



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Work Session - 6:00 PM

Thursday, March 16, 2023

In-Person at District Office

<https://us02web.zoom.us/j/87586224875?pwd=VGVyOVpVcGx6NkpiNjZuZGdUdzRRQT09>

Password: 644854

Although this meeting is open to the public, this is strictly a work session for the Board. There will be no public comment or action taken at the meeting and there is limited seating for the public.

Agenda Español

Minutas Español

AGENDA

- A. **Executive Session – 5:30 p.m.**
In accordance with the provisions of ORS 192.660 (2)(d)
This meeting is closed to the public.
- B. **Call to Order - 6:00 p.m.**
- C. **TURA Discussion with Jordan Rooklyn, Talent City Manager and Darby Ayers-Flood, TURA Chair**
- D. **Budgeting & Finance 101**
- E. **Student Safety**
- F. **Adjournment**

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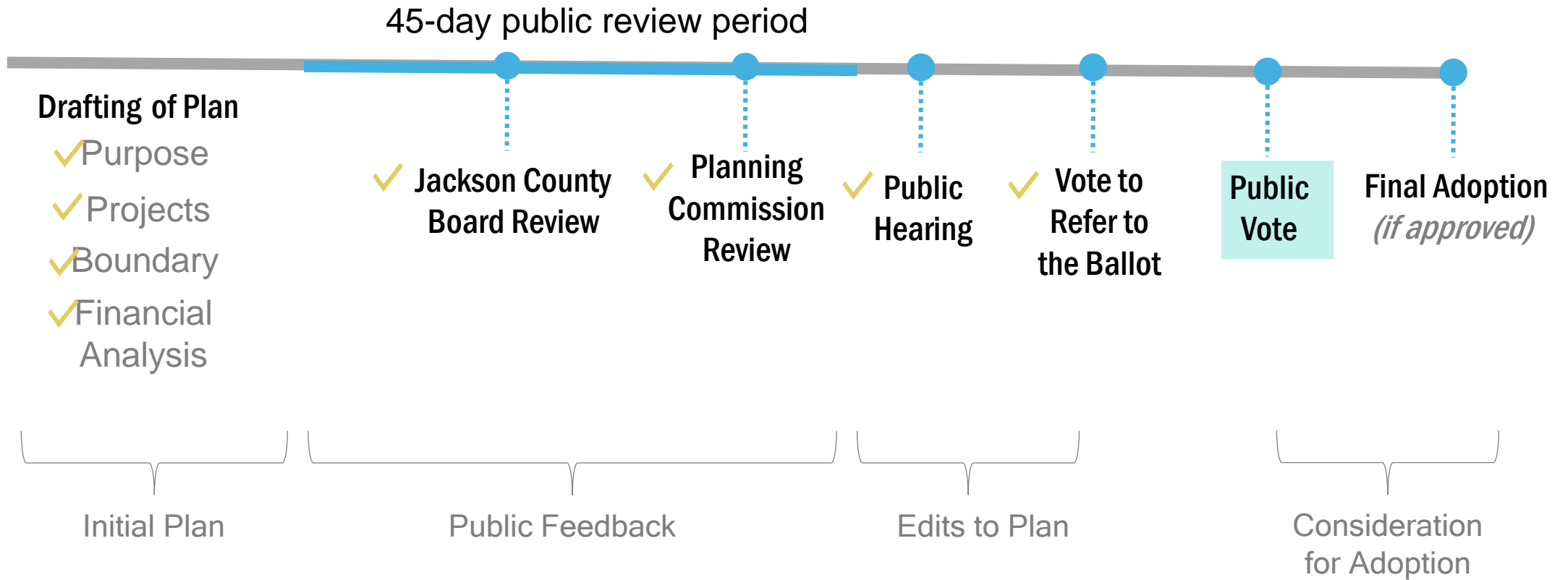
URBAN RENEWAL PLAN TO RECOVER AND REVITALIZE AFTER THE ALMEDA FIRE

PRESENTATION FOR PTSD BOARD

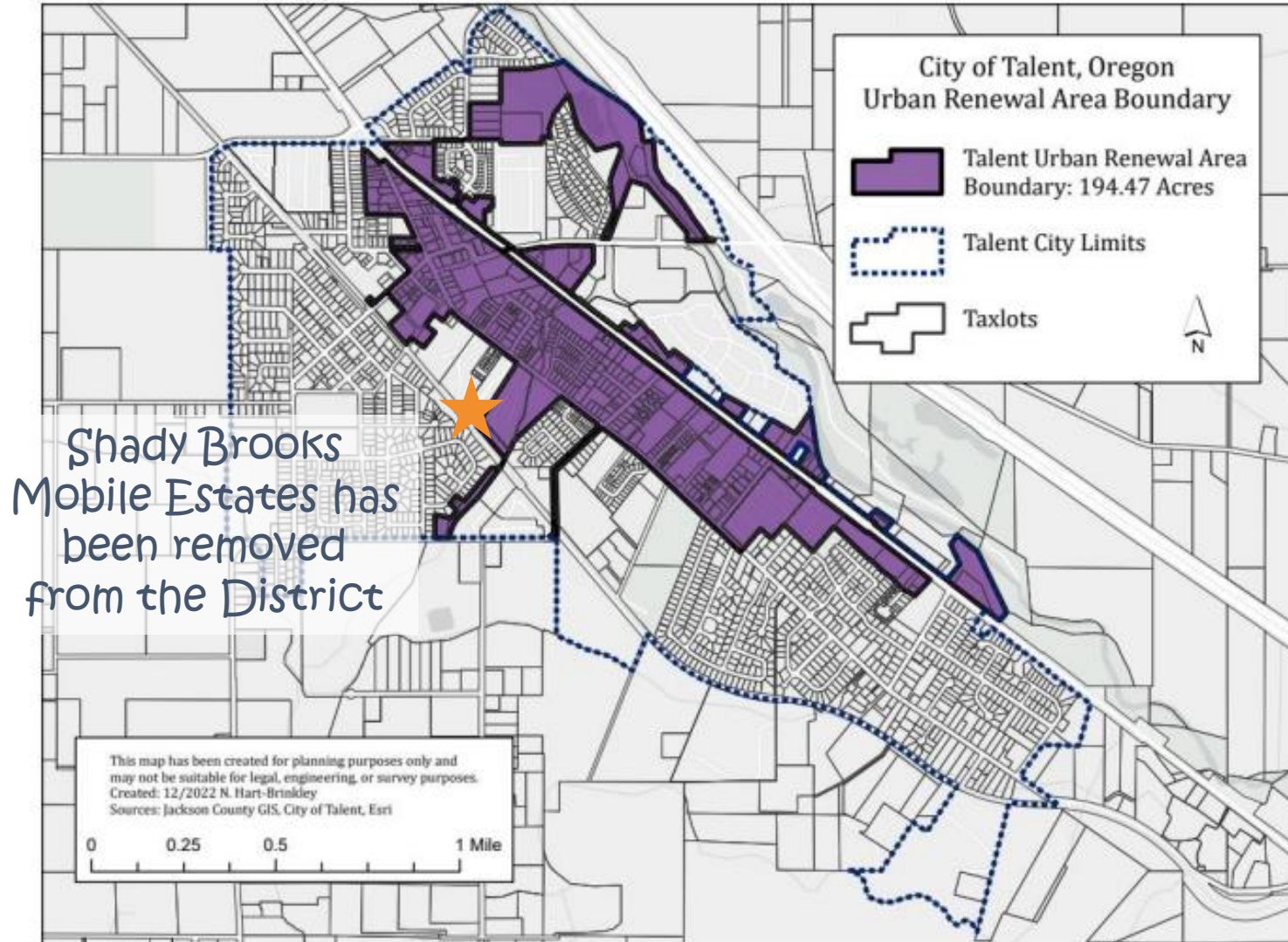
3/15/2023



UR CONSIDERATION PROCESS



URBAN RENEWAL AREA



URBAN RENEWAL GOALS

Recover affordable housing. Increase available, buildable land and decrease the cost of building affordable housing.

Revitalize commercial areas. Encourage commercial property development and support business development.

Upgrade city infrastructure. Perform neighborhood-specific investments to support high-density housing and capital projects that support increased demand on entire system.




Increase resiliency and decrease risk. Improve our response to and decrease risk of emergencies in the future.

