



# PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting - This is a morning meeting starting at 10:00 AM.

Thursday, April 20, 2023

In-Person at Talent Middle School

<https://us02web.zoom.us/j/86994380035?pwd=TW1McG5sekRZY0o5MHgyQWFrL2xrdz09>

Password: 407562

**This is a morning meeting starting at 10:00 AM.**

**Agenda Español**

**Minutas Español**

## AGENDA

- A. **Call to Order - 10:00 a.m.**
- B. **Accentuate the Positive**
- C. **Student Representative Report**
- D. **Citizen Comments - There were no citizen comments.**
- E. **Superintendent Report**
- F. **Program Report - Discussion with TMS Students**
- G. **Consent Agenda**
  - 1. Approval of Agenda
  - 2. Approval of Minutes from 4/06/2023
  - 3. Personnel Report
- H. **Action Items - 11:15 a.m.**
  - 1. **ATI Contract**
  - 2. **RFP Design Services TES/TMS Seismic Upgrades**
  - 3. **RFP Colver Fields Civil Engineering Services**
  - 4. **Board Policy EFA - Local Wellness**
  - 5. **Board Policy EFA-AR - Local Wellness Program (Recommend Delete)**
- I. **Recess - 11:05 a.m. - 11:15 a.m.**
- J. **Information and Discussion**
  - 1. **Facilities/Bond Update**
  - 2. **Financial Update**
  - 3. **Legislative / OSBA Update**
  - 4. **Community Recovery Update**
  - 5. **Board Policy AC-AR - Discrimination Complaint Procedure**
  - 6. **Board Policy IGBHD - Program Exemptions**
  - 7. **Board Policy JGE - Expulsion**
  - 8. **Board Policy KL-AR(1) - Public Complaint Procedure**
- K. **Review of the Next Meeting Agenda - 12:25 p.m.**
- L. **Adjournment - 12:30 p.m.**

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# PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting – **10:00 AM**

Thursday, April 20, 2023

In-Person at Talent Middle School

Join the Zoom Meeting:

<https://us02web.zoom.us/j/86994380035?pwd=TW1McG5sekRZY0o5MHgyQWFrL2xrdz09>

Meeting ID: 869 9438 0035

Passcode: 407562

## AGENDA

- A. Call to Order - 10:00 a.m.
- B. Accentuate the Positive - 10:00 a.m.
- C. Student Representative Report - 10:10 a.m.
- D. Citizen Comments - 10:15 a.m.
- E. Superintendent Report - 10:45 a.m.
- F. Program Report: Discussion with TMS Students – 10:50 a.m.
- G. Consent Agenda – 11:10 a.m.
  - 1. Approval of Agenda
  - 2. Approval of Minutes from 4/6/2023
  - 3. Personnel Report
- H. Action Items – 11:15 a.m.
  - 1. ATI Contract
  - 2. RFP Design Services TES/TMS Seismic Upgrades
  - 3. RFP Colver Fields Civil Engineering Services
  - 4. Board Policy EFA – Local Wellness
  - 5. Board Policy EFA-AR – Local Wellness Program (Delete)
- I. Recess – 11:40 a.m. – 11:50 a.m.
- J. Information and Discussion – 11:50 a.m.
  - 1. Facilities/Bond Update
  - 2. Financial Update
  - 3. Legislative / OSBA Update
  - 4. Community Recovery Update
  - 5. Board Policy AC-AR – Discrimination Complaint Procedure
  - 6. Board Policy IGBHD – Program Exemptions
  - 7. Board Policy JGE – Expulsion
  - 8. Board Policy KL-AR(1) – Public Complaint Procedure
- K. Review of the Next Meeting Agenda - 12:25 p.m.
- L. Adjournment – 12:30 p.m.



# PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting  
Thursday, April 6, 2023 6:00 PM Pacific

Talent Middle School  
102 Christian Ave  
Talent, OR 97540

Michael Campbell: Present  
Sara Crawford: Present  
Polly Farrimond: Present  
Nancy McKinnis: Present  
Rick Nagel: Absent  
Dawn Watson: Present  
Rebecca Weathers: Present  
Present: 6. Absent: 1.

A. Executive Session called to order at 5:30 and adjourned at 6:00 p.m. This session was closed to the public.

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

**C. Accentuate the Positive**

**TMS Principal Kathryn Holden shares the following:**

- We have had a very pleasant week back after spring break. Our students have settled back into their routines and have done a great job maintaining a calm, comfortable, and predictable learning environment at school. Also, a big thank you to our custodial team, Stephan McCormick and Ana De Lopez and Jon McCalip, for all their hard work cleaning and improving our campus while we were on break.
- As we wrap up the third quarter, state testing is in full swing. Thank you to our Language Arts, Science, and Math departments and our testing support staff, Richard Byrd, Erika Ochoa, Karin Emmons, and Jamar Boyd for all their work to make testing happen.
- This week, we began an after-school ukulele class with Felipe Reyes. We also have a solar car after-school activity with Peter Daane and Patrick Easterwood. Yesterday, our track team hosted their first track meet of the season at Phoenix High School. This Friday, we will be having our first after-school social of the school year. It will be a fun afternoon with dancing, an open gym, a photo booth, and pizza. A huge thank you to all of our staff who have worked to put these activities together, including Felipe Reyes, Julie Ponder and the track coaches, Derek Rodman, John Cornett, Eric Richey, Jonel Todd, Iris Moya, the TMS student engagement team, and so many other staff members who have spent their time supporting these activities for our students.
- Ms. Holden has been participating in Restorative Justice training with Resolve this week and next. Ms. Holden appreciates the district sponsoring the professional development for her.

**OHES Principal Brandon Hammond shares the following:**

- Principal Hammond shared a summary of OHES's school improvement plan, which was completed right before spring break. Mr. Hammond thanked Arica Casarotti, Sarah Engstrom and Lori Evans, for their help in creating the plan. The plan focuses on achievement, equity and attendance.
- OHES recently completed their jog-a-thon as a PTO fundraiser and they raised approximately \$10,000. Sarah Engstrom and her team put that together and it was a great success.
- For the past two days, our instructional coaches have met with leadership, kindergarten, and first grade staff to get all of us on board with instructional guidelines on reading, writing, and math.

**PES Principal Shawna Schleif had Heather Lowe-Rogers share the following on her behalf:**

- Everyone is returning from spring break well rested and welcoming students with open arms.
- PES had a special event today in which the Ashland Community Health Foundation provided students with rain boots.
- All three of our elementary schools are having our Kinder Launch on April 19 from 3-6pm.

**TES Principal Heather Lowe-Rogers shares the following:**

- We have some stellar students who took second in the regional OBOB competition and they will be heading to the state competition.
- The Ivy School is finally going to open the preschool at TES next week.
- Next week we have our Safe Routes to School campaign in Talent. The community meeting will be at TES on April 12 from 5:30–6:30 p.m. and the onsite visit will be Thursday.
- TES will start our state testing next week with a 'show what you know' campaign to get students more interested in the testing process.
- Ms. Lowe-Rogers gave a shout out to Samantha Dedrick who is one of our amazing first grade teachers. Samantha puts the 'T' in our PTA by showing up and providing fun ideas and she has lots of energy.

**PTRA Principal Aaron Santi shares the following:**

- PTRA is looking forward to our field trip to the Schneider Museum of Art in a couple of weeks. This will be our first time there as a school, with a guided tour of the exhibit and a museum scavenger hunt on the agenda. PTRA field trips operate a little differently due to being an online school--not only are they always for the entire school, K-8th grade, but the whole family is also invited and welcome to join us. We usually have a good mix of elementary and middle school students, and typically even more family members than students. So, for PTRA, field trips are more than just fun, they are a community-building and family-engagement tool.
- We were very excited this week to receive notification that three of our students were selected to be recipients of the Brady Fund Grant, which was coordinated by the Oregon School Boards Association. The funds are awarded for the purchase of clothing or school supplies or to help pay for vision or hearing services. Those checks were distributed on Tuesday to very grateful families who all said this could not have come at a better time. We are grateful to the OSBA and the Brady Fund for making this possible for our students.

### **PHS Principal Kalin Cross shares the following:**

- Right before spring break, senior papers were due. Graduation coaches, Skylar Glines and Jesus Ledezma, helped those students who had still not completed them yet.
- PHS hosted a counseling retreat before spring break and Michelle Carlson and Angelica Mendoza led the professional development for our student resources department.
- We recently did a data dive at one of our recent staff meetings to collaborate on our school SIP plan and are working through that process.
- We are forming Pillars of Learning to identify what every staff member can provide and what every student will receive as experience at PHS.
- Spring sports have been going great despite the rain, wind and snow. Shout out to our coaches, Dave Ehrhardt, and Maria Thompson for making it all happen.
- Senator Ron Wyden will be at PHS tomorrow for a Town Hall event at 1:00 p.m. PHS graduate, America Silva, who graduated in 2012, is his constituent services representative and she reached out to us and really wanted to make it work at PHS.
- PHS has a few open positions and we are doing a fun 'hiring palooza'. We have some great candidates and we are excited to welcome new staff when that time comes.
- Monday, the Black Youth Leadership Summit is happening at SOU. Thank you to Erika Ochoa, Kelly Soter, and DL Richardson for their support and facilitation. We are excited to have our BSU students in attendance and continue to work closely with our partners at SOBASS.

**Director Sara Crawford** said she attended a band concert in the new theatre a month ago. Director Crawford thanked Supt. Barry and the board for their support of purchasing new instruments in last year's budget. The concert was amazing and the acoustics were phenomenal. Director Crawford had an opportunity to deliver gifts to classified staff TES and TMS and she gave a shout out to Heather Lowe-Rogers and other staff members for all that they did to make classified appreciation week a success.

