



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting - 6:00 PM

Thursday, February 2, 2023

In-Person at Orchard Hill Elementary School

<https://us02web.zoom.us/j/82454879050?pwd=K1VVVGNDExA0QmE3TEhUOXRSaVdJUT09>

Password: 560308

[Agenda Español](#)

[Minutas Español](#)

AGENDA

- A. **Call to Order - 6:00 p.m.**
- B. **PUBLIC HEARING for Exemption from Competitive Bidding Requirements**
- C. **Accentuate the Positive**
- D. **Student Representative Report**
- E. **Citizen Comments**
- F. **Superintendent Report**
- G. **Consent Agenda**
 - 1. Approval of Agenda
 - 2. Approval of Minutes from 1/5/23 & 1/19/23
 - 3. Personnel Report
- H. **Action Items - 7:00 p.m.**
 - 1. **Resolution 22-9 - Requesting an Exemption from the Public Contracting Rules**
 - 2. **Resolution 22-10 - Community Renewable Energy Grant Program Application**
 - 3. **Audit Report**
 - 4. **Board Policy BBBA - Board Member Qualifications**
 - 5. **Board Policy IFE - Curriculum Guides and Course Outlines**
 - 6. **Board Policy IGAI - Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**
 - 7. **Board Policy IK - Academic Achievement**
 - 8. **Criteria for Evaluating the Superintendent**
 - 9. **PHS ADA Exercise Playground**
- I. **Recess - 7:25- 7:40 p.m.**
- J. **Information and Discussion - 7:20 p.m.**
 - 1. **SOESD Local Service Plan and SSA Comprehensive Support Plan**
 - 2. **Facilities/Bond Update**
 - 3. **Financial Update**
 - 4. **Legislative / OSBA Update**
 - 5. **Equity, Diversity, & Inclusion**

6. **Filing Date for Board Members**
7. **Renewal of Teacher's and Administrator's Contracts**
8. **21-22 Graduation Rates/Drop-out Report**
9. **TURA Discussion**
10. **SRO/Marshall Program**
11. **Board Policy BCF - Advisory Committees to the Board**
12. **Board Policy CB - Superintendent**
13. **Board Policy CBC - Superintendent's Contract**
14. **Board Policy EH - Records and Data Management**
- K. **Review of the Next Meeting Agenda**
- L. **Adjournment - 8:05 p.m.**

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**NOTICE OF PUBLIC HEARING
PHOENIX TALENT SCHOOL DISTRICT
CONSTRUCTION MANAGER | GENERAL CONTRACTOR**

On February 2, 2023, at 6:00 PM the **Phoenix Talent School District School Board** will hold a public hearing at **Orchard Hill Elementary School** located at **1011 La Loma in Medford 97504** and sit as the contract review board to consider the request for an exemption from the competitive bidding requirements of ORS 279C.335(1), pursuant to ORS 279C.335(2), to engage in the alternate contracting method, Construction Manager | General Contractor form of delivery for a class of construction projects consisting of projects to complete remodeling and modernization to existing buildings within the District. The public hearing is for the purpose of taking comments on the draft findings for an exemption from the competitive bidding requirement.

Copies of the draft findings are available to be picked up from the following contact:

Phoenix Talent School District
David McKay, Principal in Charge
HMK Company
46 N. Front Street Suite 201
Medford, Oregon 97501

EXHIBIT B TO BOARD RESOLUTION

PROPOSED FINDINGS SUPPORTING AN EXEMPTION FROM COMPETITIVE BIDDING REQUIREMENTS AND USE OF THE CONSTRUCTION MANAGER/GENERAL CONTRACTOR METHOD OF PROCUREMENT FOR THE PHOENIX-TALENT SCHOOL DISTRICT MODERNIZATION PROJECTS

I BACKGROUND

ORS 279C.335(1) requires, with certain exceptions, that all Public Improvement contracts be based on competitive bids and, under ORS 279C.375, awarded to the lowest responsive and responsible bidder. ORS 279C.335(2) permits the Local Contract Review Board, which in this case is the Phoenix-Talent School District School Board, to grant, under certain conditions, specific exemptions from the requirement for competitive bidding upon the approval of specified findings. Board Policy DJC-AR also exempts certain contracts from the requirement for competitive bidding upon the approval of certain findings.

OAR 137-049-0620(1) allows the Local Contract Review Board to exempt a Public Improvement contract from the requirements to be competitively bid, provided written findings supporting the use of non-competitive bid process show compliance with OAR 137-049-0600 to 137-049-0690 and applicable statutes.

Pursuant to ORS 279C.335(2), Phoenix-Talent School District No. 4 (“the District”) administration is requesting an exemption from the competitive bidding requirements of ORS Chapter 279C.335(1) for a class of school construction projects, known as Phoenix Talent School District Modernization Projects, by the District to enable it to utilize an alternative contracting method for construction of these Projects. The Class is described as the construction projects at the locations identified below (each, a “Project”). The Projects in the Class share the common characteristics of being seismic renovations to existing buildings, requiring integration with existing building facilities and the need to develop scopes and schedules that avoid unnecessary disruption of school operations. The Projects included within this Class are the following:

- Phoenix Elementary School Seismic Upgrade Project
- Talent Elementary School Seismic Upgrade Project

The specific alternative contracting method which the District wishes to utilize for the Projects in the Class is a Construction Manager | General Contractor (CM/GC) selection process. The District reserves the right to contract all Projects in the Class with a single CM/GC contractor through a single solicitation, or to procure one or more CM/GCs through one or more solicitations. ORS 279C.332(3) identifies the CM/GC methodology as an alternative contracting method under

ORS 279C.335 that allows a contracting agency to procure construction-related services that include, among other things listed in ORS 279C.332(3), a construction manager/general contractor:

(a) Functioning as a member of a project team that includes the School District, the project architect or engineer and other consultants.

(b) Reviewing and analyzing the project design in order to suggest changes to minimize potential errors, delays, unexpected costs and other problems during construction.

(c) Estimating construction, materials, labor and other costs for the project.

(d) Establishing a fixed price, a guaranteed price or other maximum price for the project.

(e) Constructing portions of the project and subcontracting portions to other contractors.

(f) Coordinating and overseeing the construction process.

Approving exemption of this Class of Projects from the competitive bidding requirements of ORS 279C.335 will benefit the District by allowing for utilization of the CM/GC procurement process and the resultant benefits to the District outlined in the below findings, including allowance for value engineering, cost estimating, schedule development, phasing, constructability, integration with existing facilities, safety, and consideration of staff and community input, by and with the CM/GC contractor during each of the design phases. These enhancements are likely to promote the efficient use of the public funds.

The exempted procurement process for these Projects will also include a Request for Proposals (RFP) process pursuant to OAR 137-049-0640 to procure a CM/GC contract with a general contractor.

II

FINDINGS REGARDING PROCUREMENT OF CM/GC SERVICES

ORS 279C.335(2) requires that an agency make certain findings as part of exempting public improvement contracts or classes of public improvement contracts from competitive bidding, as is the case with the procurement of CM/GC services. Pursuant to ORS 279C.330(2), the term “findings” as used in ORS 279C.335(2) means “the justification for a conclusion that a contracting agency, in seeking an exemption from the competitive bidding requirements of ORS 279C.335(1), reaches based on the considerations set forth in ORS 279C.335(2).” Those required findings, generally defined as “findings regarding competition” and “findings regarding significant cost savings”, are addressed below.

A. Findings Regarding Competition

ORS 279C.335(2) (a) requires an agency to find that: *“It is unlikely that the exemption will encourage favoritism in the awarding of public improvement contracts or substantially diminish competition for public improvement contracts.”*

The Phoenix-Talent School District finds that selecting the contractor through an exempted competitive proposal selection process in accordance with OAR 137-249-0600 and 137-249-0690 will not inhibit competition or encourage favoritism. This finding is supported by the following facts:

- 1) The proposed CM/GC alternative contract delivery methodology is a competitive proposal process that allows the District to select a firm or firms to complete the Projects at the best possible value. Simple price competition is not feasible due to technical complexity associated with retrofitting projects of this nature and which are best addressed by a “full team” approach, with the CM/GC working with the District and the design team to solve specific challenges identified during the pre-construction phase. The technical complexity associated with installation of certain structural systems within the rehabilitation plan lends it to specialized contractors with knowledge of these systems.
- 2) The CM/GC contractor will be selected through an open and competitive proposal process as prescribed by ORS 279C.400 to 410 and related administrative rules, including but not limited to formal public advertising of the solicitation, an award made based upon identified selection criteria described in the RFP, and an opportunity to protest any such award.
- 3) The RFP will comply with the requirements set forth in ORS 279C.337, which specifies the information required to be included in solicitation documents for CM/GC services.
- 4) The District anticipates that competition for this contract will be similar to that experienced in other projects of this type. All qualifying proposers will be eligible to submit proposals for the project.
- 5) The evaluation and solicitation process will be open and impartial. Selection will be made on the basis of final proposal scores derived from price and other components, which expand the ground of competition beyond price alone to include experience, quality, innovation factors, etc.
- 6) "Subcontractable" work will be procured by the CM/GC firm selected for the Projects, with the oversight of the District through a bid process. Should the CM/GC firm choose to bid any of the subcontractable work, then bids will need to be submitted to the District or an independent third party a minimum of 2 hours prior to bid closing.

B. Findings Regarding Significant Cost Savings

ORS 279C.335(2)(b) requires an agency to find that “*Awarding a public improvement contract under the exemption will result in substantial cost savings to the public contracting agency.*” This finding is supported by the following facts:

- 1) The CM/GC will participate in the design phase of the Projects and will thereby be able to obtain a complete understanding of the District’s needs, the architect’s design intent, the scope of the Projects, and the operations needs of the students and staff of the schools where the Projects will take place.
- 2) The CM/GC process provides many benefits and opportunities for cost savings. During the preconstruction phase, the CM/GC will be evaluating the budget and making suggestions for cost-saving changes and value enhancements. The CM/GC will evaluate major systems and make design recommendations to the project team about which systems are most cost-effective. Use of the CM/GC process will likely result in substantial benefit to the District by facilitating and coordinating the most efficient use of limited project funds.
- 3) The CM/GC also identifies whether project sequencing is viable and design elements can be built as drawn. All of these beneficial actions by the CM/GC will improve design, expedite construction and eliminate the potential for costly change orders. The benefits of value engineering are not available with the low bid process.
- 4) CM/GC contracts also produce cost savings in that, unlike with traditional low-bid contracting method, any savings accrue to the District instead of the selected contractor.
- 5) Using a CM/GC will allow the District more flexibility to develop, evaluate and implement design changes with less impact on construction cost and time.
- 6) As a public entity, the District needs budget predictability and the CM/GC process, with its negotiated GMP, will provide the necessary predictability.
- 7) The CM/GC method of contracting provides the greatest controls for limited budgets and therefore benefits the District.

ORS 279C.335(2)(b) sets forth various criteria that the local contract review board is to consider in approving a finding that the award of a public improvement contract under the CM/GC exemption will likely result in substantial costs savings and other substantial benefits to the District. Those criteria, and the findings relevant to such criteria, are as follows:

- a. *How many persons are available to bid;*

The CM/GC will be selected through a competitive Request for Proposal (RFP) process. The notification will be publicly advertised in a state-wide trade newspaper. A review committee will screen and rank proposals based on the criteria described in the request for proposal. Based upon the ranking, one or more proposers may be selected for interview. It is anticipated there are multiple qualified contractors available to propose on this Project.

- b. *The construction budget and the projected operating costs for the completed public improvement;*

The total construction budget is approximately:

- Phoenix Elementary School \$2,000,000
- Talent Elementary School \$2,000,000

- c. *Public benefits that may result from granting the exemption;*

The new Phoenix Talent facilities will facilitate better working environments, providing safer and more efficient buildings. CM/GC will help to maximize the quality and amount of construction items that can be delivered, within budget, and on schedule.