URBAN RENEWAL PROJECTS

- Rapp Road Sidewalk Improvements
- Wintersage Upgrade to Local Street Standards
- Rapp Road Railroad Crossing Improvements
- Gangnes Neighborhood Storm Drain Improvements
- Fire flow improvement
- Neighborhood-specific infrastructure
- Assessment of publicly owned properties for development
- Affordable Housing Incentive Program
- Economic Development Incentive Program
- Tree Planting Program
- Wagner Creek/Bear Creek Walking Paths
- Seismic Pipe Upgrades
- Shake Alert for Water Distribution System
- Emergency Warning and Response System

Total cost of these projects is estimated at \$11.6 million

TAX INCREMENT FINANCING

	Jan. 2020	Jan. 2021	Jan. 2022	Jan. 2023	Jan. 2024...
	\$2,000	\$2,060	\$2,122	\$2,185	\$2, 251
	\$2,000	\$1,000	\$1,800	\$3,500	\$3,605
	\$800	\$824	\$849	\$874	\$900

TAX INCREMENT FINANCING

Freeze Date

PRESENTATION
TITLE

In Urban
Renewal Area



Jan. 2020

Jan. 2021

Jan. 2022

Jan. 2023

Jan. 2024...

\$2,000

\$2,060

\$2,122

\$2,185

\$2,251



\$2,000

\$1,000

\$1,800

\$3,500

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\$800

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TAX INCREMENT FINANCING

Freeze Date

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Jan. 2020

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Jan. 2024...

\$2,000

\$2,060

\$2,122

\$2,185
(\$73)

\$2,251
(\$129)

\$2,000

\$1,000

\$1,800

\$3,500
(\$1,700)

\$3,605
(\$1,805)

\$800

\$824

\$849

\$874
(\$25)

\$900
(\$51)

\$4,771
(\$1,798)

\$4,771
(\$3,685)

TAX INCREMENT FINANCING

- The amount of property taxes an owner pays does not change
- Where the property tax revenue is allocated to changes.
- The reallocation only occurs to properties within the district.
- Any reallocated revenue can only be spent within the district.

TAX INCREMENT FINANCING



These numbers are changing based on changes to the Plan

Total Net TIF	\$17,600,000
Maximum Indebtedness	\$15,100,000
Capacity (2022\$)	\$11,600,000
Years 1-5	\$3,400,000
Years 6-10	\$4,200,000
Years 11-15	\$3,100,000
Years 16-20	\$800,000

Source: Tiberius Solutions

IMPACT TO OTHER TAXING DISTRICTS



These numbers are changing based on changes to the Plan

Table 17. Projected Impact on Taxing District Permanent Rate Levies – General Government

FYE	Jackson County	4-H Extension Service District	Vector Control	RVTD	Jackson Soil & Water Conservation	Jackson County Library District	City of Talent	Jackson County RFPD #5	Subtotal
2025	(40,760)	(864)	(870)	(3,594)	(1,014)	(10,546)	(65,536)	(64,847)	(188,030)
2026	(58,112)	(1,232)	(1,240)	(5,123)	(1,446)	(15,035)	(93,435)	(92,452)	(268,074)
2027	(75,685)	(1,604)	(1,615)	(6,673)	(1,883)	(19,581)	(121,689)	(120,409)	(349,138)
2028	(93,877)	(1,990)	(2,004)	(8,277)	(2,335)	(24,288)	(150,939)	(149,351)	(433,059)
2029	(104,032)	(2,205)	(2,220)	(9,172)	(2,588)	(26,915)	(167,266)	(165,507)	(479,905)
2030	(114,521)	(2,427)	(2,444)	(10,097)	(2,849)	(29,629)	(184,132)	(182,195)	(528,295)
2031	(125,490)	(2,660)	(2,679)	(11,064)	(3,122)	(32,467)	(201,768)	(199,645)	(578,894)
2032	(136,955)	(2,903)	(2,923)	(12,074)	(3,407)	(35,433)	(220,202)	(217,885)	(631,783)
2033	(148,935)	(3,157)	(3,179)	(13,131)	(3,705)	(38,532)	(239,464)	(236,945)	(687,047)
2034	(161,449)	(3,422)	(3,446)	(14,234)	(4,016)	(41,770)	(259,584)	(256,853)	(744,773)
2035	(174,516)	(3,699)	(3,725)	(15,386)	(4,341)	(45,151)	(280,593)	(277,641)	(805,052)
2036	(188,157)	(3,988)	(4,016)	(16,589)	(4,681)	(48,680)	(302,526)	(299,343)	(867,978)
2037	(202,392)	(4,290)	(4,320)	(17,844)	(5,035)	(52,363)	(325,415)	(321,991)	(933,649)
2038	(217,245)	(4,605)	(4,637)	(19,153)	(5,404)	(56,206)	(349,296)	(345,621)	(1,002,167)
2039	(211,215)	(4,477)	(4,508)	(18,622)	(5,254)	(54,646)	(339,601)	(336,028)	(974,350)
2040	(215,098)	(4,559)	(4,591)	(18,964)	(5,351)	(55,650)	(345,844)	(342,205)	(992,262)
2041	(192,943)	(4,089)	(4,118)	(17,011)	(4,800)	(49,918)	(310,221)	(306,957)	(890,058)
TOTAL:	(2,461,382)	(52,171)	(52,535)	(217,008)	(61,231)	(636,810)	(3,957,511)	(3,915,870)	(11,354,514)

Source: Tiberius Solutions

IMPACT TO OTHER TAXING DISTRICTS



These numbers are changing based on changes to the Plan

Table 18. Projected Impact on Taxing District Permanent Rate Levies – Education

FYE	Education Service District	Rogue Community College	Phoenix/Talent SD	Subtotal	Total
2025	(7,147)	(10,399)	(86,031)	(103,577)	(291,608)
2026	(10,189)	(14,827)	(122,654)	(147,670)	(415,744)
2027	(13,270)	(19,310)	(159,744)	(192,324)	(541,462)
2028	(16,460)	(23,951)	(198,141)	(238,552)	(671,611)
2029	(18,240)	(26,542)	(219,575)	(264,357)	(744,262)
2030	(20,079)	(29,219)	(241,715)	(291,013)	(819,307)
2031	(22,002)	(32,017)	(264,866)	(318,886)	(897,779)
2032	(24,013)	(34,942)	(289,065)	(348,020)	(979,803)
2033	(26,113)	(37,999)	(314,350)	(378,462)	(1,065,509)
2034	(28,307)	(41,192)	(340,762)	(410,261)	(1,155,034)
2035	(30,598)	(44,525)	(368,342)	(443,466)	(1,248,518)
2036	(32,990)	(48,006)	(397,133)	(478,129)	(1,346,107)
2037	(35,486)	(51,638)	(427,180)	(514,304)	(1,447,953)
2038	(38,090)	(55,427)	(458,529)	(552,047)	(1,554,214)
2039	(37,033)	(53,889)	(445,802)	(536,724)	(1,511,074)
2040	(37,714)	(54,880)	(453,997)	(546,591)	(1,538,853)
2041	(33,829)	(49,227)	(407,235)	(490,291)	(1,380,349)
TOTAL:	(431,560)	(627,990)	(5,195,117)	(6,254,674)	(17,609,187)

Source: Tiberius Solutions Please refer to the explanation of the schools funding in the preceding section

WHAT WE'VE HEARD SO FAR



LETTERS WE'VE RECEIVED

Concern for how the previous urban renewal

acted

Appoint an independent Board of Directors (2)

More strongly align the plan and plan language with social-equity values

(2)

Remove Shady Brook Mobile Estates (2)

Tie changes to the plan to public approval

Comments on the order of priority for the goals

Delay implementation of the plan & make further refinements (3)

Reduce fiscal impacts to other agencies

Slow down & Protect the Fire District

Pass the proposed plan (3)