**Chair Michael Campbell** said that he and his wife met with Ms. Walker at the beginning of the school year and she had asked them what their goals were for her this year. Michael said that our main goal was that we wanted our daughter to learn how to read. During our road trip for spring break, our daughter was picking up words from the road signs and asking us what the words spelled. Michael shared that Ms. Walker is leaving the district this year and thanked her for everything she has done for his family and for every other family in the district. She will be missed.

### **D. Student Representative Report**

- **Paityn Croy** said that on Tuesday, we had a game and we had all the different weather types in one day. Tonight our game did not go as well as we would have liked. However, the boys won their game 6-1. Link Crew is hosting an Easter egg hunt event tomorrow on the field, weather permitting. On April 20, Link Crew is hosting a freshman versus family event.
- **MaKenna Rowenhorst** said it was the end of the third quarter. Most of the seniors have finished their papers and it has been a little stressful. Leadership got our spirit days together for prom spirit week and we are excited about that. It is scholarship season, so seniors are hoping to receive some.
- **Brianna Gaal** said Leadership has been focusing on prom. We have our spirit days and our venue, which we just visited to make sure it would work. We have our prom court lined up now and we have an assembly coming up for prom in a couple of weeks. At the assembly, we will have a dance off with all grades participating. We just had a blood drive that went really well.

## **E. Citizen Comments**

Dean-A Croy shared that grad night is having their auction at StoneRiver Vineyard on May 7 at 2pm. Tickets are on sale now for \$20 and they will be \$25 at the door.

## **F. Superintendent Report**

- Supt. Barry said that it will be a pleasure to host Senator Ron Wyden for his town hall. We are looking forward to hearing what he has to say about the national political scene. It is a special event for our school, our district, our kids, and our community.
- The Future Chef competition is Monday. We are looking forward to seeing that event up and running again. It is fun to see the kids get their recipes out there for people to try.
- We are looking forward to some program reports coming up. We will have the Long Term Recovery Group and ODP presenting this spring.

## **G. Consent Agenda**

Director Sara Crawford moved to approve the consent agenda as presented and Vice Chair Dawn Watson seconded the motion. The consent agenda was approved as presented.

G.1. Approval of Agenda

G.2. Approval of Minutes from 3/2/2023 & 3/16/23 Work Session

G.3. Personnel Report

## **H. Action Items**

### **H.1. Superintendent Evaluation Summary**

Chair Campbell read a summary letter from Supt. Barry's March 2, 2023 evaluation. The summary stated that Supt. Barry's evaluation was given on March 2 and the evaluation criteria for the superintendent encompasses four major areas, including Planning and Governance, Management of the District, Communication, and Personal Qualities. Mr. Barry received the highest rating possible, "Exceptional" in most categories, along with a few ratings of "Outstanding". In addition, each board member provided feedback on all four criteria, summarized below.

#### **Planning and Governance**

Board members praised Mr. Barry's visionary leadership, commitment to building relationships, and pursuit of innovative solutions to our unique challenges.

#### **Management of the District**

Mr. Barry received recognition for addressing pandemic-related learning losses, devotion to continuous improvement of people and programs, careful planning for anticipated budgetary concerns, and thoughtful stewardship of the District's facilities and capital projects.

#### **Communication**

Several board members noted Mr. Barry's regular communication with families, staff, community and legislative partners, educational peers, and other stakeholders. In addition, the board appreciates his transparency with staff with the "State of the District" address, highlighting his ability to communicate in a genuine, pleasant manner with appropriate levity. Finally, the board lauded Mr. Barry for assembling a competent support staff to help effectively tell the story of what is happening in our District.

## **Personal Qualities**

Finally, the board recognized Mr. Barry's relentless focus on providing an exceptional experience for all kids in the District and leveraging his personal qualities to attract, assemble, and retain quality staff. Board members also appreciate his optimism and "can-do" spirit.

Chair Campbell thanked Supt. Barry for all of his hard work and for another tremendous year despite many challenges. Supt. Barry thanked the board for their feedback during his evaluation. He appreciates it but much of what was mentioned during the evaluation was, in part, due to his great administrative team and staff.

I move to accept the summary letter of Supt. Barry's evaluation. This motion, made by Sara Crawford and seconded by Polly Farrimond, Carried.

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

## **I. Recess – 6:35 – 7:50**

## **J. Information and Discussion**

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

Facilities Director Jon McCalip shared the following:

- Over spring break, we continued with upgrading the lighting quality at TMS, completed several paint projects, and did a lot of ground work including aerating and overseeding all of our sports fields. The grounds are looking great and I am very proud of my team and all that we have accomplished lately.
- Unfortunately, we did not get either seismic grant. Mr. McCalip suggested several options for moving forward. The first option would be that we table TMS's seismic upgrade and wait one more year. We could try one more time for a seismic grant although we have tried three years in a row and have not been successful. The second option, which Jon is more in favor of, would be that we limit the seismic upgrade to the two gyms, the cafeteria and the band/wood shop area. These areas would most likely be open to the public if we were in a seismic event. This would significantly cut down the cost because there is over 55,000 square feet of the rest of the building. Most of those sections are newer and updated and would need less than the gyms and the theatre. Mr. McCalip suggests moving forward with TES. The original estimate for that project was approximately \$2 million dollars. The original estimate for the engineer at TMS (not taking into account any increases in materials and labor) was approximately \$3.5 million. We are still meeting our bond obligation with our promise to upgrade the schools seismically. We may be able to use some of our ESSER funds for that project, which goes away as of September of 2024. That could leave some bond funds available for the Colver Sports Park project.
- RFP results: Arkitek was chosen as the Architect for TES/TMS seismic upgrades and we are currently in negotiations for project fees. We hope to present a contract during the next board meeting on 4/20/23. ZCS was chosen as the civil engineer for the design of Colver Sports Park master plan and we are currently in negotiations for project fees. We hope to present a contract during the next board meeting on 4/20/23. Outlier Construction was selected as the CMGC contractor and negotiations for project fees will begin soon. We hope to present a contract to the board during the 5/04/23 board meeting.

- Director Crawford thanked Mr. McCalip for his diligence in continuing to apply for grants to utilize our resources in the best way and to meet our obligations and improve our facilities. Director Crawford asked a question regarding a seismic event happening during school hours and Mr. McCalip responded by stating that the classrooms are newer and built to a stronger standard.
- Our C-rep grant for installing solar and battery backup at TMS passed the competitive review process and we should hear the final award results by mid-May.
- Our pre-application for Renew America's Schools grant was accepted and we were highly recommended to proceed with the full application. We partnered with Energy Trust and Ameresco to complete the application.

### **J.2. Financial Update**

Supt. Barry said that we continue to monitor the state school fund for the number that is to come out. We will have a financial statement for the next meeting and some scenarios that we are facing for the next biennium.

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

- Vice Chair Dawn Watson said that the budget is one of the biggest items in the legislature right now.
- Budget Ways and Means will be hosting a roadshow and the closest one is in Roseburg on April 21.
- Vice Chair Watson was on a call with the Governor's office and they wanted to hear from rural schools about what challenges they were having so that when they hire someone for the replacement of Colt Gill, they would keep in mind what we needed. It was refreshing to hear everyone's views on what we needed to get our students back on track.
- OSBA will be voting on Rural Schools in June and then it will go to all districts.
- SB 1045, which would centralize almost all oversight and give the state board control and management over local districts. This bill is very restrictive for both school districts and boards as flexibility will be gone, and funding will be capped.
- Director Sara Crawford said the next budget forecast is May 17, which will really determine where the monies will be spent and the weight of the different bills that are passed. Director Crawford spoke about HB 2710 and said that the bill appears to be an unfunded mandate.

### **J.4. Equity, Diversity & Inclusion**

Kelly Soter said that the Community Care team is hosting a Health and Wellness fair at PES on Saturday, April 15, from 10AM – 2PM. Katie McCormick has done a great job in organizing the event. Several organizations will be there to participate and share information.

The EDI Committee did not meet in March but we will meet again at the end of this month. The committee has made some recommendations to the Supt. for changes to the EDI policy and we will then submit them to the board soon. We are looking at data from the equity lens on what we see from our student experience in the district and how students are performing. We hope to have our committee members commit to being on the committee for more than one year; however, we may have some openings. This will be a good opportunity to think about who can continue next year, where do we need to fill some gaps in participation and then have those recommendations given to Brent to appoint an advisory committee.

We did receive the ODE grant for LBGTQ+ Student Success for \$198,000. We are sharing that grant with CPSD and ASD and we will have an opportunity to submit a renewal request. The objective is to see how we can best support students in this situation.

Director McKinnis asked what the criteria would be for people to participate in the EDI committee. Ms. Soter said that we would most likely start with an interest survey like the one we did last year that asks some demographic information, experience, interests, and why you would like to contribute. Ms. Soter said that our focus would be to make sure that we have the best representation from all schools and groups and recruit accordingly. Chair Campbell suggested that we look at the criteria that is suggested in the new law for guidance when selecting our representation for future committee members. Vice Chair Watson suggested that when we know how many participants would be needed (students, parents, staff, community members, etc.), to send that information to the board. Director McKinnis wants to be sure that we have criteria in place for member selection so that we lead this work through a strong equity lens by having diverse, inclusive and equitable participation in the committee.

#### **J.5. ATI Contract**

Supt. Barry said that this is the final draft with a few changes. Supt. Barry thanked Summer and Tiffanie for their work in updating the contract. Supt. Barry said we would really miss Summer as she has been an incredible person in her position. There was discussion on possible concerns about Summer leaving and new leadership coming to make sure the contract protects the district should we not be satisfied with the new leadership. Supt. Barry and Tiffanie Lambert addressed those concerns.