- d. *Whether value engineering techniques may decrease the cost of the public improvement;*

During the design phase prior to material and subcontractor bidding, the CM/GC will provide value engineering and update cost estimate information. This engineering and cost estimate will assist final decision-making about the project scope, product quality and material finish. Using a CM/GC will allow more flexibility to develop, evaluate, and implement design changes with less impact on construction cost and time. In the event fast track construction is necessary, the CM/GC process provides an appropriate means of managing fast track construction with an agreed completion date and a guaranteed maximum price for the construction.

Use of the CM/GC process will likely result in substantial cost savings by minimizing costly change orders through CM/GC value engineering, constructability review, scheduling, and estimating during the design process.

Use of the CM/GC process will likely result in substantial cost savings through efficiencies gained from having only one general contractor on the site, thereby reducing the need for additional job site conditions from multiple general contractors.

Use of the CM/GC process will also likely result in substantial benefit to the Phoenix Talent by facilitating and coordinating the most efficient use of limited bond funds.

- e. *The cost and availability of specialized expertise that is necessary for the public improvement;*

The contractor ultimately selected as CM/GC will be required in the RFP process to demonstrate experience and expertise in providing CM/GC services to public and/or private organizations. The contractor will also be required to have thorough knowledge of construction and improvements of similar building type and function. The CM/GC firm is hired at the beginning of the project to assist with master planning, design considerations, administrative coordination, scheduling, budget estimating, constructability review, and value engineering.

- f. *Any likely increases in public safety;*

All work during the construction will be done in accordance with OR-OSHA safety regulations. The CM/GC selected will be required to be highly qualified and capable and show evidence of construction safety practices that are at the highest level of integrity. Student and staff safety is of utmost importance during construction. The CM/GC's input into construction sequencing can reduce issues related to safety.

- g. *Whether granting the exemption may reduce risks to the contracting agency, the state agency or the public that are related to the public improvement;*

The Projects include technical and logistical complexities, the risks of which will be addressed with the CM/GC firm working with the District and the architect to solve specific challenges identified during the pre-construction phase. Technical complexity relates to planning and coordinating the various components of the project for safety, schedule and budget. The Projects include a limited budget as well as limited construction time. Construction may not interfere with students and staff working on site.

- h. *Whether granting the exemption will affect the sources of funding for the public improvement;*

Funding for this Project is provided through a property tax levy, other grants, and funding sources. The CM/GC method of contracting provides cost controls for limited budgets and therefore benefits the District. The team approach, the schedule, the value analysis, and constructability reviews provide the ultimate in effective cost analysis.

- i. *Whether granting the exemption will better enable the contracting agency to control the impact that market conditions may have on the cost and time necessary to complete the public improvement;*

The CM/GC contracting process is a modern construction delivery method used by both public and private organizations. The CM/GC is tasked with keeping the project team up-to-date on the latest construction techniques and products. The CM/GC will inform the project team of current market conditions, labor and materials availability, and construction methodologies that can reduce design and construction time and costs.

- j. *Whether granting the exemption will better enable the contracting agency to address the size and technical complexity of the public improvement;*

The Projects must be delivered within strict technical and logistical parameters. The CM/GC firm will work with the District and the architect to solve specific challenges identified during the pre-construction phase. Technical complexity related to planning and coordinating the various components of the Project for safety, schedule and budget. The Project includes a limited budget as well as limited construction time.

- k. *Whether the public improvement involves new construction or renovates or remodels an existing structure;*

The type of Projects are similar and are described as seismic rehabilitation projects. Remodeling and updating existing facilities with structural resiliency to strengthen the building or parts of the building to sustain a seismic event.

- l. *Whether the public improvement will be occupied or unoccupied during construction;*

Depending upon the Project, the building will either be both occupied and unoccupied during the work.

- m. *Whether the public improvement will require a single phase of construction work or multiple phases of construction work to address specific project conditions;*

The Projects may consist of multiple phases.

And

- n. *Whether the contracting agency or state agency has, or has retained under contract, and will use contracting agency or state agency personnel, consultants and legal counsel that have the necessary expertise and*

substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the contracting agency or state agency will use to award the public improvement contract and to help negotiate, administer and enforce the terms of the public improvement contract.

The District will work with an Owner's Representative and design firm(s) that have extensive experience with the CM/GC delivery method. The District is also proactively working with legal counsel experienced in construction and with CM/GC, design-build, and alternative contracting methods. The District intends to retain such consultants as may be necessary to affect the Project.

III SUMMARY

Use of the CM/GC method of contracting for the Projects is an appropriate use of the alternative contracting method under OAR 137-049-0620. Additionally, an exemption from competitive bidding requirements is justified under the criteria outlined in ORS 279C.330, findings have been developed in compliance with ORS 279C.335(2), and the District will perform the post-project evaluation required by ORS 279C.355. Based upon previously listed findings, the District specifically concludes that:

- 1) It is unlikely the exemption will encourage favoritism in the awarding of public contracts or substantially diminish competition for public contracts;
- 2) The exemption will result in substantial cost savings to the District for the services provided.

The Phoenix-Talent School District submits that this request meets all of the criteria above and requests approval of this exemption.



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting
Thursday, January 5, 2023 6:00 PM Pacific

Phoenix Elementary School
215 North Rose Street
Phoenix, OR 97535

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

Present: 6, Absent: 1.

Director Polly Farrimond joined virtually.

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

B. Accentuate the Positive - 6:05 p.m.

PES Principal Shawna Schleif shared the following:

- Mrs. Schleif said that it is board appreciation month and she thanked the board for all they do. Mrs. Schleif loved the video that Communications Specialist, Joe Zavala, put together showing our appreciation for the board.
- We just celebrated Christmas not only a couple of weeks ago but also once again yesterday with the Ashland Community Health Foundation. The ACHF donated mittens and hats to our students at PES and TES. Some of their board members joined in the process of letting the students pick out new gloves and hats. The students were so appreciative and it brought a lot of cheer to our first day back at school.
- Our first day back on campus from the winter break was professional development day and we thank the board for supporting that time to learn together.
- We will be offering our staff access to the Community Resilience Model. This is a wonderful series of therapeutic training sessions for our elementary staff.

TES Principal Heather Lowe-Rogers shared the following:

- Mrs. Lowe-Rogers said that the board is so appreciated. They are our friends and family.
- Part of our in-service day was spent training with our Amplify curriculum leaders. Mrs. Lowe-Rogers thanked Tiffanie Lambert for advocating for us to receive high quality instruction and training from the beginning on how to utilize this tool the right way.
- Mrs. Lowe-Rogers thanked you to those who attended our winter concert at TMS. Mrs. Lowe-Rogers gave a shout out to Wendy Savage, who is our music teacher and she did an incredible job organizing the concert. Mrs. Lowe-Rogers also thanked her colleagues at the middle school for allowing us to have it there.
- Mrs. Lowe-Rogers shared that we are bringing back the in-person talent show - it will be February 9 at the Rose Theatre.

OHES Principal Brandon Hammond shared the following:

- Mr. Hammond echoed the comments on the in-service day of training. All the staff, including classified staff, were able to receive training.
- Before the winter break, our office at OES was full of packages. Katie McCormick went above and beyond in her efforts to give support to our families.
- Mr. Hammond shared a story and related it to how the board helped him go above and beyond what he could possibly do. Being new to the district, Mr. Hammond is so impressed with what the board has allowed and created for students, families, and faculty.

PTRA Principal Aaron Santi shared the following:

- PTRA enrollment has increased 24% in the last two weeks of school with 10 new students--3 elementary, 6 middle school, and 1 high school. We are now at 52 students counting high school students, 41 for K-8th.
- Our field trip to ScienceWorks was a smashing success for first graders and eighth graders alike. All eight grades, along with siblings as young as three and parents and grandparents all worked together on five STEM projects that had everyone so engaged nobody wanted to leave.
- Winter Break was also a huge success enjoyed by students and staff alike!

TMS Principal Katherine Holden shared the following:

- Ms. Holden thanked the board for all of their support.
- We are excited about starting our winter activities. Our boys' basketball program just wrapped up and we have been holding tryouts for girls' basketball and wrestling this week. Right before winter break, we had our winter band concert. Ms. Holden thanked band director, Bret Eason, and band assistant, Jayme Dittberner, for the work they do with our musicians at talent middle school.
- The in-service day was great being able to talk with the teachers, but the next day it was so fun to have the kids back.

PHS Principal Kalin Cross shared the following:

- Ms. Cross thanked the board for all they do. She has never seen such an involved board, such as the legislative event that Director Sara Crawford and Vice Chair Dawn Watson put on and a board member being a DJ at a dance - thank you to Chair Michael Campbell, as well as other examples.
- Ms. Cross thanked Lisa Robin, the Leadership Advisor. Ms. Cross has never seen a group of leadership students so focused on their community with coat drives and sock drives and wrapping & delivering presents for students.
- Walking through the halls before break was very festive. The students did hallway decorating which was themed. Having a spirit week allowed us to finish strong before the break.
- Counseling, Student Management, and our COMPASS teacher have all been working hard as the honeymoon of the fall has passed. The teams come together to put together individualized plans for those students in need.
- Our Special Education Team has many new staff, and they are very patient, caring, and striving to do their best. We had a SPED Staff Meeting before the break and it was great to see everyone collaborate.

Summer Brandon, Director of ATI, shared the following:

- Yesterday we were able to do our first graduation walk of the term. We are on track to have potentially two more students complete their work this term.
- We have two new staff joining us. Amanda O'Brien is our new office administrator and Angelina, who is from Project Plus, is bilingual in Spanish and we are excited that she is joining us.
- We have a new science teacher this year who is interested in making sure students are doing science and not just learning science. She has been teaching a watershed class where they have been going down to bioswales and learning ways to deal with storm water. They are proposing solutions for our building redesign for stormwater treatment and will be presenting those ideas to our architects in the next few weeks to integrate into the designs we submit to the city.
- Ms. Brandon appreciates the welcome that our board has given ATI and their board members to come to events.

Supt. Barry appreciated the hard work that Sara Crawford and Dawn Watson did in putting together the legislative event held on Tuesday. We had our student representatives there as well, serving our local board members and local legislators to have a good discussion leading up to this difficult and challenging legislative session. Supt. Barry spoke with board members and superintendents of the other districts who attended and have been around for a long time and this was a first for our region.

Director Nancy McKinnis thanked everyone for the board appreciation gift baskets.

Vice Chair Dawn Watson spoke about the legislative reception held on Tuesday. Brent and the staff were amazing with their support. The FFA provided our centerpieces and they did an amazing job. The Grants Pass Orchestra came and played for us and they did an amazing job. The church donated items and we are so thankful that the district and the community backed us and gave support for our event. OSBA members who attended were so impressed with our student representatives and that they spoke about how they enjoy being on the board. OSBA is looking at ways to involve student representatives in the upcoming legislative session. Ms. Watson thanked everyone for the gift baskets.

C. Student Representative Report - 6:15 p.m.

- **Student Representative MaKenna Rowenhorst** said that before the break, we had a great spirit week and assembly. We played some fun games and there were many students involved.
- **Student Representative Brianna Gaal** said that the assembly and spirit week both went well. Although students were ready for winter break, Brianna said she had not ever had as much fun as she did the week before break. It was great seeing the students before and after school working on the hallways, caring about our school spirit, and showing up. The leadership did well in putting on that event and organizing everything.