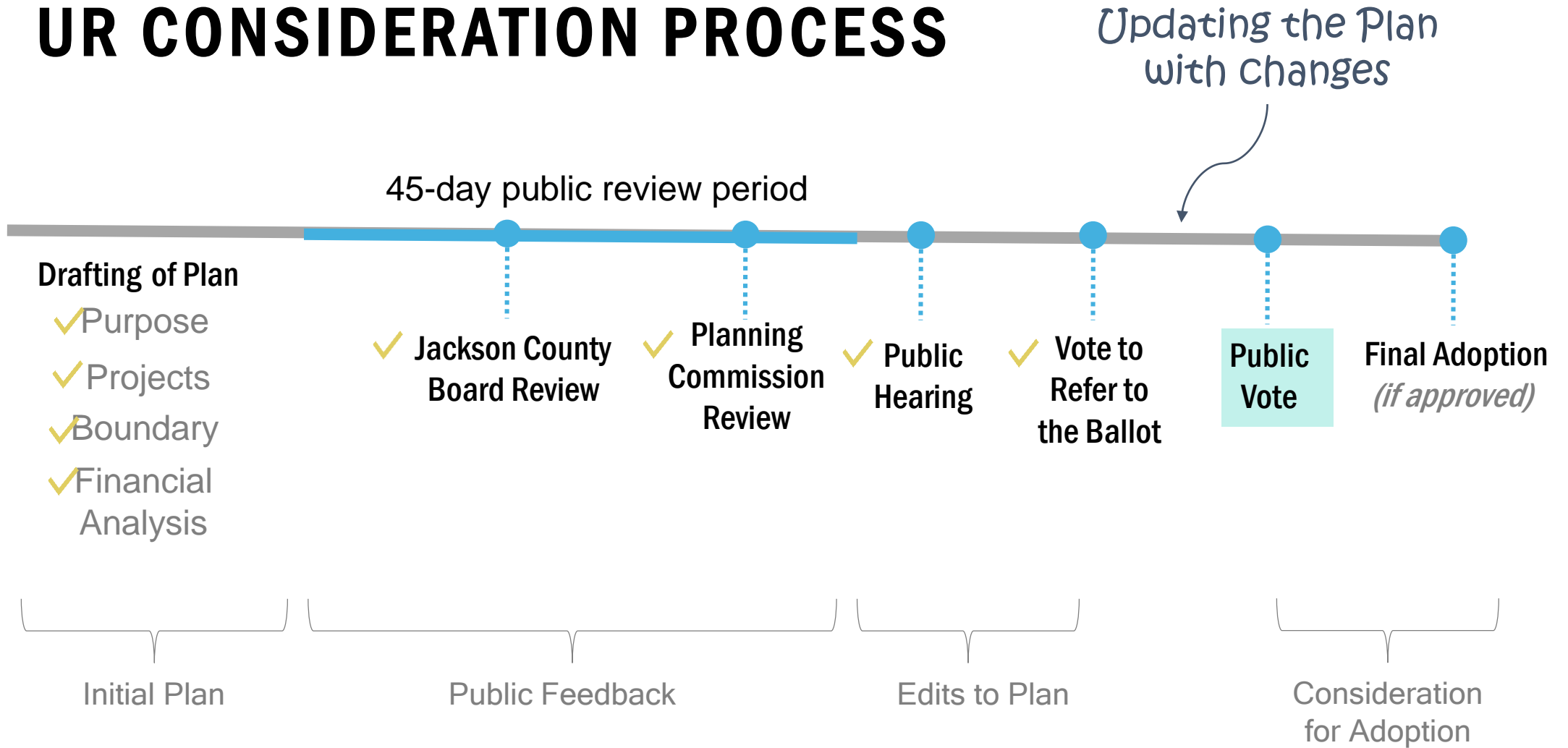
Place both versions of the plans on the May 2023 ballots

Do not adopt urban renewal in general (2)

CHANGES MADE TO THE PLAN

- Delay the “freeze date” to January 2023 assessed values.
- Require an advisory vote for any increase to maximum indebtedness
- Remove Shady Brook Mobile Estates from the district area
- Make edits to the language in the plan to clarify what affordable housing is and who the plan is most intended to serve

UR CONSIDERATION PROCESS





Phoenix-Talent Schools
Excellence For Everyone

Budget 101

The basics: where our money comes from and where it goes



#PTSrising

Oregon Local Budget Law

ORS Section 294.305 to 294.565

- Local governments are required to prepare and adopt an annual or biennial budget.
- A budget officer is appointed by the governing body, and a budget committee is formed.
- Budget officer is responsible for preparing or supervising and presenting the proposed budget to the budget committee.
- Notice of budget committee meeting is published in a newspaper twice 5 to 30 days before meeting, or once if also published on district's website.
- Budget committee receives budget message and proposed budget document, and hears the public.
- When the budget committee is satisfied with the proposed budget, the budget is approved.
- Budget committee approves property tax levy rate to be certified to the assessor.

Oregon Local Budget Law

ORS Section 294.305 to 294.565

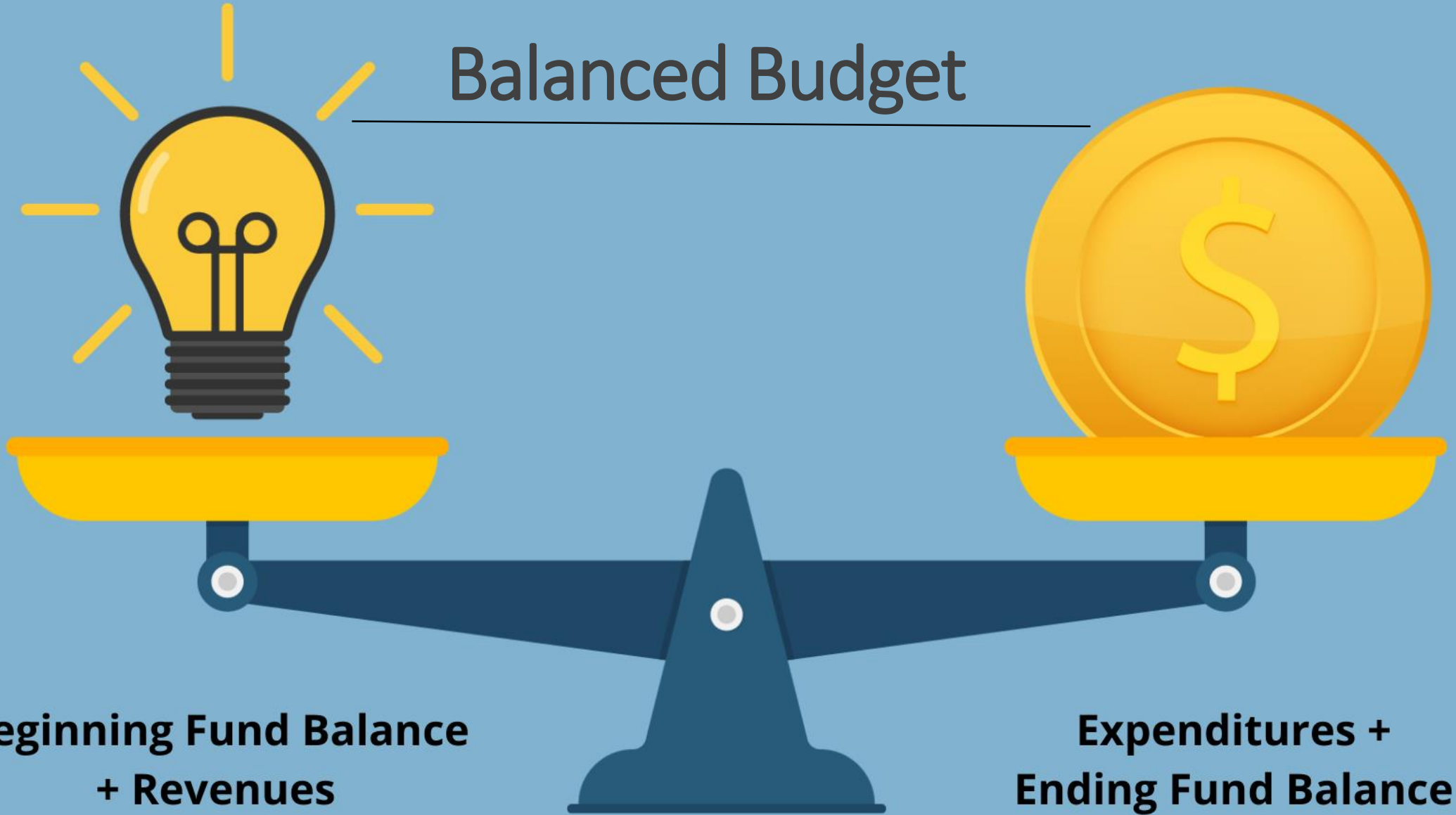
- Budget summary and notice of budget hearing of approved budget is published 5 to 30 days before scheduled hearing.
- A public budget hearing is held by School Board with the purpose of receiving citizens' testimony on the approved budget.
- School Board adopts the budget, appropriations are made, and tax levy is declared and categorized by June 30.
- 2 copies of property tax levy and budget resolutions are submitted to county assessor by July 15.
- Final phase in the budgeting cycle is an audit of the previous fiscal year done by the Secretary of State or auditor certified to conduct municipal audits.

What is a Budget?

Budget is a financial plan containing estimates of expenditures and revenues for a single fiscal year, or a biennial budget period.

- Resources – Estimated beginning fund balance and revenues.
- Requirements – Estimated expenditures, contingency, and unappropriated ending fund balance.
- The budget must balance.

Balanced Budget



**Beginning Fund Balance
+ Revenues**

**Expenditures +
Ending Fund Balance**

Fund Classification

- General Fund – Operating fund of the school district.
- Special Revenue Fund – Grants, and other revenue for specific purpose.
- Debt Service Fund – Principal and interest payments on bonds.
- Capital Projects Fund – Acquisition of land, buildings construction and improvements, grounds improvements, machinery and equipment.

Revenues = Resources

Categorized by fund and source:

- Local resources – Property taxes, miscellaneous revenue.
- State resources – State School Fund, Common School Fund.
- Federal resources – Title grants, ESSER grants, other grants.
- Other resources – Beginning Fund Balance, Contingency.