#### **J.6. Resolution for CET**

Supt. Barry reminded the board that in 2020 we waived the CET tax for residential and commercial if community members wanted to rebuild. Residential is now in law, however, commercial is not. The board can consider whether they want to extend the CET waiver and create a new resolution for another year. Board members asked Supt. Barry to see if we could get some data from the city managers for estimates of the financial impact based on their estimates of new construction.

#### **J.7. RFP Design Services TES/TMS Seismic Upgrades**

Jon McCalip shared this information during his facility report and he hopes to have contracts at the next meeting.

#### **J.8. RFP Colver Fields Civil Engineering Services**

Jon McCalip shared this information during his facility report and he hope to have contracts at the next meeting.

#### **J.9. Board Policy EFA – Local Wellness**

Supt. Barry shared that changes to this policy moves language from the AR into the policy. A team of staff members, including those who are wellness coordinators at the schools, and Amy Honts-Stark from Sodexo has reviewed it to make suggestions based on current practices and what makes sense moving forward.

#### **J.10. Board Policy EFA-AR – Local Wellness Program (Delete)**

This AR is recommended for deletion based on changes to the main policy EFA.

**J.11. Board Policy JFCJ – Weapons in Schools**

Supt. Barry mentioned that this policy was one of the last from the policy rewrite in the fall.

**L. Review of the Next Meeting Agenda**

**M. Adjournment** - The meeting adjourned at 7:50 p.m.

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Michael Campbell, Chair

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Brent Barry, Superintendent

DRAFT



April 20, 2023

Brent Barry, Superintendent  
Phoenix Talent School District  
401 W 4<sup>th</sup> Street  
Phoenix, Oregon 97535

Re: Phoenix Talent School District  
Seismic Upgrades Project  
Talent Elementary School and Talent Middle School  
Recommendation to Award Contract for Design Services

Dear Brent,

After careful review and consideration, the District Design Services Scoring Committee recommends the Phoenix Talent School Board take action to award the contract for Design Services for Seismic Upgrades at Talent Elementary School and Talent Middle School to arkitek:design&architecture.

This recommendation is based upon a comprehensive Design Services selection process for the project. On behalf of Phoenix Talent School District, HMK Company issued a request for proposals (RFP) on February 10, 2023, and which closed on March 2, 2023, for the Seismic Upgrades Project. The District Design Services Scoring Committee reviewed and scored proposals on March 9, 2023. arkitek:design&architecture was selected as the top-ranking firm.

The District finalized the fee negotiations and is recommending award in the amount of \$343,000.00. The fee is 10% of the established combined project Maximum Allowable Construction Cost (MACC) of \$2,300,000.00 for Talent Elementary School and \$1,300,000.00 for Talent Middle School. Their fee is in line with Design Services fees that have been seen with similar projects.

arkitek:design&architecture is of good reputation and have committed the necessary resources to accomplish the District project goals. The District Design Services Scoring Committee is requesting that the School Board award the Seismic Upgrades Project to arkitek:design&architecture at the April 20, 2023, Board Meeting for the Not to Exceed amount of \$343,000.00.

Sincerely,

Jon McCalip  
Director of Facilities  
Phoenix Talent School District

Att: arkitek:design&architecture fee proposal

## Project Proposal

Project:	Talent Seismic Retrofit
Address:	Talent Elementary School 307 Wagner Creek Rd, Talent, OR 97540
	Talent Middle School 102 Christian Ave, Talent, OR 97540

## PROJECT SCOPE OVERVIEW

The Talent Elementary School campus at 307 Wagner Creek Rd, Talent, OR 97540 includes seven existing building areas and various covered walkways. This project includes all architectural and structural design work required to carry out the proposed Seismic Retrofit and Additional Renovation work to Building B/C (Cafeteria/ Kitchen), Building C/D (Secondary Classrooms), Building E (Primary Classrooms), and attached Covered Walkways.

The Talent Middle School campus at 102 Christian Ave, Talent, OR 97540 includes five existing building areas and various covered walkways. This project includes all architectural and structural design work required to carry out the proposed Seismic Retrofit and Additional Renovation work to Building B (Gym/ Cafeteria), Building C (Wood Shop/ Music), and Building D (Gym). In addition, the restrooms located in Building B will be renovated, and all flat roofing will be replaced.

The intention of the project is to maintain as much of the existing buildings as possible, limiting the extent of demolition to those areas associated with the Seismic Retrofit work. All demolished building elements shall be returned to their original state, unless noted otherwise.

Mechanical, Electrical, Plumbing, Fire Suppression, and Fire Alarm work will be required and will be coordinated with the Architect and the District. All Mechanical, Electrical, Plumbing, Fire Suppression, and Fire Alarm work will be design/build by associated subcontractor and designs shall be submitted to the Architect and the District prior to the commencement of any work.

The contractor shall be responsible for performing a Hazardous Materials Assessments in locations and assemblies designated for demolition or modification.

See attached Project Scope Diagrams

## PROJECT FEE OVERVIEW

Talent Elementary School:	\$136,000
Talent Middle School:	\$207,000
<b>Total Project Fee:</b>	<b>\$343,000</b>

See attached Fee Analysis and Hourly Rates

## **TALENT ELEMENTARY SCHOOL SCOPE**

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### **BUILDING B - MULTIPURPOSE ROOM/ KITCHEN**

#### **STRUCTURAL SCOPE**

SEISMIC RETROFIT DESIGN

#### **ARCHITECTURAL SCOPE**

DEMOLITION ASSOCIATED WITH SEISMIC WORK  
FIRE ALARM UPGRADES  
REPLACEMENT ROOFING AS REQUIRED FOR SEISMIC WORK  
KITCHEN RENOVATION AS REQUIRED FOR SEISMIC WORK  
ENERGY EFFICIENCY UPGRADES AS REQUIRED FOR SEISMIC WORK

### **BUILDING C/D - SECONDARY CLASSROOM**

#### **STRUCTURAL SCOPE**

SEISMIC RETROFIT DESIGN

#### **ARCHITECTURAL SCOPE**

DEMOLITION ASSOCIATED WITH SEISMIC WORK  
REPLACEMENT ROOFING AND INSULATION  
REPLACEMENT WINDOWS  
NEW EXTERIOR WALL INSULATION  
REPLACEMENT CASEWORK  
REPLACEMENT DROP CEILINGS IN CLASSROOMS AS REQUIRED FOR SEISMIC WORK  
REINSTALL LIGHTING IN CLASSROOMS AS REQUIRED FOR SEISMIC WORK  
FIRE ALARM UPGRADES  
NEW INFILL AT SLIDING PARTITION WALLS

### **BUILDING E - PRIMARY CLASSROOMS**

#### **STRUCTURAL SCOPE**

SEISMIC RETROFIT DESIGN

#### **ARCHITECTURAL SCOPE**

DEMOLITION ASSOCIATED WITH SEISMIC WORK  
REPLACEMENT ROOFING AND INSULATION  
REPLACEMENT WINDOWS  
NEW EXTERIOR WALL INSULATION  
REPLACEMENT CASEWORK  
NEW DROP CEILINGS IN CLASSROOMS  
REPLACEMENT DROP CEILINGS IN HALLWAYS AS REQUIRED FOR SEISMIC  
NEW LIGHTING IN CLASSROOMS  
FIRE ALARM UPGRADES  
NEW INFILL AT SLIDING PARTITION WALLS  
FLOORING IN HALLWAY TO BE DEMOLISHED, CONCRETE TO BE POLISHED BY DISTRICT

### **H, I, J - COVERED WALKWAYS**

#### **ARCHITECTURAL SCOPE**

REPLACEMENT ROOFING

## **TALENT MIDDLE SCHOOL SCOPE**

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### **BUILDING B - GYM/ CAFETERIA**