D. Citizen Comments - There were no comments.

E. Superintendent Report

- Supt. Barry echoed what everyone said about the amazing things of our school board. It has been a challenging couple of years and this board has been steady, student focused, and extremely engaged. It is amazing to have such a supportive board. We have talked a lot about the Alameda fire recovery and how engaged this board was. Then leading through a pandemic and making sure that every student feels like they belong in our schools and just the overall engagement and how much you support our kids has been amazing.
- Supt. Barry shared his appreciation of the administrative team. As we came back from a busy holiday season, we had an in-service day. We are wrapping up semester #1. We are developing our Integrated Guidance to prepare our strategic plan and we are negotiating contracts with our employee groups.
- Supt. Barry spoke about the Talent Urban Renewal process and plan. Supt. Barry feels that we need to prepare a letter from the board for the TURA process. The written comment is due by the middle of February. Typically, that property tax does not affect our funding because it is back-filled with the state school fund. Although we will receive the same amount of funding, the state school fund is being talked about and potentially being reworked on how schools are allocated that fund. We do not know if that will have an impact on the property taxes we will receive moving forward. That is a 30-year commitment and we need to be very clear about the things we need to share regarding that decision.
- Supt. Barry spoke about an email he shared with staff this week regarding a grant we received from the federal government for mental health and what it means to our district. We found out this week that only four entities in the state received a grant like this and we were one of them. We received a \$2.6 million grant over five years to support our students' mental health and to develop a mental health cohort that can serve our whole region. Supt. Barry thanked Kelly Soter with the help of Maggie Sullivan from La Clinica and Tiffanie Lambert, who helped with writing a description of the community's needs.
- Kelly Soter shared that LaClinica is one of our strongest partners in this and the work will begin immediately, starting with a health center at PHS, an additional school therapist, a school counselor at TMS, an additional community care staff member, and it is an incredible opportunity.
- Supt. Barry said that the grant would also have additional support in grant management for Yazmin.

F. Consent Agenda

Director Sara Crawford moved to approve the consent agenda as presented and Director Nancy McKinnis seconded the motion. Hearing no objections, the consent agenda was approved as presented.

F.1. Approval of Agenda

F.2. Approval of Minutes from 12/08/22

F.3. Personnel Report

G. Action Items

G.1. ATI Charter Renewal

I move the board approve the ATI Charter Renewal for a five year period from 2023-2028. This motion, made by Sara Crawford and seconded by Rick Nagel, Carried.

Michael Campbell: Absent, Sara Crawford: Yea, Polly Farrimond: Yea, Nancy McKinnis: Yea, Rick Nagel: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea
Yea: 6, Nay: 0, Absent: 1

- Supt. Barry said that we are connected more than we ever have been with ATI. Supt. Barry recommends the board approve the renewal. Should the board approve the renewal, that would start the process of negotiating a new contract.
- Director Sara Crawford said that the last five years have made a big difference and we are at a great place in our relationship with ATI. Ms. Brandon is a great example and she appreciates how ATI serves their students. Mrs. Crawford appreciates our growing relationship with Ms. Brandon, ATI staff, and their board.

H. Recess - Recess was from 6:35 - 6:50 p.m.

I. Information and Discussion

I.1. Facilities/Bond Update

- Facilities Director Jon McCalip shared how much he appreciates the board's support, especially during the bond process.
- Mr. McCalip referred to the documents for the PHS ADA fitness playground and told the board that this equipment and playground would be built by the concession stand and would be purchased using ESSER 2 funds should they approve it on the next agenda.
- Mr. McCalip is working with the City of Talent and Rogue Climate on a plan to install solar at TMS and TES using renewable energy grants. They are also helping me pursue other new grants.
- We did apply for seismic grants in December for TES and TMS and should get the results in May.
- Mr. McCalip is working with Rogue Climate on applying for a "Renew Americas Schools Grant" to help offset some of the costs of the seismic upgrades for TES and TMS. This grant could be used to pay for wall insulation, roofing with additional insulation, and window upgrades. We would also tie in SB1149 funds in the hopes that it would leave additional funds to use at Colver Sports Park.
- We have hired HMK to aid in contracts for TMS and TES seismic upgrades, the school-based health center at PHS, and the design of Colver sports park.
- Director Crawford asked if the ground for the playground would be similar to what is at Blue Heron. Mr. McCalip said it was better and described what it would be and what the accessibility would be.

I.1. Facilities/Bond Update (cont.)

- Asst. Supt. Tiffanie Lambert said that the idea for the playground came from the engagement listening sessions for our SIA and ESSER funds last year.
- Mr. McCalip said that Breezy Chapman was a huge advocator for the playground and was relentless in asking when we would get it.
- Supt. Barry said that we have leveraged so many funds from the bond, grants for solar, for renewable energy, and other grants and he thanked Jon for his help in maximizing our dollars so that we will have more funds for our seismic projects, and the Culver Road project.
- Vice Chair Watson asked if the new playground would be available to the public. Mr. McCalip said it would only be available during public events because it would be behind a secured area.

I.2. Financial Update

- Supt. Barry mentioned the TURA letter again.
- Supt. Barry said that typically we have financial reports at the second meeting of the month. However, since we did not have a second meeting during December or January (not including the work session) and there is not a second meeting in March, we will have the financial reports at the February 2 and March 2 meetings.

I.3. Legislative / OSBA Update

- Vice Chair Watson shared information about the local legislative reception. Districts up north have been doing a regional event for quite a while. We found out that OSBA was offering a budget of \$500 for those who wanted to host an event, so Sara Crawford and I decided to host an event. Our local regional area has 13 school districts, including charter schools. Those who attended, including superintendents and board members, had an opportunity to speak about their challenges, their successes, and what they would like to see in the next legislative session. The main topics were adequate funding and flexibility or more local control for our specific region when bills are passed. We want to make sure that the legislators have information about what is important to our region. We just had an LPC and OSBA meeting prior to the start of this meeting. The new legislators and the governor will be sworn in on Monday and things will get started on January 17. Director Crawford and Vice Chair Watson will attend the weekly Friday phone calls to learn about what is being discussed. We will provide updates often and plan to be very proactive and engaging in this legislative session.
- Director Sara Crawford said that it was great to see the networking during the legislative reception after those who attended had an opportunity to speak. Our district is very fortunate to have Greg Lemhouse work with us in helping us keep track of what is going on in Salem.

I.4. Equity, Diversity, & Inclusion

- Director Kelly Soter said that the EDI advisory committee has been meeting monthly since October. It is a very engaged group of people and she is excited about the enthusiasm and the thoughtfulness and important conversations that we are having. We are currently addressing our district equity policy JBB. We hope to present some recommendations to the board in February.

I.5. Criteria for Evaluating the Superintendent

- Vice Chair Watson asked if there were any comments.
- Supt. Barry said that we have been using this for some time and it seems to work well, but he welcomes any feedback if the board wants to see something new.

I.6. Board Work Session Topic(s) for January 19

- **Vice Chair Watson** asked for suggestions and mentioned the letter that Supt. Barry suggests being written to TURA.
- **Director McKinnis** would like to have a conversation about equity training and discuss what funding and support we have for training staff, administration and board members.
- **Director Crawford** suggested a community engagement type of training or a book study on something that might dovetail in with what the staff is learning from Scholastic, or utilizing the book from the speaker who was at the summer board conference, or additional training for what our staff is focusing on, which is community engagement.
- **Director McKinnis** would also like to learn more about the surveys (Panorama) that have been given and an assessment of the make-up of the school district, including the diversity of staff and students.
- **Director Crawford** would like to have a refresher on how to read our financial statements so she can fully understand the details.
- **Supt. Barry** suggested prioritizing what we wanted to do for the next meeting in February and then what we wanted to do in March for that work session. Supt. Barry would also like to share a glimpse of the integrated guidance application that we have to send to the state prior to March, which is essentially kicking off our strategic plan.
- **Vice Chair Watson** suggested having the financial statement refresher in March so that we would have time to advertise it so the public could attend if they would like to. We still have a vacancy on the Budget Committee and some people might feel uneasy about applying if they do not know much about budgets or how to read financial statements. If they were to attend this work session, they might feel more comfortable about applying for the committee vacancy.
- **Supt. Barry** will narrow the topics down and share his ideas of what might work for February and for March and, if needed, we could move some around.

I.7. Board Policy BBBA - Board Member Qualifications

I.8. Board Policy IFE - Curriculum Guides and Course Outlines

I.9. Board Policy IGAI - Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education

- Director Weathers asked a question about item #1 on page one and Tiffanie Lambert provided an explanation.

I.10. Board Policy IK - Academic Achievement

- Director Rick Nagel suggested having the word parents replaced with caregivers to be more consistent in policy language. The board secretary will confer with OSBA to make sure that is possible and, if so, will present a corrected policy at the next meeting.

I.11. Audit Report

- Supt. Barry said that the board has received the audit tonight and we will speak more in depth about it at our February 2 meeting. Supt. Barry commended Yazmin's work as this was the most difficult and time-consuming audit we have ever had with all the grants, the bond funds, and the amount of monies from ESSER and other funds. We received a tremendous report from the auditors and we look forward to sharing more of that at the next meeting.

J. Review of the Next Meeting Agenda

K. Adjournment - 7:35 p.m.

Michael Campbell, Chair

Brent Barry, Superintendent

DRAFT



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Work Session

Thursday, January 19, 2023 6:00 PM Pacific

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

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

A. **Call to Order** - The meeting was called to order at 6:00 p.m.

B. TURA Impact

Supt. Barry said that there has been talk about the state school fund being restructured. If the fund is restructured and it changes the property tax calculation and how we are funded, this TURA could impact us quite a bit.

Supt. Barry presented the board with documents received from the City of Talent notifying us that they are considering adoption of the Almeda Fire Recovery and Revitalization Plan, an urban renewal plan. The City of Talent will hold a hearing on February 15, 2023, for considering adoption of the draft Plan and Report. The Talent City Council will consider referring the Plan and Report to the May 2023 Ballot on February 15, 2023.

Supt. Barry explained how the state school fund is calculated and how property tax collections play a part in that calculation. Supt. Barry further explained how the proposed tax rates could change our state school fund for the next 20+ years.

C. Student, Staff, & Family Engagement

Kelly Soter, Director of Equity and Community Care, shared a presentation titled Elevating Student Voice, which gave details about the School Climate and Belonging Survey of students. The survey asked questions about school support, which included a sense of belonging, engagement, teacher-student relationships, and readiness for learning. The second set of questions related to the learning environment, which included school safety, school climate, and rigorous expectations.

Asst. Supt. Jessica Hamlin shared a presentation entitled Elevating Staff Voice, which gave details about the School Climate and Belonging Survey from staff. Staff were surveyed on safety, well-being, belonging, school climate, cultural awareness and action, and educating all students.

Asst. Supt. Tiffanie Lambert shared a presentation on Family Engagement Feedback. 171 staff members and 755 families completed the survey. The survey included four goal areas including welcoming, communication, information, and empowerment. The key positive takeaways were:

- Most families feel good about their school.
- Families feel comfortable communicating with their child's teacher(s).
- Families feel that school personnel are friendly when they visit.
- All the schools have attractive, well-designed websites with active social media feeds, up-to-date calendars, and links to school newsletters.
- Families feel that school personnel respond to them promptly and they believe they understand the information the school provides about their child's learning.
- Information is frequently distributed to or shared with families.

D. Integrated Guidance & Strategic Planning

Supt. Barry shared that ODE has a new structure for a four-year integrated guidance plan for districts. In conjunction, we are in the final year of our current three-year strategic plan. We are working with the timing of the ODE integrated guidance plan, which is due in March, and also working on a new four-year strategic plan for the district. We will utilize the data that we gather for our report to ODE and use that data for our next four-year strategic plan. We had our first Strategic Planning Committee meeting last night and we gathered some valuable feedback that we will use in our strategic plan.

E. Upcoming Legislative Session

Supt. Barry shared that we have brought on Greg Lemhouse to help us with advocacy for this legislative session. There are hundreds, if not thousands, of bills coming in and we will need to prioritize those that we feel strongly about and then Greg and his team will advocate for us on those we identify as most important.