Expenditures = Requirements

Categorized by Fund and:

- Function – Instruction, Support Services, Enterprise and Community Services, Facilities Acquisition and Construction, Other Uses, Contingency and Unappropriated Ending Fund Balance.
- Object – Salaries, Associated Payroll Costs, Purchased Services, Supplies and Materials, Capital Outlay, Other Objects.
- Center – Individual Schools, District Office, Special Education, Instructional Services, Facilities Maintenance, Information Technology, Debt Service, and other Organizational Units.
- Area of Responsibility – Specific curriculum areas and programs.

Proposed School Marshal Program



Safety and Security Enables Teaching and Learning

The Reality of The Threat

- Violent Critical Incidents (VCI) Are On The Rise Nationwide
- School Shootings Are Frequent
- Full Spectrum of Incidents In Medford
- The Education Mindset and Skill Set
- **Seconds** Matter During A VCI
- This Is An Investment In The Preservation of Life



34% of parents fear for their child's physical safety at school [2]

What's The Concept?

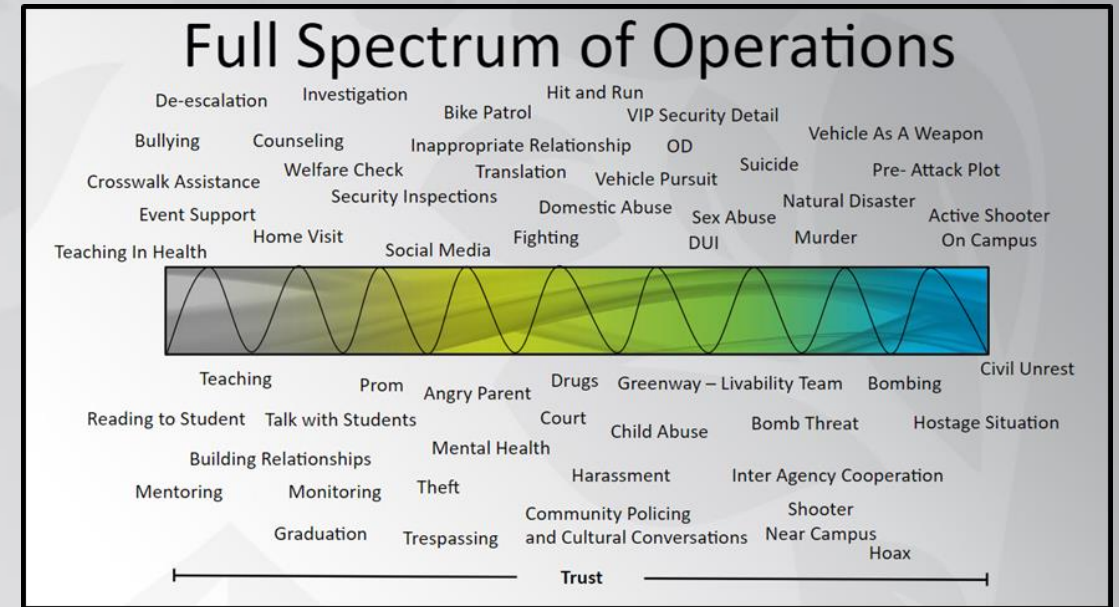
- Similar To The Air Marshal Program

- Inconspicuous Approach

- A Full Spectrum Solution

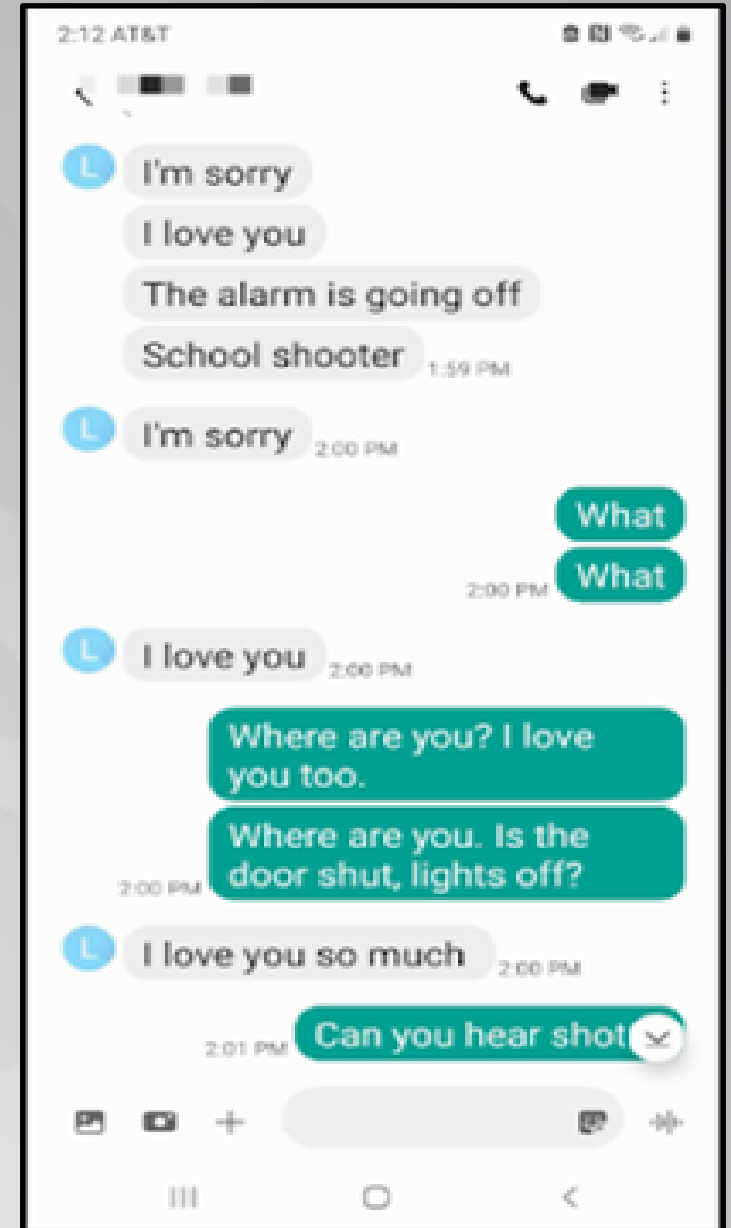
- A Dedicated Security Mindset

- Understanding of The Nuances of An Educational Environment



Why Consider It?

- We Have A Significant Gap In Coverage
- Complements Our SRO Effort
- Overt vs Covert
- Coverage During Critical Incidents
- Increased Presence In Our Elementary Schools
- Unpredictability Factor

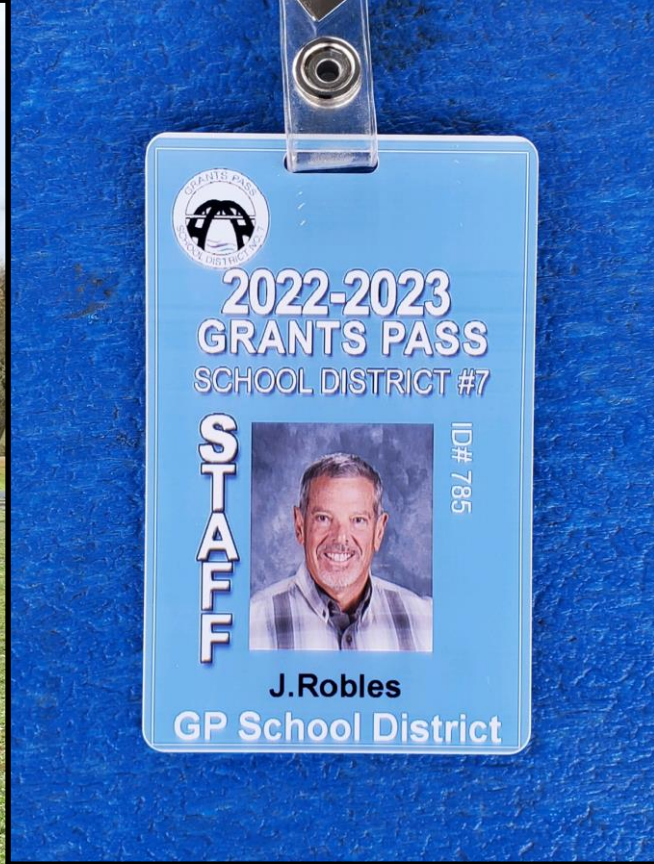


Proof of Concept

- Grants Pass Has Had The School Marshal Program In Place Since 2016
- One to One and Is Complementary To The SRO Program
- DO, Teachers and Staff “Love” The School Marshals
- Redmond Marshals
- Texas Marshals
- All Principals Sent A Letter To The Board Advocating To Keep The Program

What Does One Look Like?

- Trained
- Extensive Experience
- Plain Clothes
- Unassuming Vest/Plate Worn
- Concealed Weapon and Badge
- Sworn Officer; Maintains Certification With The Police Academy
- CPR, First Aid and Fire Arms Qualified
- Less Than 6 years Retired
- A “Community” Asset





What's A Day Look Like?