#### **STRUCTURAL SCOPE**

SEISMIC RETROFIT DESIGN

#### **ARCHITECTURAL SCOPE**

DEMOLITION ASSOCIATED WITH SEISMIC WORK

FIRE ALARM UPGRADES

REPLACEMENT ROOFING

KITCHEN RENOVATION AS REQUIRED FOR SEISMIC WORK

RESTROOM RENOVATIONS

ENERGY EFFICIENCY UPGRADES AS REQUIRED FOR SEISMIC WORK

RTU AND 6 BOILERS ARE NEW, DO NOT DISTURB

### **BUILDING C - WOOD SHOP/ MUSIC**

#### **STRUCTURAL SCOPE**

SEISMIC RETROFIT DESIGN

#### **ARCHITECTURAL SCOPE**

DEMOLITION ASSOCIATED WITH SEISMIC WORK

REPLACEMENT ROOFING

REPLACEMENT CASEWORK

REPLACEMENT DROP CEILINGS AS REQUIRED FOR SEISMIC WORK

REINSTALL LIGHTING AS REQUIRED FOR SEISMIC WORK

FIRE ALARM UPGRADES

NEW INFILL AT SLIDING PARTITION WALLS

### **BUILDING D - GYMNASIUM**

#### **STRUCTURAL SCOPE**

SEISMIC RETROFIT DESIGN

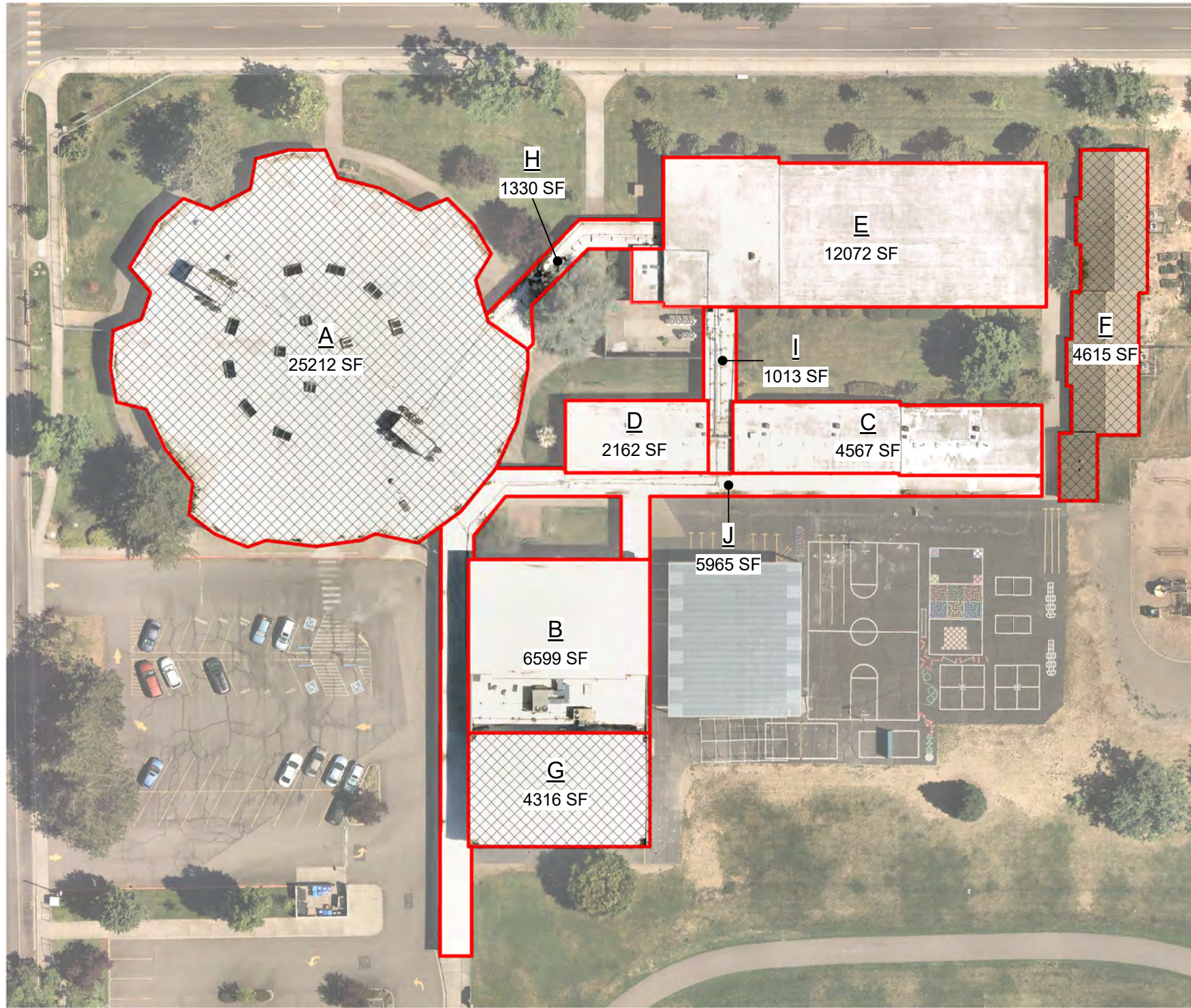
#### **ARCHITECTURAL SCOPE**

DEMOLITION ASSOCIATED WITH SEISMIC WORK

FIRE ALARM UPGRADES

REPLACEMENT ROOFING

ENERGY EFFICIENCY UPGRADES AS REQUIRED FOR SEISMIC WORK



BUILDING AREAS		
BUILDING	SQ FT	COMMENTS
A	25212 SF	MAIN BUILDING; BUILT 1974
B	6599 SF	MULTIPURPOSE ROOM/ KITCHEN: BUILT 1973
C	4567 SF	SECONDARY CLASSROOMS - EAST: BUILT 1995
D	2162 SF	SECONDARY CLASSROOMS - WEST: BUILT 1960
E	12072 SF	PRIMARY CLASSROOM BUILDING: BUILT 1949
F	4615 SF	EAST CLASSROOMS: BUILT 1995
G	4316 SF	GYMNASIUM: BUILT 2001
H	1330 SF	NORTH COVERED WALKWAY: BUILT 1973
I	1013 SF	MID COVERED WALKWAY: BUILT 1973
J	5965 SF	SOUTH COVERED WALKWAY: BUILT 1973

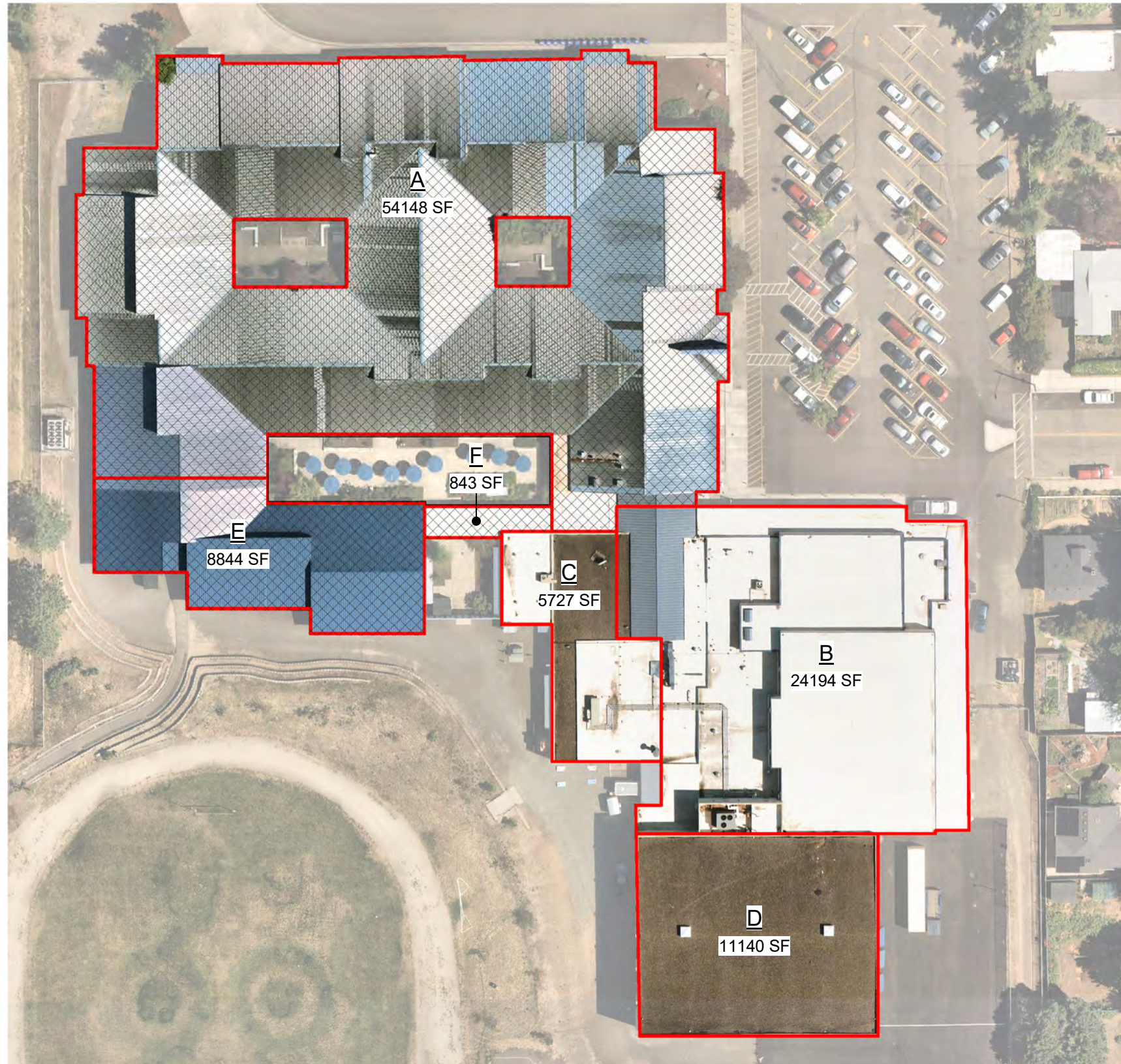
 NOT IN SCOPE



TALENT ELEMENTARY SCHOOL PROJECT SCOPE DIAGRAM

**TALENT SCHOOL SEISMIC RETROFIT**  
PHOENIX-TALENT SCHOOLS





BUILDING AREAS		
BUILDING	SQ FT	COMMENTS
A	54148 SF	MAIN BUILDING: BUILT 1945, RENOVATED 1989 & 2002
B	24194 SF	GYM/ CAFETERIA: BUILT 1976, RENOVATED 1989
C	5727 SF	WOOD SHOP AND MUSIC: BUILT 1945, RENOVATED 1989
D	11140 SF	GYM: BUILT 1989
E	8844 SF	CLASSROOM ADDITION: BUILT 2002
F	843 SF	COVERED WALKWAY: BUILT 2002