F. Adjournment - The meeting adjourned at 8:00 p.m.

Michael Campbell, Chair

Brent Barry, Superintendent

**BEFORE THE BOARD OF DIRECTORS OF THE
PHOENIX TALENT SCHOOLS**

RESOLUTION 22-9

**A RESOLUTION OF THE BOARD OF DIRECTORS
OF THE PHOENIX-TALENT SCHOOLS
REQUESTING AN EXEMPTION FROM THE PUBLIC CONTRACTING RULES**

**On motion by:
Duly seconded by:
the following resolution is hereby adopted:**

WHEREAS, based upon the findings set forth herein, the School Board for Phoenix Talent School District (the "District"), sitting as the local contract review board for the District on its request for exemption from the public contracting rules under ORS 279C.335(2) hereby resolves, finds and concludes:

1. Notice of public hearing was published in at least one trade newspaper of general statewide circulation a minimum of 14 days prior to the hearing.
2. A copy of the notice is attached hereto as Exhibit "A" and incorporated by this reference.
3. At the public hearing, the School Board gave an opportunity for any interested party to appear and present comment.
4. The Findings attached as Exhibit B ("Findings") have been considered by the School Board and are adopted and approved.
5. Based upon the notice to the public, and the approved Findings, and the use of the Construction Manager | General Contractor process as the manner of selecting one or more contractors for the class of Projects as defined, it is unlikely that an exemption from the competitive bidding requirements of the public contracting statutes will encourage favoritism in the awarding of a public contract for the Project (s), or substantially diminish competition for public contracts of the like nature.
6. Based upon the approved Findings, it is reasonably anticipated that the awarding of a public contract using the alternative method of Construction Manager | General Contractor pursuant to an exemption under ORS 279C.335(2) will likely result in a substantial cost saving to the District by increasing the efficiency and accuracy of the contractor (s) performance of its work on the Project, by reducing the District's administrative costs and burden for the Projects, and by reducing the time required for completion of the Projects, which will allow the District to occupy the premises with minimum impact on the programs or operations of the District.
7. The District is granted an exemption under ORS 279C.335(2) from the competitive bidding requirements of ORS 279C.335(1) for the class of Projects, so that it can utilize the Construction Manager | General Contractor method as the alternative contract method, provided the District also remains permitted, at the District's discretion, to use traditional bidding for the Project pursuant to ORS 279C.335(1).
8. For any Project utilizing the construction manager/general contractor method of procurement, the procurement shall be in accordance with the Attorney General Model Rules adopted under ORS 279A.065.

BEFORE THE BOARD OF DIRECTORS OF THE
PHOENIX TALENT SCHOOLS

RESOLUTION 22-9

A RESOLUTION OF THE BOARD OF DIRECTORS
OF THE PHOENIX-TALENT SCHOOLS
REQUESTING AN EXEMPTION FROM THE PUBLIC CONTRACTING RULES
(cont.)

These resolutions shall take effect immediately.

PASSED AND ADOPTED by the Board of Directors of the Phoenix-Talent School District #4 of the County of Jackson, State of Oregon, this 2nd day of February 2023, by the following vote:

Ayes:

Noes:

Absent:

Abstain:

DATED _____.

**JACKSON COUNTY SCHOOL DISTRICT #4
BOARD OF DIRECTORS**

By: _____
Michael Campbell, Board Chair

And By: _____
Dawn Watson, Board Vice Chair

**NOTICE OF PUBLIC HEARING
PHOENIX TALENT SCHOOL DISTRICT
CONSTRUCTION MANAGER | GENERAL CONTRACTOR**

On February 2, 2023, at 6:00 PM the **Phoenix Talent School District School Board** will hold a public hearing at **Orchard Hill Elementary School** located at **1011 La Loma in Medford 97504** and sit as the contract review board to consider the request for an exemption from the competitive bidding requirements of ORS 279C.335(1), pursuant to ORS 279C.335(2), to engage in the alternate contracting method, Construction Manager | General Contractor form of delivery for a class of construction projects consisting of projects to complete remodeling and modernization to existing buildings within the District. The public hearing is for the purpose of taking comments on the draft findings for an exemption from the competitive bidding requirement.

Copies of the draft findings are available to be picked up from the following contact:

Phoenix Talent School District
David McKay, Principal in Charge
HMK Company
46 N. Front Street Suite 201
Medford, Oregon 97501

EXHIBIT B TO BOARD RESOLUTION

PROPOSED FINDINGS SUPPORTING AN EXEMPTION FROM COMPETITIVE BIDDING REQUIREMENTS AND USE OF THE CONSTRUCTION MANAGER/GENERAL CONTRACTOR METHOD OF PROCUREMENT FOR THE PHOENIX-TALENT SCHOOL DISTRICT MODERNIZATION PROJECTS

I BACKGROUND

ORS 279C.335(1) requires, with certain exceptions, that all Public Improvement contracts be based on competitive bids and, under ORS 279C.375, awarded to the lowest responsive and responsible bidder. ORS 279C.335(2) permits the Local Contract Review Board, which in this case is the Phoenix-Talent School District School Board, to grant, under certain conditions, specific exemptions from the requirement for competitive bidding upon the approval of specified findings. Board Policy DJC-AR also exempts certain contracts from the requirement for competitive bidding upon the approval of certain findings.

OAR 137-049-0620(1) allows the Local Contract Review Board to exempt a Public Improvement contract from the requirements to be competitively bid, provided written findings supporting the use of non-competitive bid process show compliance with OAR 137-049-0600 to 137-049-0690 and applicable statutes.

Pursuant to ORS 279C.335(2), Phoenix-Talent School District No. 4 (“the District”) administration is requesting an exemption from the competitive bidding requirements of ORS Chapter 279C.335(1) for a class of school construction projects, known as Phoenix Talent School District Modernization Projects, by the District to enable it to utilize an alternative contracting method for construction of these Projects. The Class is described as the construction projects at the locations identified below (each, a “Project”). The Projects in the Class share the common characteristics of being seismic renovations to existing buildings, requiring integration with existing building facilities and the need to develop scopes and schedules that avoid unnecessary disruption of school operations. The Projects included within this Class are the following:

- Phoenix Elementary School Seismic Upgrade Project
- Talent Elementary School Seismic Upgrade Project

The specific alternative contracting method which the District wishes to utilize for the Projects in the Class is a Construction Manager | General Contractor (CM/GC) selection process. The District reserves the right to contract all Projects in the Class with a single CM/GC contractor through a single solicitation, or to procure one or more CM/GCs through one or more solicitations. ORS 279C.332(3) identifies the CM/GC methodology as an alternative contracting method under

ORS 279C.335 that allows a contracting agency to procure construction-related services that include, among other things listed in ORS 279C.332(3), a construction manager/general contractor:

(a) Functioning as a member of a project team that includes the School District, the project architect or engineer and other consultants.

(b) Reviewing and analyzing the project design in order to suggest changes to minimize potential errors, delays, unexpected costs and other problems during construction.

(c) Estimating construction, materials, labor and other costs for the project.

(d) Establishing a fixed price, a guaranteed price or other maximum price for the project.

(e) Constructing portions of the project and subcontracting portions to other contractors.

(f) Coordinating and overseeing the construction process.

Approving exemption of this Class of Projects from the competitive bidding requirements of ORS 279C.335 will benefit the District by allowing for utilization of the CM/GC procurement process and the resultant benefits to the District outlined in the below findings, including allowance for value engineering, cost estimating, schedule development, phasing, constructability, integration with existing facilities, safety, and consideration of staff and community input, by and with the CM/GC contractor during each of the design phases. These enhancements are likely to promote the efficient use of the public funds.

The exempted procurement process for these Projects will also include a Request for Proposals (RFP) process pursuant to OAR 137-049-0640 to procure a CM/GC contract with a general contractor.

II

FINDINGS REGARDING PROCUREMENT OF CM/GC SERVICES

ORS 279C.335(2) requires that an agency make certain findings as part of exempting public improvement contracts or classes of public improvement contracts from competitive bidding, as is the case with the procurement of CM/GC services. Pursuant to ORS 279C.330(2), the term “findings” as used in ORS 279C.335(2) means “the justification for a conclusion that a contracting agency, in seeking an exemption from the competitive bidding requirements of ORS 279C.335(1), reaches based on the considerations set forth in ORS 279C.335(2).” Those required findings, generally defined as “findings regarding competition” and “findings regarding significant cost savings”, are addressed below.

A. Findings Regarding Competition

ORS 279C.335(2) (a) requires an agency to find that: *“It is unlikely that the exemption will encourage favoritism in the awarding of public improvement contracts or substantially diminish competition for public improvement contracts.”*

The Phoenix-Talent School District finds that selecting the contractor through an exempted competitive proposal selection process in accordance with OAR 137-249-0600 and 137-249-0690 will not inhibit competition or encourage favoritism. This finding is supported by the following facts:

- 1) The proposed CM/GC alternative contract delivery methodology is a competitive proposal process that allows the District to select a firm or firms to complete the Projects at the best possible value. Simple price competition is not feasible due to technical complexity associated with retrofitting projects of this nature and which are best addressed by a “full team” approach, with the CM/GC working with the District and the design team to solve specific challenges identified during the pre-construction phase. The technical complexity associated with installation of certain structural systems within the rehabilitation plan lends it to specialized contractors with knowledge of these systems.
- 2) The CM/GC contractor will be selected through an open and competitive proposal process as prescribed by ORS 279C.400 to 410 and related administrative rules, including but not limited to formal public advertising of the solicitation, an award made based upon identified selection criteria described in the RFP, and an opportunity to protest any such award.
- 3) The RFP will comply with the requirements set forth in ORS 279C.337, which specifies the information required to be included in solicitation documents for CM/GC services.
- 4) The District anticipates that competition for this contract will be similar to that experienced in other projects of this type. All qualifying proposers will be eligible to submit proposals for the project.
- 5) The evaluation and solicitation process will be open and impartial. Selection will be made on the basis of final proposal scores derived from price and other components, which expand the ground of competition beyond price alone to include experience, quality, innovation factors, etc.
- 6) "Subcontractable" work will be procured by the CM/GC firm selected for the Projects, with the oversight of the District through a bid process. Should the CM/GC firm choose to bid any of the subcontractable work, then bids will need to be submitted to the District or an independent third party a minimum of 2 hours prior to bid closing.

B. Findings Regarding Significant Cost Savings

ORS 279C.335(2)(b) requires an agency to find that “*Awarding a public improvement contract under the exemption will result in substantial cost savings to the public contracting agency.*” This finding is supported by the following facts:

- 1) The CM/GC will participate in the design phase of the Projects and will thereby be able to obtain a complete understanding of the District’s needs, the architect’s design intent, the scope of the Projects, and the operations needs of the students and staff of the schools where the Projects will take place.
- 2) The CM/GC process provides many benefits and opportunities for cost savings. During the preconstruction phase, the CM/GC will be evaluating the budget and making suggestions for cost-saving changes and value enhancements. The CM/GC will evaluate major systems and make design recommendations to the project team about which systems are most cost-effective. Use of the CM/GC process will likely result in substantial benefit to the District by facilitating and coordinating the most efficient use of limited project funds.
- 3) The CM/GC also identifies whether project sequencing is viable and design elements can be built as drawn. All of these beneficial actions by the CM/GC will improve design, expedite construction and eliminate the potential for costly change orders. The benefits of value engineering are not available with the low bid process.
- 4) CM/GC contracts also produce cost savings in that, unlike with traditional low-bid contracting method, any savings accrue to the District instead of the selected contractor.
- 5) Using a CM/GC will allow the District more flexibility to develop, evaluate and implement design changes with less impact on construction cost and time.
- 6) As a public entity, the District needs budget predictability and the CM/GC process, with its negotiated GMP, will provide the necessary predictability.
- 7) The CM/GC method of contracting provides the greatest controls for limited budgets and therefore benefits the District.

ORS 279C.335(2)(b) sets forth various criteria that the local contract review board is to consider in approving a finding that the award of a public improvement contract under the CM/GC exemption will likely result in substantial costs savings and other substantial benefits to the District. Those criteria, and the findings relevant to such criteria, are as follows:

- a. *How many persons are available to bid;*

The CM/GC will be selected through a competitive Request for Proposal (RFP) process. The notification will be publicly advertised in a state-wide trade newspaper. A review committee will screen and rank proposals based on the criteria described in the request for proposal. Based upon the ranking, one or more proposers may be selected for interview. It is anticipated there are multiple qualified contractors available to propose on this Project.