- ✓ Random Hours
- ✓ Rotate Sites Daily
- ✓ **Security Checks:** People, Perimeter, Doors, Assessing Baseline, etc.
- ✓ Daytime, Nighttime, Event Coverage
- ✓ Home School
- ✓ Support To Staff and Students – **Relationships Based**
- ✓ 5 hours a day
- ✓ Limited To 1,040 year under SB2049

MPD – MSD Partnership

- MPD Employee
- Liability Protection For Use of Force; Attorney Access
- MPD Would Train and Equip
- MSD Would Pay Wages For School Year
- They Would Work Around The City During The Breaks/Summers

Training

- OSROA
- ALICE/Run, Hide, Fight Training
- OJT
- Space Specific Training/Resource For Staff
- Ethics
- Firearms, CPR and First Aid
- Careers Worth of Experience
- Not A Lot of Additional Overhead For MPD
- Marshal Training Program (T)

Transportation

- ✓ The Drive Personally Owned Vehicles (POV)
- ✓ No Mileage
- ✓ Travel Is Minimal

Assessments

- Trained In Conducting School Security Assessments
- Site Assessments – Physical Security, Procedures, Best Practices, etc.
- Feedback Session With School Leadership
- Best Practice Pollination
- Points of Vulnerability/Threat Analysis
- In-house Resource – Creating Awareness, Expanding Knowledge, Red Teaming

Recruiting

- Word of Mouth
- Recent Retirees
- No Benefits Currently
- Turnover Has Been Minimal

Cost

- Wage Structure
- ~\$35,000-\$45,000/year per Marshal
- 14-15 Sites
- Summer – Back To MPD or Off
- How Can We Afford NOT To Do It?

Considerations

- Impact
- Cost
- Stand Up Time
- “No One Will Care About Graduation Rates and Teaching Contracts If We Have a School Shooting”

Benefit

- Seconds Matter During A Violent Critical incident
- Even with a Police Response of 4-5 Minutes A Lot of Lives Can Be Lost
- Positive Life Changing Events; Generational Impact
- Knowing That We Have Done Everything We Can Within Our Means
- Focus Can Remain On *“All Are Learning and Learning Is For All”*

Proposal

- One to One Coverage For Our Elementary Schools
- Staff – Position Enhancement Option
- Phasing
- Tour Marshal Program In Action (Jan)
- Discuss With MPD (29 Nov 2022)
- Board Briefing (15 Dec 2022)
- Biennium Budgeting Process Is Now

Resources

- [GPPD School Marshal Program – Interagency Agreement \(2022-23\)](#)
- [GPPD SRO - Interagency Agreement](#)
- [Job Description](#)

The only thing worse than an incident will be if it was preventable and/or if we have a poor response.



Questions



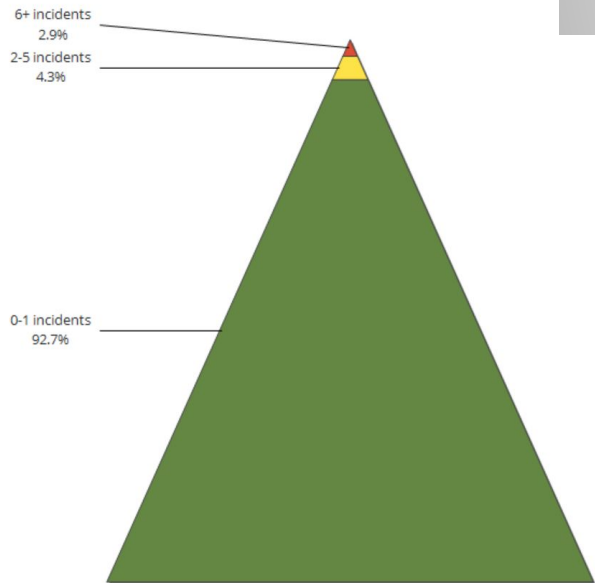
Student Behavior and Discipline Data

Phoenix-Talent Schools

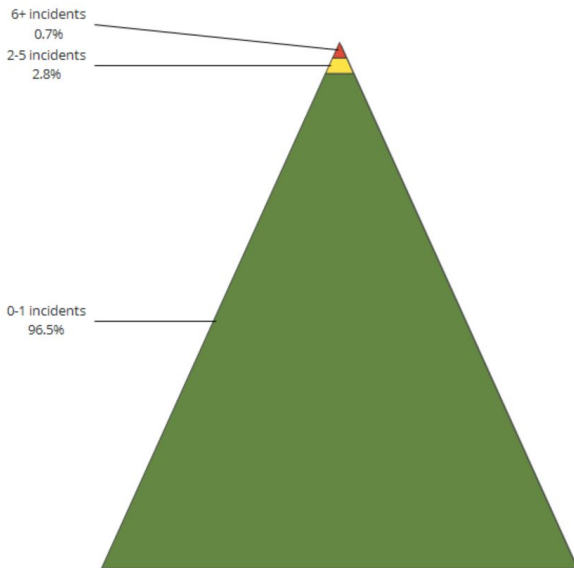


District Behavior Incident Distribution

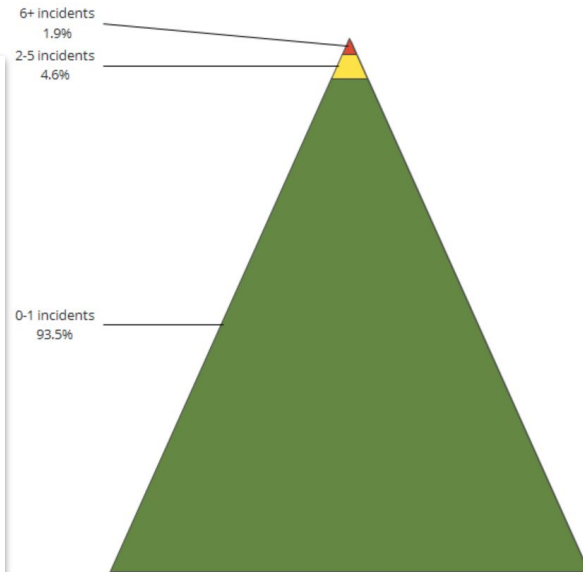
2019-2020 Behavior Incident Distribution