 NOT IN SCOPE



TALENT MIDDLE SCHOOL PROJECT SCOPE DIAGRAM

**TALENT SCHOOL SEISMIC RETROFIT**  
PHOENIX-TALENT SCHOOLS

# PHOENIX- TALENT SCHOOLS

04/10/23

## Talent Seismic Retrofit

### PROJECT FEE ANALYSIS

<b>TOTAL PROJECT FEE</b>	<b>74770</b>	<b>\$343,503</b>
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ITEM	DESCRIPTION	AREA (SF)	\$/SF	FEE	NOTES	
<b>TES</b>	<b>TES TOTAL</b>	<b>33709</b>		<b>\$136,099</b>		
	<b>ARCH</b>					
	B	MULTIPURPOSE/ KITCHEN	6600	\$4.50	\$29,700.00	\$4.5/ SF, SIM TO PES
	E	MAIN CLASSROOMS	12072	\$4.50	\$54,324.00	\$4.5/ SF, SIM TO PES
	D/C	SECONDARY CLASSROOMS	6729	\$4.50	\$30,280.50	\$4.5/ SF, SIM TO PES
	H//J	COVERED WALKWAYS	8308	\$0.50	\$4,154.00	\$.5/SF, ROOFING WORK
	<b>STRUCTURAL</b>				\$17,640.00	

<b>TMS</b>	<b>TMS TOTAL</b>	<b>41061</b>		<b>\$207,405</b>		
	<b>ARCH</b>					
	B	GYM/ CAFETERIA	24194	\$4.50	\$108,873.00	\$4.5/ SF, SIM TO PES
	C	WOOD SHOP/ MUSIC	5727	\$4.50	\$25,771.50	\$4.5/ SF, SIM TO PES
	D	SOUTH GYM	11140	\$2.50	\$27,850.00	\$2.5/SF, WIDE OPEN SPACE
		RESTROOM RENOVATIONS			\$10,000.00	LS
	<b>STRUCTURAL</b>				\$34,910.00	

### HOURLY RATES:

#### Architect: Arkitek: design&architecture

Principal, Project Architect	\$185
Project Manager	\$125
Technician	\$85

#### Civil Engineer: Powell Engineering + Consultng

Professional Engineer	\$120
Engineering Technician	\$95
CAD Drafer	\$70
Clerical	\$50

# Phoenix-Talent Schools District 4

Code: EFA  
Adopted: 4/04/19  
Revised/Readopted: 4/21/22  
Orig. Code(s): EFA

## Local Wellness Program

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

~~The input of staff (including, but not limited to, physical education and school health professionals), students, parents, the public, the Board, school administrators, representatives of the school food authority and public health professionals will be encouraged in the development of wellness policy.~~  
The ~~Board~~ **district** shall establish a Wellness Advisory Committee to advise the district in the creation of the local wellness policy. The superintendent or designee will develop guidelines as necessary to implement the goals of the local wellness plan and ensure compliance of such policy.

## ~~WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT~~

### ~~Implementation Plan~~

The district shall ~~develop and maintain a plan to~~ manage and coordinate the implementation of this **local** wellness policy.

**Implementation will consist of, but not be limited to, the following:** ~~The plan will:~~

1. **Delineating** ~~Delineate~~ roles, responsibilities, actions and timelines specific to each school;
2. **Generating and disseminating** ~~Include~~ information about who will be responsible to make what change, by how much, where and when;
3. ~~Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing; and~~
- 4.3. **Establishing standards for all foods and beverages provided (but not sold) to students during the school day on participating school campuses;**
- 5.4. **Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP and SBP, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and**

~~6.5.~~ **Establishing** specific goals and objectives for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

~~The In an effort to measure the implementation of this policy, the Board designates the district principals as the people who will to be responsible for ensuring each school meets the goals outlined and complies with~~ this policy.

## **Record Keeping**

The district will retain the following records to document compliance with the **local wellness policy** requirements of ~~the wellness policy~~ at the district's administrative offices:-

~~7.6.~~ The written **local** wellness policy;

~~8.7.~~ Documentation **to demonstrate** ~~demonstrating that~~ the policy has been made available to the public;

~~9.8.~~ Documentation of efforts to review and update the local wellness policy, including an indication of who **participates** ~~is involved~~ in the update and the methods the district uses to make stakeholders aware of their ability to participate;

~~10.9.~~ Documentation to demonstrate compliance with the annual public notification requirements;

~~11.10.~~ **Documentation of the district's** ~~The~~ most recent assessment on the implementation of the local wellness policy;

~~12.11.~~ Documentation **to demonstrate** ~~demonstrating~~ the most recent assessment on the implementation of the local wellness policy has been made available to the public.

## **Annual Notification of Policy**

The district will **inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the district website annually. Included will be, if make** available, ~~to the most recent public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy. The district will make this information available through the district website and/or districtwide communications. The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy and, as well as information on how the public can get involved with the local wellness policy. This information will be published on the district's website and in district communications.~~

## **Triennial Progress Assessments**

At least once every three years, the district will evaluate ~~compliance with the local wellness policy, to assess the implementation of this~~ the policy and **its progress with** ~~produce~~ a triennial **assessment and produce a** progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district's policy compares to model **local school** wellness policy<sup>{1}</sup>; and

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<sup>1</sup> {Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource. }

3. A description of the progress made in attaining the goals of the district’s policy.

The ~~district~~school will ~~publish~~actively notify households/families of the availability of the triennial progress report ~~on the district website when available~~.

### ~~Revisions and Updating the Policy~~

The district will update or modify the ~~local wellness policy~~ based on ~~the results of the triennial assessment~~assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new federal or state guidance or standards are issued. The ~~local wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment~~.

### ~~Community Involvement, Outreach and Communications~~ (Review of, and Updating Policy) <sup>{2}</sup>

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy. ~~through a variety of means appropriate for the district~~. The district will ~~communicate information about opportunities~~ [in community news, on the district’s website, on school websites, and/or in district or school communications]. ~~The district will~~also ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

### ~~[Wellness Advisory Committee~~ <sup>{3}</sup>

~~The district supports a wellness advisory committee to assist the development, implementation, and periodic review and update of the local wellness policy. The superintendent or designee will be a member of this committee.~~

~~The district will publicize information about the wellness advisory committee [in community news, in communications to parents, and/or on websites operated by the district] to communicate to parents, students and the community at large to explain the committee’s purpose, process and an invitation to volunteer.~~

1. ~~The wellness advisory committee membership will include, to the extent possible, but not be limited to:~~
  - a. ~~Parents, caregivers and students;~~
  - b. ~~Representatives of the school nutrition program (e.g., school nutrition director);~~
  - c. ~~Physical education and/or health education teachers;~~
  - d. ~~School health professionals (e.g., school nurses, physicians, dentists, health educators and other allied health personnel who provide school health services);~~

<sup>2</sup> {USDA Local school wellness policy [resource](#); CDC [resource](#); CDC Healthy Schools [resource](#); USDA Local school wellness policy [outreach toolkit](#) and communication resource from [Alliance for a Healthier Generation](#). }

<sup>3</sup> {A Wellness Advisory Committee is not required. If the district chooses to have a committee, the district should amend the language here to establish the membership and responsibilities of the committee. [School Wellness Committee Toolkit](#) published by the Alliance for a Healthier Generation }

- e. ~~Mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists);~~
  - f. ~~School administrators (e.g., superintendent, assistant superintendent, principal, vice principal);~~
  - g. ~~Board members;~~
  - h. ~~Supplemental Nutrition Assistance Program (SNAP) education coordinators;~~
  - i. ~~Healthcare professionals and/or other health related professionals (e.g., dietitians, doctors, nurses, dentists); and~~
  - j. ~~Members of the general public.~~
2. ~~The committee, appointed by the superintendent or designee, will meet to organize and vote on a committee chair and a secretary prior to or at the beginning of the school year. The chair and secretary will serve for one year minimum and may be reappointed.~~
  3. ~~The wellness advisory committee will meet [four] times per year to review of the local wellness policy.~~
  4. ~~The committee will facilitate the development, review and update of the wellness policy, and evaluate each participating school’s compliance with the policy.~~

~~The district will create building level committees to establish school specific goals and activities that implement this policy. A school coordinator will be designated to support compliance with this policy.]~~

## NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based **strategies and** techniques and nutrition messages **and**; by creating food environments that **support** encourage healthy nutrition choices and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents, students and the community.

~~[Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students’ eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.]~~

To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:

1. <sup>{4}</sup>[Students and staff will receive **consistent culturally relevant** nutrition messages throughout the school environment;
2. Nutrition education is provided throughout the student’s school years as part of the district’s age-appropriate, comprehensive nutrition program [ ~~(which includes the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, and handling and storage related to food and~~

<sup>4</sup> {The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to “review and consider evidence-based strategies and techniques” (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

eating)], and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;

- ~~3.— Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;—\*took the words culturally relevant and added to item #1 on previous page.~~
4. Teachers will receive curriculum-specific training;
5. Parents and families are encouraged through school communications to send healthy snacks/meals and [reusable] water bottles with their student to school;
- ~~6.— Families and community organizations are involved, to the extent practicable, in nutrition education;~~
- ~~7.— Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes);~~
- ~~8.— Materials on how to assess one’s personal eating habits, set goals for improvement and achieve those goals.]~~

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

1. <sup>{5}</sup>[[Information about all available meal programs is distributed prior to or at the beginning of the school year ~~and at other times throughout the school year~~ **or when available**;
2. Encourage parents and caregivers to help shape children’s eating habits by role modeling healthy cooking and eating at home. Examples include: displaying healthy snacks around the home, involve children in decision-making about food purchasing and menus, and preparing meals as a family.
- ~~3.— Information about availability and location of a Summer Food Service Program (SFSP) is distributed;~~
- ~~4.— Nutrition promotion materials are sent home with students, published on the district website, and distributed at parent-teacher conferences;~~
- ~~5.— Families are invited to attend exhibitions of student nutrition projects or health fairs;~~
- ~~5. Physical activity is a planned part of all school community events.]~~

## School Meals

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<sup>5</sup> {The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to “review and consider evidence-based strategies and techniques” (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

~~[Schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), Summer Food Service Program (SFSP), Supper programs or others. The district also operates additional nutrition related programs and activities including Farm to School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts or Grab ‘n’ Go Breakfast.]~~

The district’s available meal program(s) will operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The ~~[principal(s) district]~~ will support nutrition and food services operation as addressed in Board policy EFAA – District Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

### **Staff Qualifications and Professional Development**

~~All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.~~

### **Water**

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

### **Competitive Foods and Beverages**

~~The district controls the sale of all competitive foods.~~ All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day ~~and extended school day~~ will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards<sup>6</sup>. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, ~~and snack or food carts~~ **and fund raising**.