- b. *The construction budget and the projected operating costs for the completed public improvement;*

The total construction budget is approximately:

- Phoenix Elementary School \$2,000,000
- Talent Elementary School \$2,000,000

- c. *Public benefits that may result from granting the exemption;*

The new Phoenix Talent facilities will facilitate better working environments, providing safer and more efficient buildings. CM/GC will help to maximize the quality and amount of construction items that can be delivered, within budget, and on schedule.

- d. *Whether value engineering techniques may decrease the cost of the public improvement;*

During the design phase prior to material and subcontractor bidding, the CM/GC will provide value engineering and update cost estimate information. This engineering and cost estimate will assist final decision-making about the project scope, product quality and material finish. Using a CM/GC will allow more flexibility to develop, evaluate, and implement design changes with less impact on construction cost and time. In the event fast track construction is necessary, the CM/GC process provides an appropriate means of managing fast track construction with an agreed completion date and a guaranteed maximum price for the construction.

Use of the CM/GC process will likely result in substantial cost savings by minimizing costly change orders through CM/GC value engineering, constructability review, scheduling, and estimating during the design process.

Use of the CM/GC process will likely result in substantial cost savings through efficiencies gained from having only one general contractor on the site, thereby reducing the need for additional job site conditions from multiple general contractors.

Use of the CM/GC process will also likely result in substantial benefit to the Phoenix Talent by facilitating and coordinating the most efficient use of limited bond funds.

- e. *The cost and availability of specialized expertise that is necessary for the public improvement;*

The contractor ultimately selected as CM/GC will be required in the RFP process to demonstrate experience and expertise in providing CM/GC services to public and/or private organizations. The contractor will also be required to have thorough knowledge of construction and improvements of similar building type and function. The CM/GC firm is hired at the beginning of the project to assist with master planning, design considerations, administrative coordination, scheduling, budget estimating, constructability review, and value engineering.

- f. *Any likely increases in public safety;*

All work during the construction will be done in accordance with OR-OSHA safety regulations. The CM/GC selected will be required to be highly qualified and capable and show evidence of construction safety practices that are at the highest level of integrity. Student and staff safety is of utmost importance during construction. The CM/GC's input into construction sequencing can reduce issues related to safety.

- g. *Whether granting the exemption may reduce risks to the contracting agency, the state agency or the public that are related to the public improvement;*

The Projects include technical and logistical complexities, the risks of which will be addressed with the CM/GC firm working with the District and the architect to solve specific challenges identified during the pre-construction phase. Technical complexity relates to planning and coordinating the various components of the project for safety, schedule and budget. The Projects include a limited budget as well as limited construction time. Construction may not interfere with students and staff working on site.

- h. *Whether granting the exemption will affect the sources of funding for the public improvement;*

Funding for this Project is provided through a property tax levy, other grants, and funding sources. The CM/GC method of contracting provides cost controls for limited budgets and therefore benefits the District. The team approach, the schedule, the value analysis, and constructability reviews provide the ultimate in effective cost analysis.

- i. *Whether granting the exemption will better enable the contracting agency to control the impact that market conditions may have on the cost and time necessary to complete the public improvement;*

The CM/GC contracting process is a modern construction delivery method used by both public and private organizations. The CM/GC is tasked with keeping the project team up-to-date on the latest construction techniques and products. The CM/GC will inform the project team of current market conditions, labor and materials availability, and construction methodologies that can reduce design and construction time and costs.

- j. *Whether granting the exemption will better enable the contracting agency to address the size and technical complexity of the public improvement;*

The Projects must be delivered within strict technical and logistical parameters. The CM/GC firm will work with the District and the architect to solve specific challenges identified during the pre-construction phase. Technical complexity related to planning and coordinating the various components of the Project for safety, schedule and budget. The Project includes a limited budget as well as limited construction time.

- k. *Whether the public improvement involves new construction or renovates or remodels an existing structure;*

The type of Projects are similar and are described as seismic rehabilitation projects. Remodeling and updating existing facilities with structural resiliency to strengthen the building or parts of the building to sustain a seismic event.

- l. *Whether the public improvement will be occupied or unoccupied during construction;*

Depending upon the Project, the building will either be both occupied and unoccupied during the work.

- m. *Whether the public improvement will require a single phase of construction work or multiple phases of construction work to address specific project conditions;*

The Projects may consist of multiple phases.

And

- n. *Whether the contracting agency or state agency has, or has retained under contract, and will use contracting agency or state agency personnel, consultants and legal counsel that have the necessary expertise and*

substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the contracting agency or state agency will use to award the public improvement contract and to help negotiate, administer and enforce the terms of the public improvement contract.

The District will work with an Owner's Representative and design firm(s) that have extensive experience with the CM/GC delivery method. The District is also proactively working with legal counsel experienced in construction and with CM/GC, design-build, and alternative contracting methods. The District intends to retain such consultants as may be necessary to affect the Project.

III SUMMARY

Use of the CM/GC method of contracting for the Projects is an appropriate use of the alternative contracting method under OAR 137-049-0620. Additionally, an exemption from competitive bidding requirements is justified under the criteria outlined in ORS 279C.330, findings have been developed in compliance with ORS 279C.335(2), and the District will perform the post-project evaluation required by ORS 279C.355. Based upon previously listed findings, the District specifically concludes that:

- 1) It is unlikely the exemption will encourage favoritism in the awarding of public contracts or substantially diminish competition for public contracts;
- 2) The exemption will result in substantial cost savings to the District for the services provided.

The Phoenix-Talent School District submits that this request meets all of the criteria above and requests approval of this exemption.

Phoenix-Talent Schools District 4

Code: BBBA
Adopted: 1/12/17
Revised/Readopted: 1/13/22
Orig. Code(s): BBBA

Board Member Qualifications

A person is eligible to serve as a Board member if the person is ~~an~~ a **qualified** elector¹ of the district. ~~An “elector” means an individual qualified to vote under Section 2, Article II of the Oregon Constitution. The individual must be 18 years of age or older, registered to vote at least 20 calendar days immediately preceding any election in the manner provided by law and must have~~ **and has** been a resident within the district for one year immediately preceding the election or appointment. ~~Additionally, if the district and the position sought is one elected or nominated is by zoned, the individual person must meet the requirements of Oregon Revised Statute (ORS) 332.124 – 332.126~~ **also reside in the zone from which the person is nominated except as authorized by law.**

Persons applying for Board Positions 1, 2, 6 and 7 must qualify by residing in Zone II as identified by the [map](#) appended to this policy and made a part of this policy by reference. Persons applying for Board Positions 3, 4, and 5 must qualify by residing in Zone I as identified by the [map](#) appended to this policy and made a part of this policy by reference. All board members must qualify by zone, but are elected at large. The Jackson County Clerk will make the final determination as to which zone the candidate resides.

~~No~~ **A** person who is an employee of the district is **not** eligible to serve as a Board member while so employed. A person who is an employee of a public charter school may not serve as a member of the Board of the district in which the public charter school that employs the person is located.

END OF POLICY

Legal Reference(s):

[ORS 247.002](#)
[ORS 247.035](#)
[ORS 249.013](#)

[ORS 332.016](#)
[ORS 332.018](#)
[ORS 332.030](#)

[ORS 332.124](#)
[ORS 332.126](#)

OREGON CONSTITUTION, ARTICLE II, Section 2.

Cross Reference(s):

BBE - Vacancies on the Board

Corrected 10/18/22

¹ “Elector” means an individual qualified to vote under Article II, section 2, [Oregon Constitution](#).

Phoenix-Talent Schools District 4

Code: IFE
Adopted: 10/07/99
Revised/Readopted: 8/11/22
Orig. Code: IFE

Curriculum Guides and Course Outlines

Curriculum guides and course outlines will be written for all courses offered in the district. Academic content standards ~~and Essential Skills~~ as adopted by the State Board of Education will be included. Teachers are expected to adhere closely to the course of study adopted by the district. Information regarding course offerings will be made available to all students and interested district patrons, upon request.

END OF POLICY

Legal Reference(s):

[ORS 332.075\(1\)](#)
[ORS 336.035](#)

[OAR 581-021-0046](#)
[OAR 581-022-2000](#)
[OAR 581-022-2030](#)
[OAR 581-022-2250](#)

[OAR 581-022-2300](#)
[OAR 581-022-2305](#)
[OAR 581-022-2310](#)
[OAR 581-022-2315](#)

Corrected 10/18/22

Phoenix-Talent Schools District 4

Code: IGAI
Adopted: 9/05/19
Revised/Readopted: 8/11/22
Orig. Code(s): IGAI

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**

The district shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects. Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. A part of the comprehensive plan of instruction shall provide age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. The district must provide a minimum of four instructional sessions annually; one instructional session is equal to one standard class period. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grades 6 through 8 and at least twice during grades 9 through 12.

Parents, teachers, school administrators, local health departments staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV instruction. Any parent may request that their child be excused from that portion of the instructional program under the procedures set forth in Oregon Revised Statute (ORS) 336.035(2).

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school-age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;
4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;
5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;
6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;
7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health
Education** – IGAI

8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;
9. Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;
10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;
11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
12. Encourages family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;
13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;
14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;
15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;
16. Validates the importance of one's honesty, respect for each person's dignity and well-being, and responsibility for one's actions;
17. Uses inclusive materials and strategies that recognizes different sexual orientations, gender identities and gender expression;
18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and
19. Is culturally inclusive.

The comprehensive plan of instruction shall emphasize skills-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self-esteem and ability to resist peer pressure;
2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;
3. Enhances students' ability to access valid health information and resources related to their sexual health;
4. Teaches how to develop and communicate sexual and reproductive boundaries;
5. Is research based, evidence based or best practice; and

6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies, and activities must not, in any way use shame or fear-based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated or witnessed sexual abuse and relationship violence.

The district's health and sexuality education will provide information on menstrual health and will be inclusive and affirming of transgender, non-binary, intersex, and two spirit/indigiqueer students; be positive and not fear- or shame-based; be age-appropriate; be medically-accurate; be culturally responsive; and be accessible for students with disabilities.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.059](#)
[ORS 336.107](#)
[ORS 336.455 - 336.474](#)

[ORS 339.370 - 339.400](#)
[OAR 581-021-0009](#)
[OAR 581-021-0593](#)

[OAR 581-022-2030](#)
[OAR 581-022-2050](#)
[OAR 581-022-2220](#)

Cross Reference(s):

IGBHD - Program Exemptions

Corrected 10/18/22

Phoenix-Talent Schools District 4

Code: IK
Adopted: 10/04/12
Revised/Readopted: 8/11/22
Orig. Code: IK

Academic Achievement**

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Parents and students may be informed at least annually, of their student's progress toward achieving the academic content standards, including but not limited to:
2. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
 - a. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
 - b. Evidence of the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the district;
 - c. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - d. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned; ~~and demonstration of extended application and demonstration of the Essential Skills.~~
3. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
4. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude or behavior. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade;
5. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;

6. When no grades are given but the student is evaluated in terms of progress, the school staff will **show whether the student is achieving course requirements at** ~~also provide a realistic appraisal of the student's~~ **current grade level** ~~standing in relation to his/her peers;~~
7. The staff will take particular care to explain to students the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)
[ORS 329.485](#)

[ORS 343.295](#)
[OAR 581-021-0022](#)

[OAR 581-022-2260](#)
[OAR 581-022-2270](#)

Cross Reference(s):