2021-2022 Behavior Incident Distribution

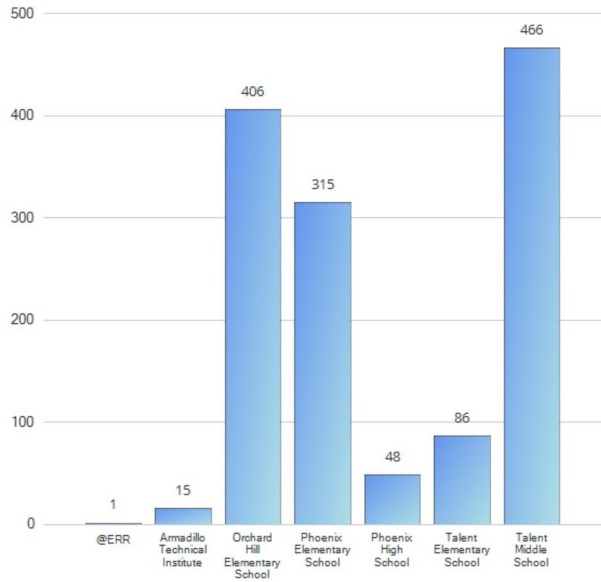


2022-2023 Behavior Incident Distribution

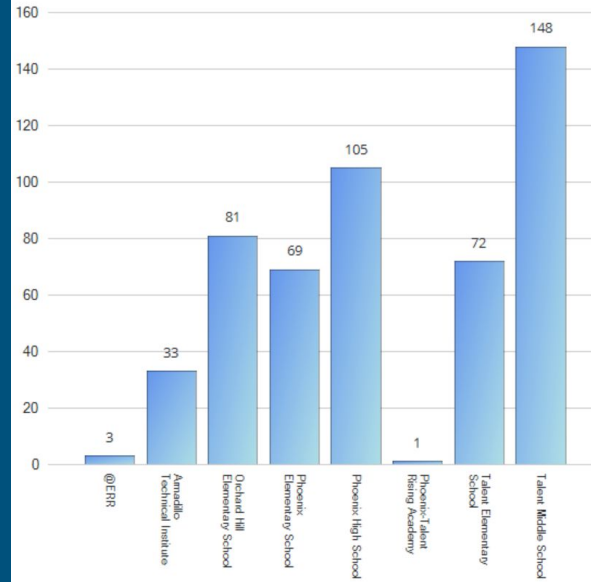


Incidents by School

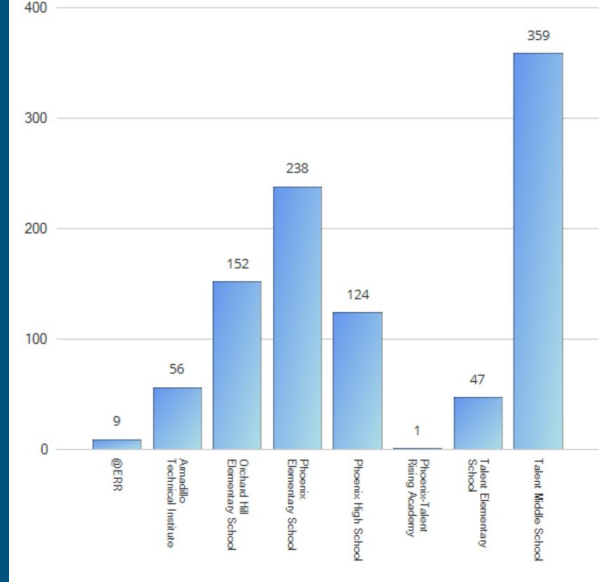
2019-2020 Incidents by School



2021-2022 Incidents by School

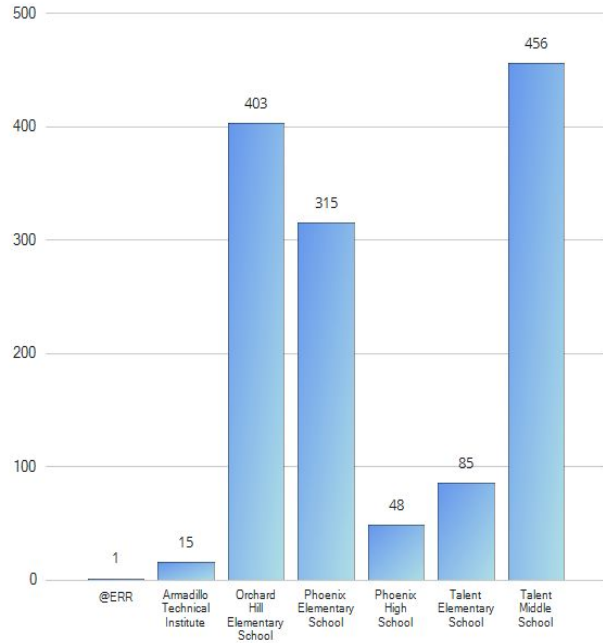


2022-2023 Incidents by School

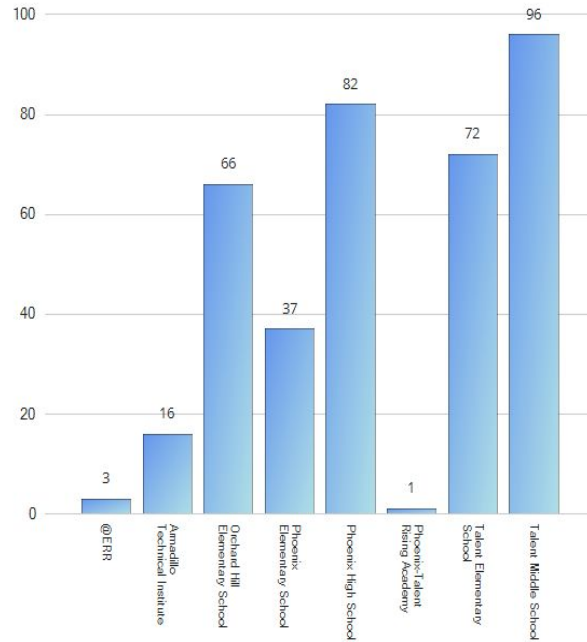


Incidents by School as of March 12th

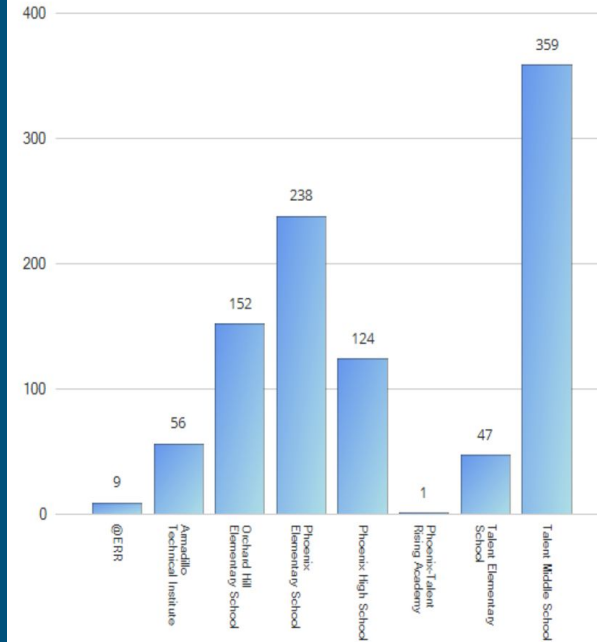
2019-2020 Incidents by School



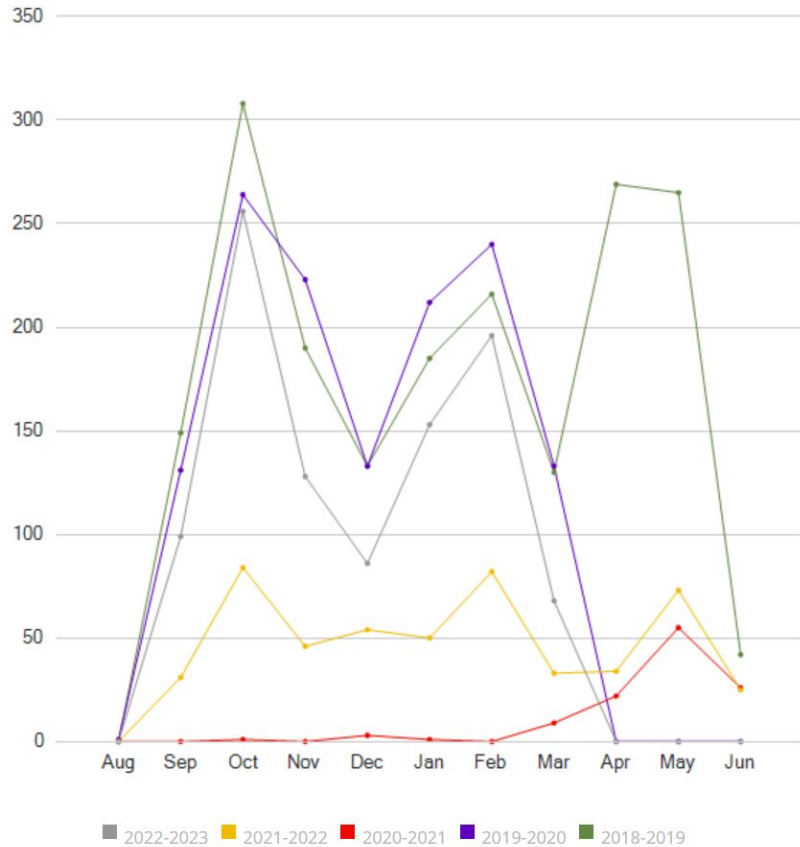
2021-2022 Incidents by School



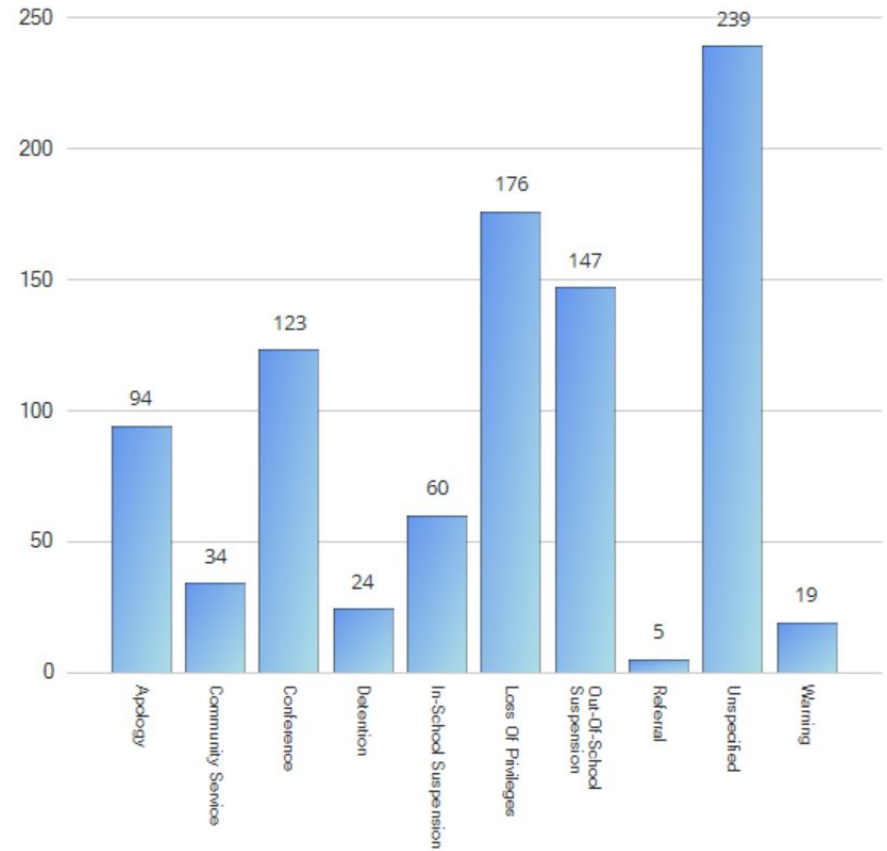
2022-2023 Incidents by School



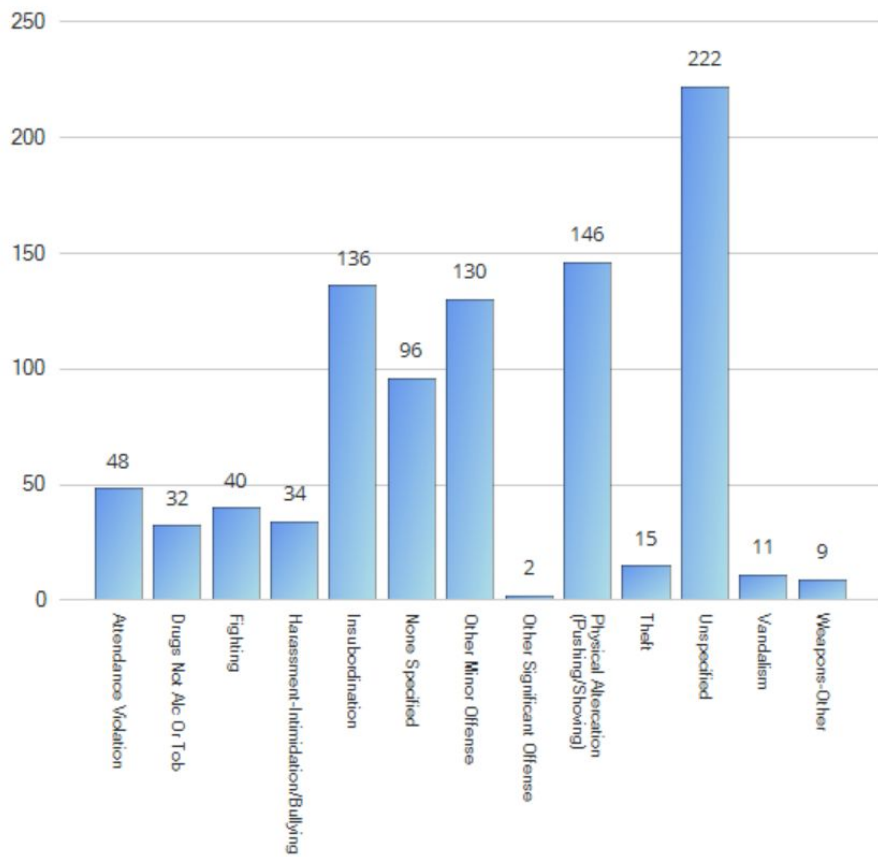
Incidents Trend



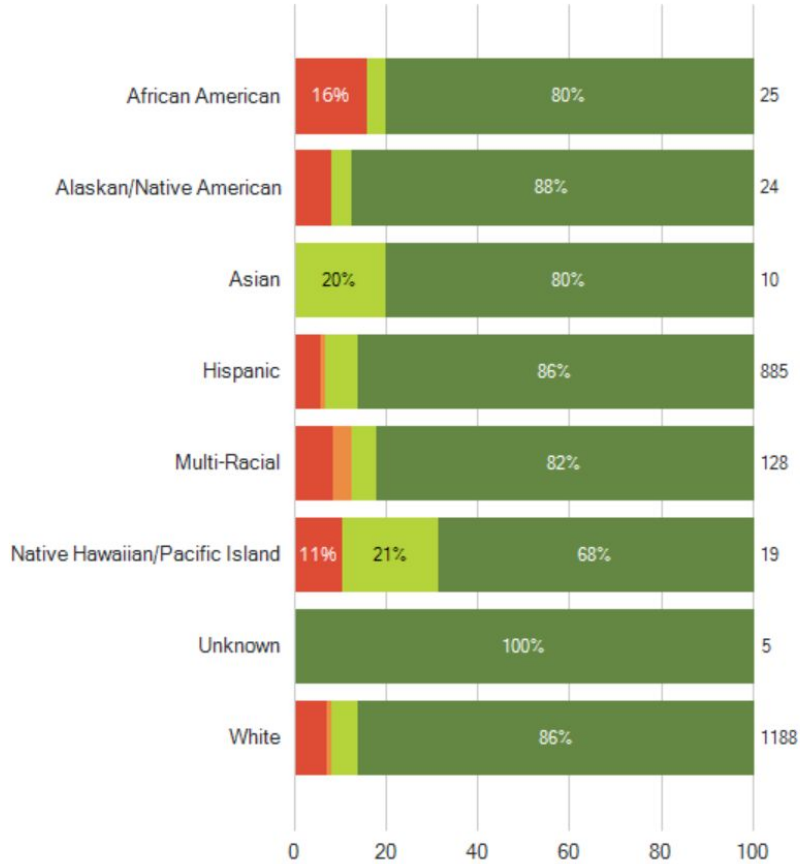
2022-2023 Incidents By Action



2022-2023 Incidents By Offense Group



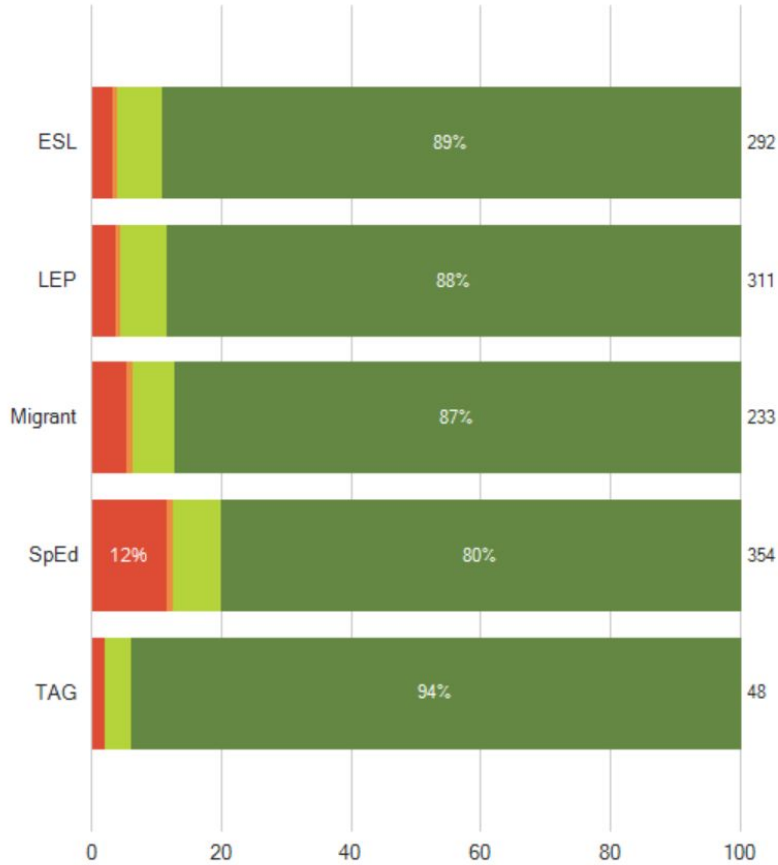
2022-2023 At Risk - Behavior (By Primary Race)



2022-2023 Incidents By Primary Race

Student Race	Incident Count	Students With Incident	Student Percentage
African American	52	5	20.00%
Alaskan/Native American	6	3	12.50%
Asian	4	2	20.00%
Hispanic	305	123	13.90%
Multi-Racial	100	23	17.97%
Native Hawaiian/Pacific Island	18	6	31.58%
Unknown	0	0	0.00%
White	501	167	14.06%
TOTAL	986	329	

2022-2023 At Risk - Behavior (By Focal Group)



2022-2023 Incidents By Focal Group

Special Population	Incident Count	Students With Incident	Student Percentage
	504	50	17.20%
Econ Disadv	985	328	14.42%
ESL	54	32	10.96%
LEP	59	36	11.58%
Migrant	52	30	12.88%
SpEd	212	71	20.06%
TAG	3	3	6.25%
TOTAL	1415	516	

PTS Student Safety Support Staff

- School Resource Officers - 2
- School Psychologists - 2
- School Nurse - 1
- School Counselors - 3
- School Campus Security - 1



Threat Assessment Team

Phoenix-Talent Schools



Threat Assessment Team: PTS & Jackson Co.

- Shared ownership, shared responsibility
- Decreased liability.
- Multi-discipline, multi-agency.
- Expeditious but methodical.
- Community collaboration and ownership.
- Identification of risk in clear terms.
- Interventions and supervision strategies that fit the situation and accurately address risk.
- Promotes observation and supervision.
- Increases both the physical safety of a community and the psychological sense of safety.