### **Celebrations and Rewards/~~Incentives~~**

All foods **and beverages** offered on the school campus will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, **and** classroom snacks brought by parents, ~~rewards and incentives~~. ~~[Food will not be used as a reward or incentive.]~~ ~~[This information will be conveyed to staff and parents.]~~

### **Fund Raising**

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day. ~~[Such requests to conduct a fund raiser will be submitted to the [principal] for approval before starting.]~~

### **Food and Beverage Marketing in Schools**

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<sup>6</sup> Oregon Department of Education,

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards for **competitive foods** set by the USDA and the Oregon Smart Snacks Standards.

~~[The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment, and product purchase or replacement to reflect the applicable food and beverage marketing guidelines.]~~

~~“Food and beverage marketing” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.~~

## **PHYSICAL ACTIVITY AND PHYSICAL EDUCATION**

~~Physical activity should be included in the school’s daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.~~

~~Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason.~~

~~The Board realizes that a~~ **A** quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards **and program minute requirements** in order to meet the ODE’s physical education content standards **and state law**.

**Physical activity should be included in the school’s daily education program for grades K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.**

**In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:**

- 1. <sup>{7}</sup> [Physical education will be a course of study that focuses on students’ physical literacy and development of motor skills;**
- ~~2. Staff encourages and provides support for parental involvement in their children’s physical education;~~
- 3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;**
- 4. Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities annually;**

<sup>7</sup> {The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to “review and consider evidence-based strategies and techniques” (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

5. ~~{<sup>8</sup>} Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade 5 shall participate for a least 150 minutes during each school week, and students in grades 6 through 8 for at least 225 minutes per school week;~~
6. ~~Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;~~
7. ~~Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment or a reward;~~
8. ~~{<sup>9</sup>} At least 50 percent of the weekly physical education class time in grades K through 8 shall be devoted to actual physical activity;~~
9. ~~Physical activity is a planned part of all school community events;~~
10. ~~Materials promoting physical activity are sent home with students and published on the district website.]~~

~~{<sup>10</sup>} A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.]~~

### ~~{<sup>11</sup>} Employee Wellness {<sup>12</sup>}~~

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school’s overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district’s Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will ~~collaborate~~<sup>work</sup> with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

~~[The district’s Employee Wellness Program may include the following:~~

<sup>8</sup> {Districts are required to provide the specified number of physical education minutes, but are not required to include them as goals or in this policy. If the district operates K-5 elementary schools, select “5” in the first bracket and “6” in the second bracket. If the district operates K-6 elementary schools, select “6” in the first bracket and “7” in the second bracket.}

<sup>9</sup> {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

<sup>10</sup> {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

<sup>11</sup> {This language is optional and is not required by state or federal law.}

<sup>12</sup> {CDC resources for [school employee wellness](#) and [workplace health promotion](#)}

1. ~~Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;~~
2. ~~Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;~~
3. ~~Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;~~
4. ~~Education and resources to help employees make decisions about health care; and~~
5. ~~Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.~~

~~The district encourages participation from all employees. "Employees" are not limited to instructional staff (i.e., teachers and instructional assistants), but includes all administrators and support staff.~~

~~The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:~~

1. ~~School personnel who implement existing wellness programs in the district (i.e., employee wellness committee);~~
2. ~~District personnel who implement health programs for students (e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and~~
3. ~~Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendents, human resource administrators, fiscal services administrators and principals).]~~

### **Other Activities that Promote Student Wellness**

~~The district will integrate wellness activities throughout the entire school environment (districtwide), not just in the cafeterias, other food and beverage venues and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complimentary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.~~

**The district will provide the following activities and encourage the following practices which promote local wellness:**

1. **[Scoliois screening];**
2. **Safe Routes to Schools Program;**
3. ~~Physically active family and community engagement activities for families to learn about healthy eating or to practice being active together (e.g., skate night, fun run, dance night);~~
4. **Nonfood-related fund raisers;**

5. Physical activity energizers during transitions from one subject to another;
6. Intramural sports;
7. Monthly/Weekly school walks;
8. Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;
9. Use of alternates to food as rewards in the classroom;
10. Creation of connections between out of school time (OST) programs that involve staff members from OST programs, both school and community based, in school initiatives that address healthy eating, such as school wellness teams or wellness committees;
11. Integration of social, emotional and mental health supports into school programs (e.g., promote a positive school climate where respect is encouraged and students can seek help from trusted adults);
12. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;
13. Include wellness as a standing agenda item for school-based meetings (e.g., staff meetings, site council meetings, PTO).]

#### [DEFINITIONS

1. “Competitive food” means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.
2. “Food and beverage marketing”<sup>13</sup> is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.
3. “Oregon Smart Snacks Standards”<sup>14</sup> means the State’s minimum nutrition standards for competitive foods and beverages (ORS 336.423).
4. “School day” means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day[, i.e., at the conclusion of

<sup>13</sup> [This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.); corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.]

<sup>14</sup> Oregon Department of Education, [Oregon Smart Snacks Standards](#)

~~afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities].~~

5. ~~“School campus” means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.]~~

END OF POLICY

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**Legal Reference(s):**

[ORS 327.531](#)

[ORS 327.537](#)

[ORS 329.496](#)

[ORS 332.107](#)

[ORS 336.423](#)

[OAR 581-051-0100](#)

[OAR 581-051-0305](#)

[OAR 581-051-0306](#)

[OAR 581-051-0310](#)

[OAR 581-051-0400](#)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).

National School Lunch Program, 7 C.F.R. Part 210 (2022).

School Breakfast Program, 7 C.F.R. Part 220 (2022).

**Cross Reference(s):**

EFAA - District Nutrition and Food Services

EFC - Vending Machines and School Stores

Corrected 10/18/22

# Phoenix-Talent Schools District 4

Code: EFA-AR  
Adopted: 5/18/17  
Revised/Readopted: 4/21/22  
Orig. Code: EFA-AR

## Local Wellness Program

The district's comprehensive age-appropriate nutrition program will be implemented in district schools in accordance with the following requirements:

### Definitions

1. "Accompaniment foods" means food items served along with another food to enhance palatability such as butter, jelly, cream cheese, salad dressing, croutons and condiments.
2. "Combination foods" means products that contain two or more components, representing two or more of the recommended food groups: fruit; vegetable; dairy; protein; or grains.
3. "Competitive foods" means any food or drink sold in competition with the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) during the school day.
4. "Entree item" means an item that is either:
  - a. A combination food of meat or meat alternate and whole grain rich food; or
  - b. A combination food of vegetable or fruit and meat or meat alternate; or
  - c. A meat or meat alternate alone with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut or seed butters and meat snacks (such as dried beef jerky); or
  - d. Grains only when served in the SBP.
5. "Food service area" means any area on school premises where NSLP or SBP meals are both served and eaten, as well as any areas in which NSLP or SBP meals are either served or eaten.
6. "Meal period" means the period(s) during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.
7. "Nutrition education" means a planned sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.
8. "Oregon Smart Snacks Standards"<sup>1</sup> means the minimum nutrition standards for competitive foods and beverages.
  - a. Food items, including accompaniment foods, must:
    - (1) Be a grain product that contains 50 percent or more whole grains by weight or have as the first ingredient a whole grain (e.g., flour, flake or meal); or

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<sup>1</sup> Oregon Department of Education,

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- (2) Have as the first ingredient, one of the non-grain major food groups: fruits; vegetables; dairy or protein foods (e.g., meat, beans, poultry, seafood, eggs, nuts, seeds); or
- (3) Be a combination food that contains one-quarter cup of fruit and/or vegetable; or
- (4) Have one of the food items above as a second ingredient if water is the first ingredient; and
- (5) Meet all the competitive food nutrient standards:

(a) Calories:

(i) Snacks contain no more than:

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- 1) 150 calories as packaged or served for elementary level;
- 2) 180 calories as packaged or served for middle school level; and
- 3) 200 calories as packaged or served for high school level.

(ii) Entrees contain no more than 350 calories as packaged or served.

(b) Total fat: contains 35 percent or less of total calories from fat per item as packaged or served.

Exemptions to the total fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts, seeds, nut or seed butters, products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat and seafood with no added fat.

(c) Saturated fat: contains no more than 10 percent of total calories from saturated fat per item as packaged or served.

Exemptions to the saturated fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts and products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat.

(d) Transfat: contains 0 grams of trans fat per item as packaged or served.

(e) Sugar must be no more than 35 percent by weight.

(i) Exempt from the sugar standard are:

- 1) Dried whole fruits or vegetables;
- 2) Dried whole fruit or vegetable pieces;
- 3) Dehydrated fruits or vegetables with no added nutritive sweeteners; and
- 4) Dried fruits with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, blueberries, tart cherries).

(f) Sodium:

- (i) Snacks contain no more than 200 mg sodium per item as packaged or served.
- (ii) Entrees contain no more than 480 mg sodium per item as packaged or served.