IKAB - Student Progress Reports to Parents

Corrected 10/18/22

**PHOENIX-TALENT SCHOOL DISTRICT
EVALUATION FOR SUPERINTENDENT**

Date: _____

PLANNING AND GOVERNANCE

<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Provides leadership and vision in developing mission and goals	<u>2-Needs Improvement</u> Initiates planning at the request of the Board (Requires written comment)	<u>1-Ineffective</u> Does not look to the future (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Offers strategies to Board based on sound research and study	<u>2-Needs Improvement</u> Gives recommendations upon request (Requires written comment)	<u>1-Ineffective</u> Gives poor or limited advice when asked (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Assures that Board policies are updated, reviewed and followed	<u>2-Needs Improvement</u> Reviews Board policies as needed, but without foresight (Requires written comment)	<u>1-Ineffective</u> Rarely reviews policies and does not discuss them (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Treats all Board members with equal respect; communication is thorough and timely	<u>2-Needs Improvement</u> Communication is frequent, but some subjects require more depth (Requires written comment)	<u>1-Ineffective</u> Communication with the Board is infrequent, regardless of topic (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Sets and meets personal goals, relating them to District objectives	<u>2-Needs Improvement</u> Sets realistic goals, but has sporadic results in achievement (Requires written comment)	<u>1-Ineffective</u> Goals, if set, are unrealistic (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Is responsive to Board direction and follows through with Board recommendations	<u>2-Needs Improvement</u> Listens to Board direction, but follow-up is inconsistent (Requires written comment)	<u>1-Ineffective</u> Ignores most or all of Board requests (Requires written comment)

Additional Comments:

MANAGEMENT OF THE DISTRICT

<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Understands all aspects of the District operations and services	<u>2-Needs Improvement</u> Understands most areas of District operations and services (Requires written comment)	<u>1-Ineffective</u> Is surprised with the complexity of some operations and services (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Budgets appropriately, understands the process, and promotes fiscal responsibility	<u>2-Needs Improvement</u> Finds budgetary process unduly complex, and is unclear on District's financial direction (Requires written comment)	<u>1-Ineffective</u> Overwhelmed with the budget process and unable to delegate (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Promotes a team concept throughout the District that is understood by all	<u>2-Needs Improvement</u> Leadership roles are clear, but sometimes messages become diluted (Requires written comment)	<u>1-Ineffective</u> There is a large disparity of goals at various levels in the District (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Has provided leadership and vision in completion of the special projects	<u>2-Needs Improvement</u> Pays limited attention to details in special projects, but is actively involved (Requires written comment)	<u>1-Ineffective</u> Is not involved in the project's process and is unaware of progress (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Deals with difficult issues or complex issues effectively at all levels through research and proper methodology	<u>2-Needs Improvement</u> Seeks solutions to difficult issues, but the response is widely perceived as inadequate (Requires written comment)	<u>1-Ineffective</u> Difficult issues linger through inaction and/or inappropriate response (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Motivates staff at a high level to accomplish District goals	<u>2-Needs Improvement</u> Motivates occasionally, accomplishing most District goals (Requires written comment)	<u>1-Ineffective</u> Is not an effective motivator of staff (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Fully understands the complexities of ESEA and other federal and state regulations. Has plans to assure that building and district goals are consistent	<u>2-Needs Improvement</u> Deals effectively with new regulations and statutes on an "as needed" basis. (Requires written comment)	<u>1-Ineffective</u> Is overwhelmed by government mandated policies and unwilling to address resolutions (Requires written comment)

Additional Comments:

COMMUNICATION

<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Is an appropriate voice for the District with the media and the community	<u>2-Needs Improvement</u> Is available to the public, but could be more assertive in delivering the District's message (Requires written comment)	<u>1-Ineffective</u> Displays an unresponsive image to the public (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Written communication skills are distinguished by originality and clarity	<u>2-Needs Improvement</u> Writes infrequently, but is able to get the point across (Requires written comment)	<u>1-Ineffective</u> Writing skills are undeveloped and confusing (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Has dealt efficiently with local legislators to deliver educational messages. Prioritizes messages for content and relevance.	<u>2-Needs Improvement</u> Should take a more proactive role communicating with politicians locally, in Salem and in Washington D.C. (Requires written comment)	<u>1-Ineffective</u> Does not spend time with outside interests on political topics (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Recognizes that listening is vital to effective communication and is perceived by all as a good listener	<u>2-Needs Improvement</u> Listens to some, but is occasionally distracted (Requires written comment)	<u>1-Ineffective</u> Seldom pays attention to the messages of others (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Assures that all communication is timely and relevant	<u>2-Needs Improvement</u> Sometimes fails to properly prioritize critical announcements, but is generally proficient (Requires written comment)	<u>1-Ineffective</u> Most information is disjointed and late (Requires written comment)
<u>Rating</u>	<u>4-Exceptional</u>	<u>3-Outstanding</u> Oral communication skills are clear, focused and passionate	<u>2-Needs Improvement</u> Is easy to understand, but spends some time in clarification (Requires written comment)	<u>1-Ineffective</u> Wastes time restating relatively simple points; is unable to communicate (Requires written comment)

Additional Comments:

PERSONAL QUALITIES

Rating 4-Exceptional

3-Outstanding

Properly handles pressure and maintains poise in demanding situations

2-Needs Improvement

Occasionally demonstrates poor judgment in stressful times
(Requires written comment)

1-Ineffective

Is sometimes unprofessional and detrimental to the District
(Requires written comment)

Rating 4-Exceptional

3-Outstanding

Is committed to the highest ethical standards in professional and personal life

2-Needs Improvement

Is willing to compromise standards for professional or personal gain
(Requires written comment)

1-Ineffective

Integrity is frequently in question
(Requires written comment)

Rating 4-Exceptional

3-Outstanding

Recognizes the need for ongoing training and promotes this ideal to all District employees

2-Needs Improvement

Promotes training for only management level positions
(Requires written comment)

1-Ineffective

Accepts mediocrity and constancy
(Requires written comment)

Rating 4-Exceptional

3-Outstanding

Is decisive and in an appropriate way; generally exercises good judgment

2-Needs Improvement

Thoughtful, but may focus on irrelevant factors
(Requires written comment)

1-Ineffective

Decisions are sometimes slow and misguided
(Requires written comment)

Rating 4-Exceptional

3-Outstanding

Has earned the respect of all through the right balance of delegation and leadership

2-Needs Improvement

Is highly regarded in most areas
(Requires written comment)

1-Ineffective

Is respected by very few
(Requires written comment)

Additional Comments:

**PHOENIX HIGH SCHOOL
ADA ACCESSIBLE PLAY PARK**

Todd Mills Construction		
Excavation/Concrete/Rock/Railings		\$ 18,125.00
Rubbercycle (Solid Surface)		
Playsafer RubberbondElevate Blend - 1050 SF		\$ 28,812.00
GameTime (Equipment & Install)		
Inclusive Whirl Basic		\$ 17,779.00
Thrive 450		\$ 30,235.00
Installation		\$ 17,300.00
Discount		\$ (5,370.97)
Freight Fee		\$ 4,115.71
		\$ 110,995.74
15% - Unforeseen Contingency		\$ 16,649.36
TOTAL COST		\$ 127,645.10



play.site.sport.
800.922.0070 / www.mrcrc.com

Phoenix HS - Phoenix, OR
View A



A PLAYCORE Company



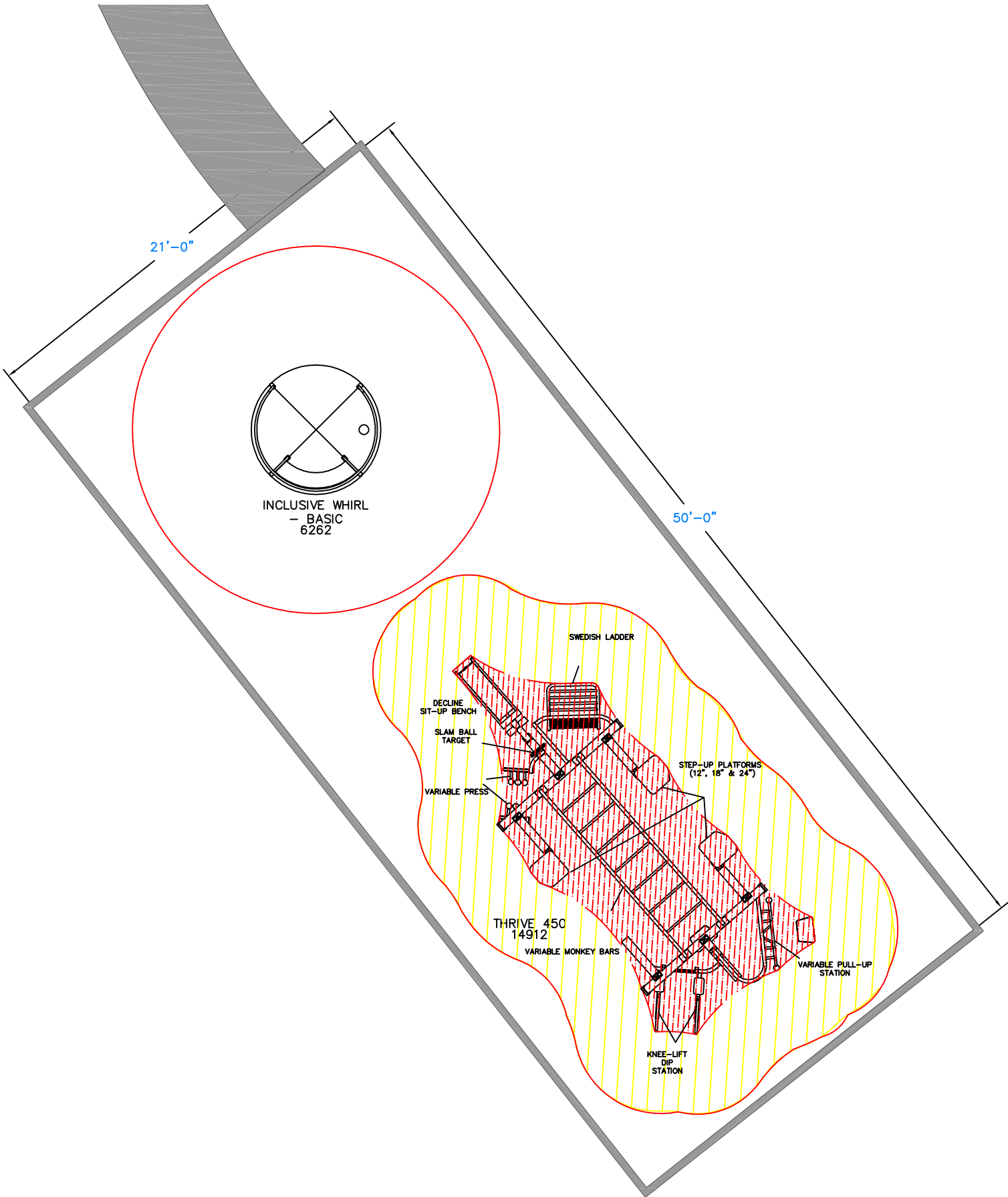
Phoenix HS - Phoenix, OR
View B



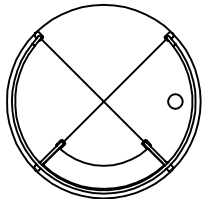
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A PLAYCORE Company



21'-0"



INCLUSIVE WHIRL
- BASIC
6262

50'-0"

SWEDISH LADDER

DECLINE
SIT-UP BENCH

SLAM BALL
TARGET

VARIABLE PRESS

STEP-UP PLATFORMS
(12", 18" & 24")

