_\_\_\_\_

3. In your opinion, in what way is this situation a violation of state standards?

\_\_\_\_\_

\_\_\_\_\_

4. What do you feel the district should be doing? \_\_\_\_\_

\_\_\_\_\_

5. Other pertinent comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature: \_\_\_\_\_

**E**



# PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting - 10:00 AM

Thursday, October 20, 2022

In-Person at Phoenix High School

<https://us02web.zoom.us/j/84809214783?pwd=Vmo4R0RUVOE5RIJyNWtSNWVNSkRWQT09>

Password: 326082

## AGENDA

- A. Call to Order
  - 1. **PUBLIC MEETING** for Division 22 Standards & Compliance
- B. Accentuate the Positive
- C. Citizen Comments
- D. Superintendent Report
- E. Consent Agenda
  - 1. Approval of Agenda
  - 2. Approval of Minutes from 10/06/2022
  - 3. Personnel Report
  - 4. Board Policies IGBAF, IGBBC & IGBBC-AR
- F. Action Items
  - 1. Interview & Appoint Student Representatives to the Board
  - 2. Board Policy IGBAF-AR Special Education - Individualized Education Program (IEP)
  - 3. Board Policy IGBB - Talented and Gifted Program and/or Services
  - 4. Board Policy IGBB-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement
  - 5. Board Policy IGBB-AR - Talented and Gifted Students - Identification
  - 6. Board Policy IGBB-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement
- G. Recess
- H. Information and Discussion
  - 1. Facilities/Bond Update
  - 2. Financial Update
  - 3. Legislative / OSBA Update
  - 4. Alameda Fire Update
  - 5. Audit Committee Appointment
  - 6. Board Policy JFCJ - Weapons in the Schools
  - 7. Board Policy GBEA - Workplace Harassment
  - 8. Board Policy GCDA/GDDA-AR - Criminal Records Checks and Fingerprinting
  - 9. Board Policy IGBHE - Expanded Options Program
  - 10. Board Policy IGDJ - Interscholastic Activities
- I. Review of the Next Meeting Agenda
- J. 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.