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- (g) Caffeine free, except for naturally occurring trace amounts, for elementary and middle school level.
- (h) Exempt from all nutrients standards on any day are:
  - (i) Fresh, canned and frozen fruits or vegetables with no added ingredients except water.
  - (ii) Fruit packed in 100 percent juice, extra light or light syrup.
  - (iii) Canned vegetables that contain a small amount of sugar for processing purposes.

(i) Entrees in same or smaller portion served on the day or the day following in the National School Lunch or School Breakfast Programs are exempt from the nutrient standards for:

- (i) Calories;
- (ii) Total fat;
- (iii) Saturated fat;
- (iv) Transfat;
- (v) Sodium; and
- (vi) Sugar.

b. Beverages must be:

(1) For elementary level students:

- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Lowfat milk (unflavored), with portion size not to exceed 8 ounces and 150 calories;
- (c) Nonfat milk (including flavored), with portion size not to exceed 8 ounces and 150 calories;
- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 8 ounces and 150 calories;
- (e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 8 ounces and 120 calories;
- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 8 ounces and 120 calories;
- (g) Caffeine free, except for naturally occurring trace amounts.

(2) For middle school level students:

- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Lowfat milk (unflavored), portion size not to exceed 10 ounces and 190 calories;
- (c) Nonfat milk (including flavored), portion size not to exceed 10 ounces and 190 calories;
- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 10 ounces and 190 calories;
- (e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 10 ounces and 150 calories;

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- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 10 ounces and 150 calories;
- (g) Caffeine free, except for naturally occurring trace amounts.

(3) For high school level students:

- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Lowfat milk (unflavored), portion size not to exceed 12 ounces and 225 calories;
- (c) Nonfat milk (including flavored), portion size not to exceed 12 ounces and 225 calories;
- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 12 ounces and 225 calories;
- (e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 12 ounces and 180 calories;
- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 12 ounces and 180 calories;
- (g) Low or no calorie beverage is less than 5 calories per 8 ounce serving or less than or equal to 10 calories per 20 fluid ounces, portion size not to exceed 20 ounce serving;
- (h) Other beverages are not to exceed 40 calories per 8 fluid ounces (or 60 calories per 12 fluid ounces) with portion size not to exceed 12 ounces.

c. Use the nutrient standard for the lowest grade group when mixed grades have open access to competitive foods.

- 9. “School day” means a student education day beginning at midnight and ending at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.
- 10. “School campus” means all areas of property under the jurisdiction of the school that are accessible to students during the school day.
- 11. “Snack” means a food that is generally regarded as supplementing a meal and includes, but is not limited to, chips, crackers, onion rings, nachos, french fries, doughnuts, cookies, pastries, cinnamon rolls and candy.

### **Nutrition Promotion and Nutrition Education**

Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students’ eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.

Nutrition education at all levels of the district’s curriculum shall include the following essential components designed to help students learn:

- 1. Age-appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary

supplements, safe food preparation, handling and storage and cultural diversity related to food and eating;

2. Age-appropriate nutrition-related skills, including but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising; and
3. How to assess one's personal eating habits, set goals for improvement and achieve those goals.

### **Food and Beverage Marketing**

The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment and product purchase or replacement to reflect the applicable food and beverage marketing guidelines established by the district wellness policy.

“Food and beverage marketing” is defined as advertising and other promotions in schools. Food and beverage marketing often include oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

This term includes, but is not limited to, the following:

1. Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
2. Displays, such as on vending machine exteriors;
3. Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards;

Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance;

1. Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district;
2. Advertisements in school publications or school mailings;
3. Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

### **Physical Activity and Physical Education**

In order to insure students are afforded the opportunity to engage in physical activity and physical education in the school setting, the following guidelines apply:

1. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;

2. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
4. All physical education classes will be taught by licensed physical education teachers and/or appropriately licensed teachers as outlined by the Teacher Standards and Practices Commission (TSPC);
5. Daily recess period(s) will be provided that will not be used as a punishment or a reward.

### **Nutrition Guidelines and Food Services Operation**

In order to support a school's nutrition and food services operation as an essential partner in the educational mission of the district and its role in the district's comprehensive nutrition program, the principal is responsible for ensuring:

1. The school encourages all students to participate in the school's NSLP and SBP meal opportunities;
2. The school notifies families of need-based programs for free or reduced-price meals and encourages eligible families to apply;
3. The school's NSLP, SBP and Special Milk Program (SMP) maintains the confidentiality of students and families applying for or receiving free or reduced-priced meals or free milk in accordance with the National School Lunch Act;
4. The school's NSLP, SBP and SMP operates to meet dietary specifications in accordance with the Healthy, Hunger-Free Kids Act of 2010 and applicable state laws and regulations;
5. The school sells or serves varied and nutritious food choices consistent with the applicable nutrition standards set by the USDA and the Oregon Smart Snacks Standards. A school or district, that operates or contracts the food service component of their NSLP and SBP, shall form a nutrition advisory committee comprised of staff, students and parents. Cultural norms and preferences will be considered;
6. Food prices set by the district are communicated to students and parents. District pricing strategies will encourage students to purchase full meals and nutritious items;
7. Procedures are in place to provide families, on request, information about the ingredients and nutritional value of the foods served;
8. Modified meals are prepared for students with special dietary needs:
  - a. The district will provide substitute foods to students with a disability<sup>2</sup> that restricts their diet, when supported by a written statement from a state-licensed health care professional who is authorized to write medical prescriptions.

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<sup>2</sup> To comply with Section 504 as it relates to a student's severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

- b. Such substitutions will be provided only when a medical statement from the licensed health care professional is on file at the school. The medical statement must state the nature of the child's impairment so its effect on the student's diet is understood, and what must be done to accommodate the impairment.
9. Food service equipment and facilities meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation and workplace safety;
10. Students are provided adequate time and space to eat meals in a pleasant and safe environment. School dining areas will be reviewed to ensure:
- a. Tables and chairs are of the appropriate size for students;
  - b. Seating is not overcrowded;
  - c. Students have a relaxed environment;
  - d. Noise is not allowed to become excessive;
  - e. Rules for safe behavior are consistently enforced;
  - f. Tables and floors are cleaned between meal periods;
  - g. The physical structure of the eating area is in good repair; and
  - h. Appropriate supervision is provided.
11. The guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. § 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. § 1758(f)(1), § 1766(a)), as those regulations and guidance apply to schools.

### **Competitive Food Sales**

In keeping with federal regulations, the district controls the sale of all competitive foods. Accordingly, the district will select food items that meet the Oregon Smart Snacks Standards.

The sale of foods and beverages in competition with the district's NSLP and SBP meals shall be permitted when all income from the food sales accrues to the benefit of the district's nutrition and food services operation or a school or student organization as approved by the Board.

### **Other Foods Offered or Sold**

Foods and beverages sold or offered in classrooms or school-sponsored activities during the school day shall follow the Oregon Smart Snacks Standards.

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

## Employee Wellness

The district's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;
2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;
3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;
4. Education and resources to help employees make decisions about health care; and
5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees. "Employees" are not limited to instructional staff (i.e. teachers and instructional assistants), but includes all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the district (i.e., employee wellness committee);
2. District personnel who implement health programs for students (e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and
3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendents, human resource administrators, fiscal services administrators and principals).

## Other Activities that Promote Student Wellness

The district will provide the following activities and encourage the following practices which promote local wellness:

1. Safe Routes to Schools Program;
2. Physically active community engagement (e.g., skate night, fun run, dance night);
3. Nonfood-related fund raisers;

4. Physical activity brain breaks during transitions from one subject to another;
5. Intramural sports;
6. Monthly/Weekly school walks;
7. Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;
8. The use of alternates to food as rewards in the classroom;
9. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;
10. Include wellness as a standing agenda item for school-based meetings (e.g., staff meetings, site council meetings, PTO).

### **Staff Development**

Ongoing pre-service and professional development training opportunities for staff will be encouraged. Staff responsible for nutrition education will be encouraged to participate in professional development activities to effectively deliver the nutrition education program as planned. Nutrition and food service personnel will receive opportunities to participate in professional development activities that address strategies for promoting healthy eating behavior; food safety; maintaining safe, orderly and pleasant eating environments; and other topics directly relevant to the employee's job duties. The principal is responsible to ensure such training is made available, including but not limited to, the following:

1. Personnel management;
2. Financial management and record keeping;
3. Cost- and labor-efficient food purchasing and preparation;
4. Sanitation and safe food handling, preparation and storage;
5. Planning menus for students with special needs and students of diverse cultural backgrounds;
6. Customer service and student and family involvement;
7. Marketing healthy meals;
8. Principles of nutrition education, including selected curriculum content and innovative nutrition teaching strategies; and
9. Assessment by staff of their own eating practices and increased awareness of behavioral messages staff provide as role models.

## **Family and Community Involvement**

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the principal is responsible for ensuring:

1. Nutrition education materials and cafeteria menus are sent home with students;
2. Parents are encouraged to send healthy snacks/meals to school;
3. Parents and other family members are invited to periodically eat with their student in the cafeteria;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Nutrition education workshops and screening services are offered;
6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
7. Staff are encouraged to cooperate within their own schools and with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate;
8. Staff encourages and provides support for parental involvement in their children's physical education.