THRIVE 450
14912

VARIABLE MONKEY BARS

VARIABLE PULL-UP
STATION

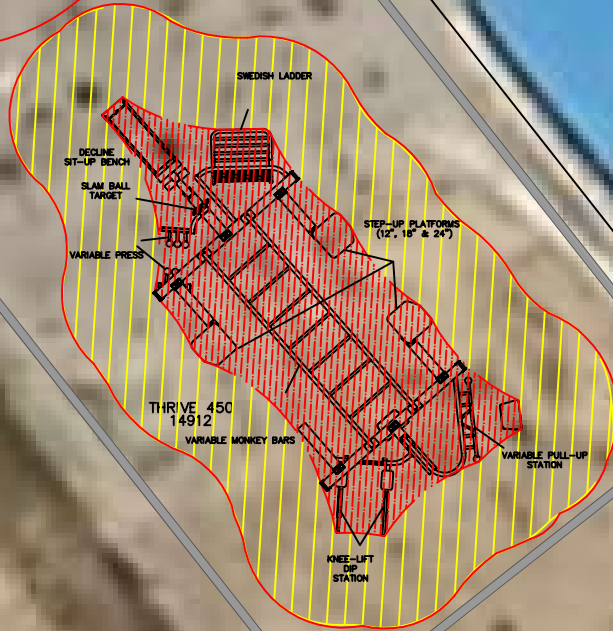
KNEE-LIFT
DIP
STATION

21'-0"



INCLUSIVE WHIRL
- BASIC
6262

50'-0"



RubberBond™

ELEVATE

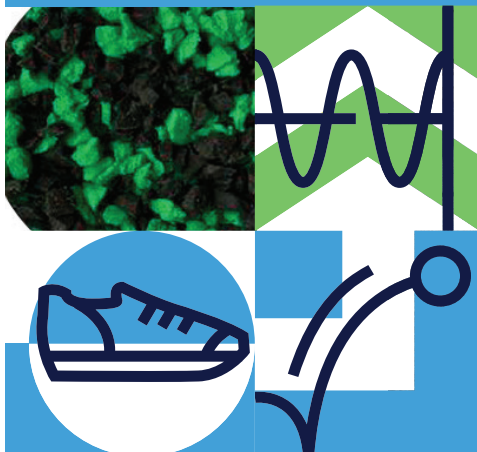
A revolutionary unitary surface with optimal safety ratings, and ultra-vibrant EPDM colors.

FALL PROTECTION

UNDER
400
HIC
at 12 feet

key features:

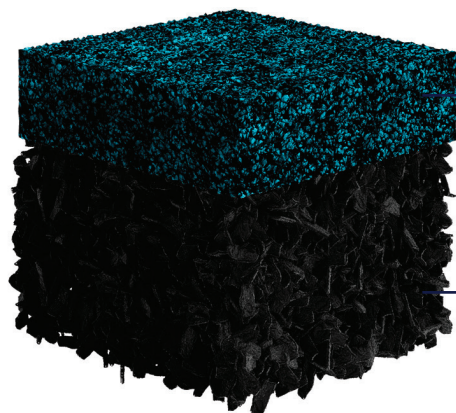
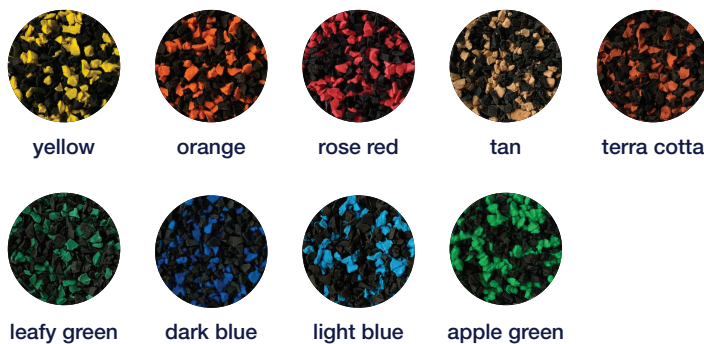
- 1 1/2" wear course
- 5" overall thickness
- 15 lbs weight per square foot
- Exceeds ASTM standards, IPEMA certified, ADA accessible.



available in these standard colors:

elevating safe play surfaces to the highest level

This revolutionary hybrid bi-layer system combines the superior safety ratings of a loose-fill system, with the accessibility, durability and design options of a unitary system. RubberBond Elevate features a vibrant, brightly colored EPDM particulate blend that stays colorfast for years. Easily installs over a variety of substrates, saving on costly concrete or asphalt sub-bases.



unitary bonded 1.5" EPDM top layer

vivid and durable EPDM material is poured in place

3.5" rubber mulch under-layer

maximum shock-absorption, performs over uneven terrain

RubberBond™
ELEVATE

Traditional
Poured-in-Place

	RubberBond™ ELEVATE	Traditional Poured-in-Place
WEAR COURSE	1 1/2"	3/8 - 1/2"
OVERALL THICKNESS	5"	2 - 3 1/2"
AVERAGE HIC RATING	400	800+
FALL HEIGHT RATING	14"	6 - 8"
WEIGHT PER SQ. FT.	15 lbs	5 - 7 lbs
WARRANTY	7 yrs	5 yrs

RUBBERRECYCLE™



Special Elections

Jackson County, Oregon

May 16, 2023 - Special Election

Important Special Election Dates

May 16, 2023 Special Election

Author: **Trisha Myers, Elections Program Manager** | Thursday, December 29, 2022 | Categories: **Election News, Special Elections**

- January 25, 2023 - County ballot title filing deadline (SEL 805)
- January 31, 2023 - District board member update form due
- February 3, 2023 - List of open board positions posted online
- February 4, 2023 - Last day to publish notice of election and open board positions
- February 4, 2023 - Candidate filing begins
- February 15, 2023 - County measure filing deadline (SEL 801)
- February 24, 2023 - City/District ballot title filing deadline (SEL 805)
- March 16, 2023 - City/District measure filing deadline (City-SEL 802 & Districts-SEL 803)
- March 16, 2023 - Candidate filing/withdrawal deadline
- March 20, 2023 - Voters' pamphlet filing deadline (candidate statements & measure arguments)
- March 31, 2023 - Military & overseas ballots mailed
- April 17, 2023 - Out of state ballots mailed
- April 17, 2023 - Voters' pamphlet mailed
- April 25, 2023 - Voter registration deadline
- April 28, 2023 - Ballots mailed to voters
- **May 16, 2023 - Election Day**
- June 6, 2023 - Last day to resolve challenged ballots
- June 12, 2023 - Last day to certify election
- June 30, 2023 - Last day for districts to determine result of election



Jackson County, Oregon

COUNTY CLERK

COUNTY CLERK
Christine D. Walker
(541) 774-6125

Election Filing Information

May 16, 2023 Special Election Candidates

ELECTIONS
(541) 774-6148

Filing Methods

Filing by Declaration

Filing Period: Begins February 4, 2023 & ends March 16, 2023 at 5:00pm

Filing Form: [SEL 190 Candidate Filing – District](#)

Filing Fee: \$10.00

Forms may be submitted to Jackson County Elections by email or fax and payment made by phone with a credit card

Filing by Petition

Candidates filing by petition must allow enough time for signature collection and signature verification prior to the filing deadline of March 16, 2023.

1. **Complete Prospective Petition Forms:** [SEL 190 Candidate Filing – District](#) and [SEL 121-Candidate Signature Sheet – Nonpartisan](#)
2. **Collect Signatures:** Collect no less than the required number of valid signatures (the lesser of either 25 signatures or 10% of the active registered voters in the district).
3. **Complete Filing:** Submit signatures sheets and [SEL 338-Petition Submission - Candidate, Voters' Pamphlet](#) (in person or by mail) no later than **March 6, 2023**.

Filing Locations

<i>Prospective candidates for the following districts file in Jackson County.</i>		<i>Prospective candidates for the following districts file in Josephine County.</i>
Southern Oregon ESD	Greensprings Fire District	Rogue Community College
Ashland School District #5	Jackson County Fire District #3	Three Rivers School District
Butte Falls School District #91	Jackson County Fire District #4	
Central Point School District #6	Jackson County Fire District #5	
Eagle Point School District #9	Lake Creek Fire District	
Medford School District #549C	Medford Rural Fire District #2	
Phoenix-Talent School District #4	Prospect Rural Fire District	
Pinehurst School District #94	Rogue River Rural Fire District	
Prospect School District #59	Charlotte Anne Water District	
Rogue River School District #35	Elk City Water District	
Applegate Valley Fire District #9	Jackson County Library District	
Colestin Fire District	Rogue Valley Transportation Dist.	
Evans Valley Fire District #6	Rogue Valley Sewer Services Dist.	
Jackson County Elections 1101 W Main St., Suite 201 Medford, OR 97501 (541) 774-6148 Hours: 8am-4pm, M-F Open until 5:00pm on filing deadline		Josephine County Elections Please contact their office at (541) 474-5243 for more information.

Prospective candidates should refer to the following resources;

[County, City and District Candidates Manual](#)

[Candidate "Quick Guide" on Campaign Finance Reporting in Oregon](#)

[Temporary Political Signs](#)



Jackson County, Oregon

COUNTY CLERK

COUNTY CLERK
Christine D. Walker
(541) 774-6125

Election Filing Information

May 16, 2023 Special Election

Candidate Statements *(Optional)*

ELECTIONS
(541) 774-6148

Candidate Statements

Filing Period: Begins upon filing for candidacy & ends **March 20, 2023** at 5:00pm

Filing Forms: [Candidate Statement & Statement of Endorsement](#)

Filing Fee: \$25.00

Forms may be submitted to Jackson County Elections via email or fax and payment made by phone with a credit card

Filing Locations

*Candidate statements for positions in the following districts/zones: File statements in **Jackson County**.*

Southern Oregon ESD, Zones 5-9	Colestin Fire District	Charlotte Anne Water District
Rogue Community College, Zones 3-7	Evans Valley Fire District #6	Elk City Water District
Ashland School District #5	Greensprings Fire District	Jackson County Library District
Butte Falls School District #91	Jackson County Fire District #3	Rogue Valley Sewer Services District
Central Point School District #6	Jackson County Fire District #4	Rogue Valley Transportation District
Eagle Point School District #9	Jackson County Fire District #5	
Medford School District #549C	Lake Creek Fire District	
Phoenix-Talent School District #4	Medford Rural Fire District #2	
Pinehurst School District #94	Prospect Fire District	
Prospect School District #59	Rogue River Rural Fire District	
Rogue River School District #35		

*Candidates for positions in the following districts/zones: File statements in **Josephine County**.*

Southern Oregon ESD, Zones 1 & 2

Rogue Community College, Zones 1 & 2

*Candidates for positions in the following districts file statements in one or both locations: **Jackson &/or Josephine**.*

Applegate Valley Fire District #9

Three Rivers School District

Jackson County Elections

1101 W Main St., Suite 201
Medford, OR 97501
(541) 774-6148

Hours: 8am – 4pm, M-F
Open until 5:00pm on filing deadline

Josephine County Elections

Josephine County Elections
Please contact their office at (541) 474-5243 for filing options.

Candidate Filing District

SEL 190

rev 08/22
ORS 255.235

i This form must be filed with county elections official. All information must be completed or the form will be rejected.

2023 District Election Filing Dates

Candidate Filing February 4, 2023 to March 16, 2023

Withdrawal Date March 16, 2023

This filing is an

Original

Amendment

Office Information

Filing for Office of:

District, Position or County:

Filing Information

Filing with the required \$10.00 fee

Prospective Petition

Candidate Information

Name of Candidate

First

MI

Last

Suffix

How you would like your name to appear on the ballot

Candidate Residence/Route Address

Street Address

City

State

Zip

Candidate Mailing Address and Contact Information

Street Address or PO Box

City

State

Zip

Work Phone

Home Phone

Cell Phone

Fax

Email Address

Web Site, if applicable

Race and Ethnicity *Optional*

Occupation (present employment) If no relevant experience, None or NA must be entered.

Occupational Background (previous employment) If no relevant experience, None or NA must be entered.

Educational Background (schools attended) If no relevant experience, None or NA must be entered.

Complete name of School	Last Grade completed	Diploma/Degree/Certificate	Course of Study

Educational Background (other) Attach a separate sheet if necessary.

--

Prior Governmental Experience (elected or appointed) If no relevant experience, None or NA must be entered.