PTS Threat Assessment Team 1

Trained by Jon Van Dreal, School Psychologist and Director of Safety and Risk Management in Salem-Keizer Schools

Ongoing training with, and regular participation, on the Jackson County Threat Assessment II Team

- School District Administrator
- School Psychologists
- School Resource Officers

TAT 1 Referrals

2019-20: 2

2020-21: 1

2021-22: 8

2022-23: 9

What is a Threat Assessment?

As defined by the Secret Service: “The primary purpose of a threat assessment is to prevent targeted violence. The threat assessment process is centered upon analysis of the facts and evidence of behavior in a given situation. The appraisal of risk in a threat assessment focuses on actions, communications, and specific circumstances that might suggest that an individual intends to mount an attack and is engaged in planning or preparing for that event.”

The question is “does the student ‘pose’ a threat,” not “did the student ‘make’ a threat.”

What we do

The Threat Assessment System objectives are:

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


What we don't do:

- Predictive Profiling
- Enhanced Professional Judgment
- Artificial Intuition



School Safety & Sense of Belonging

Panorama Survey
Fall 2022



Student Voice - % Favorable

Grades 3-5 - 347 Responses

- School Safety - 64% (70th Percentile)
- Sense of Belonging - 61% (20th Percentile)

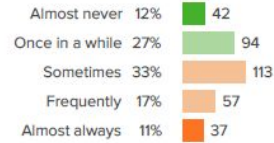
Grades 6-12 - 879 Responses

- School Safety - 60% (80th Percentile)
- Sense of Belonging - 34% (20th Percentile)

School Safety

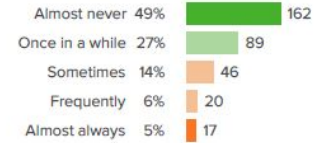
3-5

Q.1: How often are people disrespectful to others at your school?



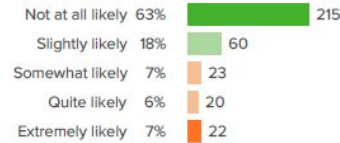
Favorable: **40%**

Q.2: How often do students get into physical fights at your school?



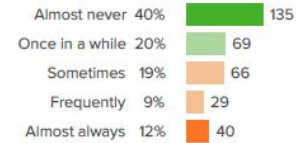
Favorable: **75%**

Q.3: How likely is it that someone from your school will bully you online?



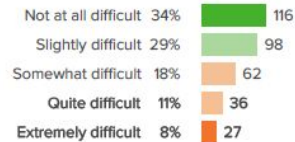
Favorable: **81%**

Q.4: How often do you worry about violence at your school?



Favorable: **60%**

Q.5: If a student is bullied in school, how difficult is it for him/her to get help from an adult?



Favorable: **63%**

School Safety 6-12

Q.1: How often are people disrespectful to others at your school?



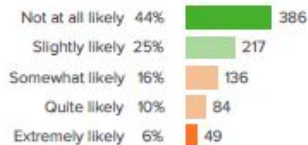
Favorable: **27%**

Q.2: How often do students get into physical fights at your school?



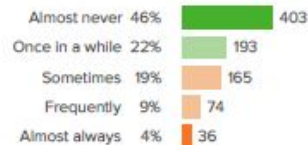
Favorable: **67%**

Q.3: How likely is it that someone from your school will bully you online?



Favorable: **69%**

Q.4: How often do you worry about violence at your school?



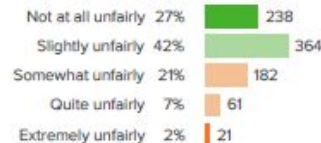
Favorable: **68%**

Q.5: If a student is bullied in school, how difficult is it for him/her to get help from an adult?



Favorable: **58%**

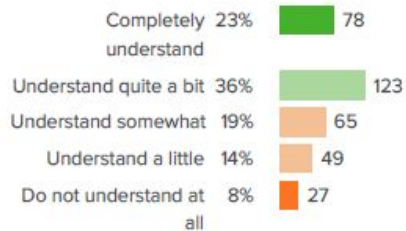
Q.6: At your school, how unfairly do the adults treat the students?



Favorable: **70%**

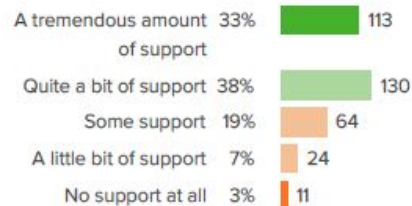
Sense of Belonging 3-5

Q.1: How well do people at your school understand you as a person?



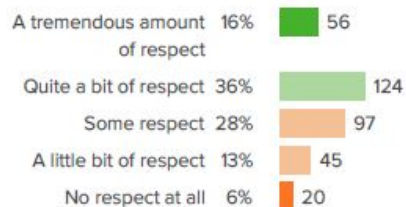
Favorable: **59%**

Q.2: How much support do the adults at your school give you?



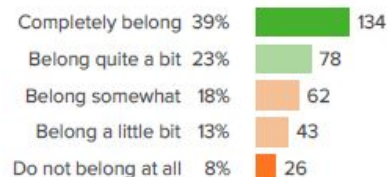
Favorable: **71%**

Q.3: How much respect do students at your school show you?



Favorable: **53%**

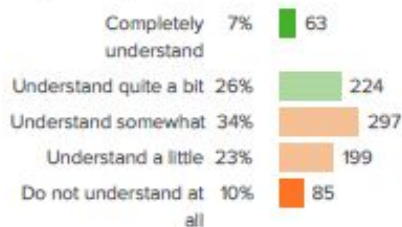
Q.4: Overall, how much do you feel like you belong at your school?



Favorable: **62%**

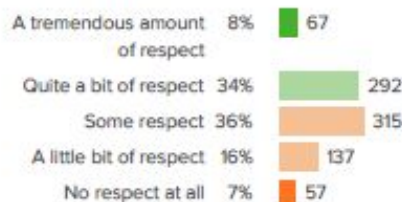
Sense of Belonging 6-12

Q.1: How well do people at your school understand you as a person?



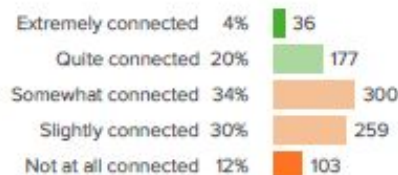
Favorable: **33%**

Q.3: How much respect do students in your school show you?



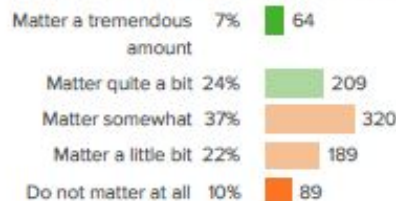
Favorable: **41%**

Q.2: How connected do you feel to the adults at your school?



Favorable: **24%**

Q.4: How much do you matter to others at this school?



Favorable: **31%**

Focus Area



Fall 2022 Phoenix-Talent Schools Climate Survey: Student Supports + Environment Grades 6-12 Group Name

Group Size

Engagement
Readiness for Learning
Rigorous Expectations
School Climate
School Safety
Sense of Belonging
Teacher-Student Relationships

All respondents	879	25%	64%	53%	42%	60%	34%	58%
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What is your gender?

	Group Size	Engagement	Readiness for Learning	Rigorous Expectations	School Climate	School Safety	Sense of Belonging	Teacher-Student Relationships
Female	362	-1	-2	0	-2	-3	-1	0
Male	429	+2	+5	+1	+4	+4	+4	+1
Non-Binary	29	-2	-17	-2	-7	-9	-12	0
Prefer Not to Answer	50	-7	-13	-8	-14	-10	-16	-12

Sense of Belonging

How much students feel that they are valued members of the school community.

Prefer Not to Answer **18%**

All respondents **34%**

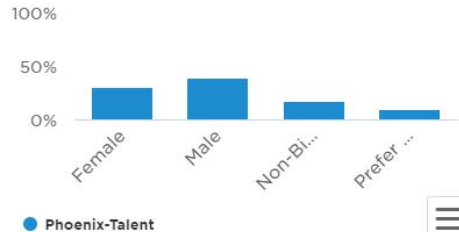
Difference **-16**

QUESTION

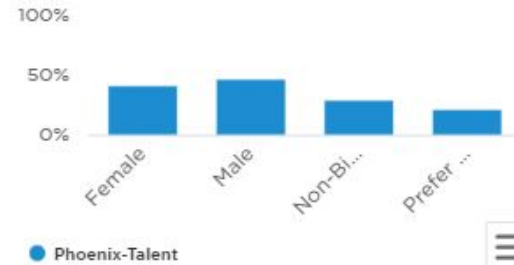
How well do people at your school understand you as a person?

33%
responded favorably

Percentage favorable responses for this question



Percentage favorable responses for this question



QUESTION

Overall, how much do you feel like you belong at your school?

43%
responded favorably