--

Campaign Finance Information (not applicable to candidates for federal office)

A candidate must file a Statement of Organization not later than three business days of first receiving a contribution or making an expenditure and no later than the deadline for filing a nominating petition, declaration of candidacy, or certificate of nomination, whichever occurs first, unless they meet the criteria for an exemption. To meet the criteria, the candidate must serve as their own treasurer, not have an existing candidate committee, and not expect to spend or receive more than \$750 during the entire calendar year (including in-kind contributions and personal funds).

If you have an existing candidate committee you must amend the statement of organization not later than 10 days after a change in information. This includes changes to the election you are active in and the office you are running for.

See the Campaign Finance Manual for the procedural and legal requirements of establishing and maintaining a candidate committee.

By signing this document, I hereby state that:

- I will qualify for said office if elected
- All information provided by me on this form is true to the best of my knowledge



Warning

Supplying false information on this form may result in conviction of a felony with a fine of up to \$125,000 and/or prison for up to 5 years. (ORS 260.715). A person may only file for one lucrative office at the same election. (ORS 249.013 and ORS 249.170)

Candidate's Signature

Date Signed

CANDIDATE'S STATEMENT FOR COUNTY VOTERS' PAMPHLET

Name of Candidate _____

Office _____

District _____

Position/Zone No. _____

Part One: Required Information (shall be typed)

OCCUPATION (Present Employment – Paid or Unpaid)

OCCUPATIONAL BACKGROUND (Previous Employment – Paid or Unpaid)

EDUCATIONAL BACKGROUND (Schools Attended, Last Grade Completed; Degree(s), if any)

PRIOR GOVERNMENTAL EXPERIENCE (Elected or Appointed)

By signing this form I HEREBY CERTIFY THAT all information supplied by me about my occupation, occupational and educational background, and prior governmental experience is true to the best of my knowledge.

Any person, who supplies any information in this part, knowing it to be false, is subject upon conviction to imprisonment for up to five years or a fine of \$125,000 or both.

X _____
Candidate's Signature Date

CANDIDATE'S STATEMENT FOR COUNTY VOTERS' PAMPHLET

Part Two: Optional Information (shall be typed)

X _____
Signature of Candidate or Person responsible for the content of PART TWO
(OPTIONAL INFORMATION) of the Candidate's Statement.

For Office Use Only

Word Count:
 Part One Total: _____
 Part Two Total: _____
 Grand Total: _____ (325 Maximum)

Instructions

1. **The Candidate’s Statement shall be typed. The text of the statement will be printed as submitted.**
2. Use semicolons (;) to separate items such as jobs, organizations, dates, etc.
3. The word “None” must be used in any section which does not contain any information. The word “None” shall count as part of the word/number count.
4. The combined word count total for PART ONE and PART TWO shall not exceed 325 words/numbers, including the eight words in the heading of PART ONE (Occupation, Occupational Background, etc.).
5. PART ONE (REQUIRED INFORMATION) shall be signed by the candidate and PART TWO (OPTIONAL INFORMATION) shall be signed by either the candidate or the person responsible for the content of that section.
6. All information cited or quoted from previously published material SHALL INCLUDE the source and date of publication. (Example: *The Oregonian*, January 2, 2006.)
7. Any endorsement by an individual or an organization, which was not previously made public, shall be accompanied by a Statement of Endorsement.
8. The Election Official shall reject any Candidate Statement (ORS 251.415) which:
 - a. Contains any obscene, profane or defamatory language;
 - b. Incites or advocates hatred, abuse or violence toward any person or group; or
 - c. Contains any language which may not legally be circulated through the mails.
9. The Candidate’s Statement will not be accepted without the filing fee:

County and City Offices	
Electoral District’s Active Voter Registration	Candidate Fee
Less than 1,000 within the county	\$25
1,000 to 9,999 within the county	\$50
10,000 to 49,999 within the county	\$100
50,000 and over within the county	\$300

Special Districts	
Salaried Position	\$100
Non-Salaried Position	\$25

10. If a candidate desires to provide a photograph, the candidate shall provide two (2) identical photographs (black and white), not later than 5:00 p.m. on the filing deadline. 5” x 7” portrait style photographs are recommended.

Photographs Must:

- a. Be less than four (4) years old when it is filed;
- b. Be reproducible to a finished black and white picture which is not smaller than 1.5 inches by 1.75 inches;
- c. Have a plain background (Note: A grey background reproduces the best); and
- d. Show the face, neck and shoulders only.

Photographs Must Not:

- a. Include the hands or anything held in the hands;
- b. Show the wearing of a judicial robe, hat, or military, police or fraternal uniform; or
- c. Show the uniform or insignia of any organization.

- 11. Any cost incurred for retouching the photograph(s) to meet the requirements will be billed to the candidate.
- 12. The Candidate's Statement will not be returned to the candidate for proofreading.
- 13. The Candidate's Statement, photograph(s) and filing fee **shall be filed no later than 5:00 p.m. on the filing deadline.**

Filing Deadline:

March 20, 2023

- 14. The required and optional information may be submitted on a separate piece of paper with the PART ONE form completed, **and both** signed and dated. Indicate on the form in the area designated for required information "SEE ATTACHED". **The Attachment must be signed and dated.**
- 15. A refund may be requested by the person who paid the filing fee no later than the last day for filing the Candidate's Statement. If a refund is made, the Candidate's Statement will not be printed in the Voters' Pamphlet.
- 16. Candidate's Statements shall become public record on the 4th business day after the filing deadline (ORS 251.430).
- 17. Voters' pamphlets are prepared county by county. If your name will appear on the ballot in more than one county, and you wish to have your statement and photograph in more than one county's voters' pamphlet, you must contact each individual county for information on the appropriate forms.

Return this completed form to:

Jackson County Elections
1101 W Main St Ste 201
Medford, OR 97501

541-774-6148

State Voters' Pamphlet

Statement of Endorsement

SEL 400rev 12/21
ORS 251.049

Warning Submitting a false signature on this statement is a violation of ORS 251.049, subject to a civil penalty of up to \$1,000.

Filing Information This Statement of Endorsement is only valid for the election you choose below.

Election Date Primary 2022 General 2022 Special Election supply date

Filing Type**Filer Name** Provide the name of the person or organization who is filing the statement or argument. Candidate Statement Political Party Statement Assembly of Electors Statement Measure Argument Provide number

Endorsement Information Select a method of endorsement. Only choose Option 1 or Option 2, not both.

→ **Option 1** allows the filer to decide how your name, the name of the organization you are speaking for, if any, and other information about you will appear in the statement or argument.

→ **Option 2** requires the filer to reproduce your name, the name of the organization you are speaking for, if any, and other information about you exactly as you specify in the space provided.

Option 1 If the endorsement is from your organization and you do not want your name included select the checkbox below.

Endorser Name Organizational endorsement**Organization Name if any****Consent**

I consent to the use of my name, applicable title, the name of the organization I am authorized to represent, if any, and other biographical information about me in a statement or argument submitted by the filer listed above.

Signature**Date Signed**

Option 2 If the endorsement is from your organization and you do not want your name included select the checkbox below.

Endorser Name Organizational endorsement**Organization Name if any**

Required Reproduction Only include a quote in the required reproduction box if it must be used word for word.

→ In the white space below, type the endorser information exactly as it should appear in the statement or argument. See examples. Only use your organization's name, if the organization is endorsing the candidate or measure. Include your title if you want it to appear with your name.

Examples of Endorsement Combinations

→ Individual Name	→ Individual Name and Organization	→ Individual Title and Organization
→ Organization Name	→ Individual Name and Title	→ Individual Name and Biographical Information
	→ Individual Name, Title and Organization	

Consent

I consent to the use of my name, applicable title, the name of the organization I am authorized to represent, if any, and other biographical information about me, **exactly as it appears in the Required Reproduction box**, in a statement or argument submitted by the filer listed above.

Signature**Date Signed**

Phoenix-Talent Schools District 4

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

Advisory Committees to the Board

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

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

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

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

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

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

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

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

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

[Educational Equity Advisory Committee^{1 2}]

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

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

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

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

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

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

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

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

A member of the educational equity advisory committee will also serve on the school district budget committee.^{3]}

END OF POLICY

Legal Reference(s):

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

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

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

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

Corrected 10/18/22

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

Phoenix-Talent Schools District 4

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

Superintendent

The superintendent¹ is designated as the district’s chief executive officer. Under the Board’s direction, the superintendent exercises general supervision of all district schools, personnel and departments. The superintendent is responsible for managing the schools under the Board’s policies and is accountable to the Board for that management. **The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law² that applies to school districts³.**

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

END OF POLICY

Legal Reference(s):

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

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

Senate Bill 1521 (2022)

Cross Reference(s):

CBG - Evaluation of the Superintendent

Corrected 10/18/22

¹ The term “superintendent” includes an interim superintendent.

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

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

Phoenix-Talent Schools District 4

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

Superintendent's Contract

The superintendent, upon appointment by the Board, will receive a written contract which will state the terms of employment such as compensation, benefits and other conditions. **The Board may not issue a contract that includes terms which direct the superintendent¹ to take any action that conflicts with a local, state or federal law² that applies to the district³, or which allows the Board to take an adverse employment action against the superintendent for complying with such laws.** Contracts shall not be issued for more than three years in duration. The contract shall automatically expire at the end of its term. The Board may elect to issue a subsequent contract at any time for up to three years.

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

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

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

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

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

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

¹ The term "superintendent" includes an interim superintendent.

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

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

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

END OF POLICY

Legal Reference(s):

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

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

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

Senate Bill 1521 (2022)

Cross Reference(s):

CBB - Recruitment and Appointment of the Superintendent

Corrected 10/18/22

Phoenix-Talent Schools District 4

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

Records and Data Management

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

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

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

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

Cross Reference(s):

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



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting - 6:00 PM

Thursday, February 16, 2023

In-Person at Orchard Hill Elementary School

Join the Zoom Meeting: <https://us02web.zoom.us/j/81186698333?pwd=Y0toc0tqZ1hvVjVNZk5BNVNlbG01dz09>

Meeting ID: **811 8669 8333** Passcode: **681860**

AGENDA

- A. **Executive Session – 5:30 p.m.**
- B. Call to Order - 6:00 p.m.
- C. Accentuate the Positive - 6:05 p.m.
- D. Student Representative Report - 6:15 p.m.
- E. Citizen Comments - 6:20 p.m.
- F. Superintendent Report - 6:50 p.m.
- G. Program Report from La Clinica
- H. Consent Agenda - 6:55 p.m.
 - 1. Approval of Agenda
 - 2. Approval of Minutes from 2/2/2023
 - 3. Personnel Report
- I. Action Items – 7:00 p.m.
 - 1. SOESD Local Service Plan & SSA Comprehensive Support Plan
 - 2. Renewal of Teacher's and Administrator's Contracts
 - 3. Board Policy BCF – Advisory Committees to the Board
 - 4. Board Policy CB - Superintendent
 - 5. Board Policy CBC – Superintendent's Contract
 - 6. Board Policy EH – Records and Data Management
 - 7. Budget Committee Applicant
- J. Recess - 7:10 - 7:20 p.m.
- K. Information and Discussion – 7:20
 - 1. Facilities/Bond Update
 - 2. Financial Update
 - 3. Legislative / OSBA Update
 - 4. Alameda Fire Update
 - 5. Integrated Guidance Report
 - 6. 2023-24 Academic Calendar
 - 7. Board Policy CPA – Layoff & Recall for Administrators
 - 8. Board Policy CPA-AR - Layoff & Recall for Administrators
 - 9. Board Policy GCPA – Reduction or Recall of Licensed Staff
 - 10. Board Policy GCPA-AR - Reduction or Recall of Licensed Staff
 - 11. Board Policy GCAA – Standards for Competent & Ethical Performance of Oregon Educators
- L. Review of the Next Meeting Agenda - 8:00 p.m.
- M. Adjournment - 8:05 p.m.