## **Program Evaluation**

In order to evaluate the effectiveness of the local wellness program in promoting healthy eating, increased physical activity among students, and to implement program changes as necessary to increase its effectiveness, the superintendent or designee is responsible for ensuring:

1. Board policy and this administrative regulation are implemented as written;
2. All building, grade-level nutrition education curricula and materials are assessed for accuracy, completeness, balance and consistency with state and local district educational goals and standards;
3. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program, and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
4. Teachers deliver nutrition education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
5. Teachers and school nutrition and food service personnel have undertaken joint project planning and action;
6. Teachers have received curriculum-specific training;
7. Families and community organizations are involved, to the extent practicable, in nutrition education; and

8. One or more persons within the district or at each school, as appropriate, will be charged with the operational responsibility of ensuring that the policy and administrative regulations are followed and will develop an evaluation plan to be used to assess the district's level of compliance with state and federal requirements.

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# Phoenix-Talent Schools District 4

Code: AC-AR  
Adopted: 5/07/20  
Revised/Readopted: 1/13/22  
Orig. Code(s): AC-AR

## Discrimination Complaint Procedure

Any person, including students, staff, visitors and third parties, may file a complaint.

Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

Step 1: Complaints may be oral or in writing and must be filed with the principal. Any staff member that receives an oral or written complaint shall report the complaint to the principal.

The principal shall investigate and determine the action to be taken, if any, and reply in writing, to the complainant within 10 school days of receipt of the complaint.

Step 2: If the complainant wishes to appeal the decision of the principal, the complainant may submit a written appeal to the superintendent or designee within five school days after receipt of the principal's response to the complaint.

The superintendent or designee shall review the principal's decision within five school days and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the principal's decision. The superintendent or designee will respond in writing to the complainant within 10 school days.

Step 3: If the complainant is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within five school days of receipt of the superintendent's or designee's response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within ~~30~~ 40 days of receipt of the appeal by the Board at this meeting.

If the principal is the subject of the complaint, the individual may start at Step 2 and should file a complaint with the superintendent or designee.

If the superintendent is the subject of the complaint, the complaint may start at Step 3 and should be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member, may start at Step 3 and should be submitted to the Board chair and may be referred to district counsel. Complaints against the Board chair may start at Step 3 and be referred directly to the district counsel Board vice chair.

The timelines established in each step of this procedure may be extended upon mutual consent of the district and the complainant in writing, but will not be longer than 30 days from the date of the submission of the complaint at any step. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the district and the complainant.

The complainant, if a person who resides in the district, or a parent or guardian of a student who attends school in the district, or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the ~~initial~~<sup>initialing</sup> filing of the complaint, may appeal<sup>1</sup> the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

### **Charter Schools of which the District Board is a Sponsor**

The district Board will review an appeal of a decision reached by the Board of Armadillo Technical Institute on a complaint alleging violation of Oregon Revised Statute (ORS) 659.850 or Oregon Administrative Rule (OAR) 581-021-0045 or 581-021-0046 (Discrimination). A complainant **may appeal and** will submit such appeal to the superintendent on behalf of the district Board within 30 days of receipt of the decision from the public charter school board. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.

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



# Phoenix-Talent Schools District 4

Code: IGBHD  
Adopted: 12/09/93  
Revised/Readopted: 8/11/22  
Orig. Code(s): IGBHD

## Program Exemptions

The district ~~The Board~~ may excuse students from a state-required program or learning activity for reasons of religion, disability<sup>1</sup> or other reasons deemed appropriate by the district. **Requests for excusal or accommodation must be in writing and must include the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt. Requests may be filed by the student's parent or guardian, or by a student who is 18 years of age or older or who is an emancipated minor. Requests must be submitted to the [teacher or principal].**

~~The district will determine if credit will be granted for any~~ **An alternative activity** ~~education program for credit may be provided.~~

END OF POLICY

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### Legal Reference(s):

[ORS 336.035\(2\)](#)  
[ORS 336.465](#)  
[ORS 336.615](#)  
[ORS 336.625](#)

[ORS 336.635](#)  
[OAR 581-002-0035](#)  
[OAR 581-021-0009](#)

[OAR 581-021-0071](#)  
[OAR 581-022-2050](#)  
[OAR 581-022-2110](#)  
[OAR 581-022-2505](#)

### Cross Reference(s):

IGAI - Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education  
JED - Student Absence and Excuses

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<sup>1</sup> If the district receives a request for a disability accommodation, the district should consider its obligations under the Individuals with Disabilities in Education Act and Section 504 of the Rehabilitation Act.

# Phoenix-Talent Schools District 4

Code: JGE  
Adopted: 2/06/20  
Revised/Readopted: 9/01/22  
Orig. Code(s): JGE

## Expulsion\*\*

A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may **only** be expelled for ~~any of~~ the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's **conduct**~~behavior~~ have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observations or upon a report from an employee, the student's conduct poses a **direct** threat to the health or safety of students or employees; or
3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. ~~By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearings officer.~~

*{Choose one of the following two options.}*

[The Board delegates the authority to decide on an expulsion to the superintendent.<sup>{1}</sup> The superintendent may designate another person to handle the potential expulsion, and the superintendent, a designee or another individual may act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer will not be associated with the initial actions of the building administrators. The hearings officer will conduct the hearing and make a

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<sup>{1}</sup> The Board can retain authority for all expulsions. If the Board chooses not to delegate this authority, any recommendations for expulsion from administration would come to the Board for resolution. The Board would have to meet and determine next steps for all expulsions.

final decision regarding the expulsion. A decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review.

If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At a future meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision.]

**OR**

~~[When a recommendation for expulsion is made, the Board will meet and review the recommendation. The Board will hold or arrange for the expulsion hearing unless it has been waived.~~

~~If the Board is conducting the expulsion hearing, the Board may designate a Board member or a third party to run the hearing. The superintendent will provide relevant information to the Board, including the superintendent's recommendation and duration on disciplinary action.<sup>2</sup> This information will be available in identical form to the Board, the student if age 18 or over and the students' parents at the same time. The Board will make the final decision regarding the expulsion.]~~

When a recommendation for an expulsion is made and a hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service<sup>3</sup> or by certified mail<sup>4</sup> at least five days prior to the scheduled hearing. Notice shall include:
  - a. The specific charge or charges and the specific facts that support the charge or charges;
  - ~~b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;~~
  - ~~e.b.~~ A recommendation for expulsion statement of intent to consider the charges as reason for expulsion;
  - ~~d.c.~~ The student's right to a hearing;
  - ~~e.d.~~ When and where the hearing will take place; and
  - ~~f.e.~~ The right to representation student may be represented by counsel or other persons.
2. ~~The Board may expel, or may delegate the authority to decide on an expulsion to the superintendent or superintendent's designee, who may also act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators;~~
  - ~~a. Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the student's parents request an open session;~~

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<sup>2</sup> ~~Evidence may include the relevant past history and student education records.~~

<sup>3</sup> The person serving the notice shall file a return of service. (OAR 581-021-0070)

<sup>4</sup> When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

- ~~3.2.~~ **If** in case the parent or student **does not understand** has difficulty understanding the English language or has other serious communication disabilities, the district will provide **an interpreter during the hearing. All communications will be in a manner that is understandable to the parents and student** translator;
- 4.3. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney, ~~and/or~~ parent **or other person**. The district's attorney may be present;
- 5.4. The student shall be afforded the right to present their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings, or other exhibits;
- 6.5. The student shall be permitted to be present and to hear the evidence presented by the district;
- 7.6. The hearings officer or the student may record the hearing;
- 8.7. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;
9. ~~If the Board is conducting the expulsion hearing, the Board may designate the Board chair or a third party as the hearings officer. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. The hearings officer will provide to the Board, findings as to the facts, the recommended decision and whether or not the student has committed the alleged conduct. This will include the hearings officer's recommended decision on disciplinary action, if any, including the duration of any expulsion. This material will be available in identical form to the Board, the student if age 18 or over, and the students' parents at the same time. Following the review by the Board of the hearings officer's recommendation, the Board will make the final decision regarding the expulsion;~~
10. ~~If the Board has delegated authority to the superintendent or designee to act as the hearings officer, the superintendent may designate themselves, or a third party, as the hearings officer. The hearings officer's decision is final. However, a decision of the hearings officer may be appealed by the parent, or the student if age 18, or over to the Board for review. If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board and will be available in identical form to the Board, the student, and the student's parents at the same time. At its next regular or special meeting the Board will review the hearings officer's decision and will affirm, modify or reverse the decision;~~
- 11.8. **A Board-conducted hearing or a** Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:
- The name of the minor student;
  - The issues involved, including a student's confidential records;
  - The discussion;
  - The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion **for reasons other than a weapons violation**, the district must **notify the student and parents of** propose alternative programs of instruction or instruction combined with counseling **and document this notification**. ~~to a student subject to expulsion for reasons other than a weapons policy violation. The district must document to the parent of the student that proposals of alternative education programs have been made.~~

END OF POLICY

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**Legal Reference(s):**

[ORS 192.660](#)  
[ORS 332.061](#)

[ORS 336.615 - 336.665](#)  
[ORS 339.115](#)  
[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050 - 021-0075](#)

**Cross Reference(s):**

JG - Student Discipline

# Phoenix-Talent Schools District 4

Code: KL-AR(1)  
Revised/Reviewed: 5/18/20; 9/15/22  
Orig. Code: KL-AR(1)

## Public Complaint Procedure

A parent or guardian of a student attending a school in the district, or a person who resides in the district, a staff member, or a student who wishes to express a concern should discuss the matter with the school employee involved.

### The Administrator: Step One

If the individual is unable to resolve a problem or concern with the employee, the individual may file a written, signed complaint with the supervisor within five working days of the employee's response. The supervisor shall evaluate the complaint and render a decision within five working days after receiving the complaint. (A form is available, but is not required.)

### The Superintendent: Step Two

If Step One does not resolve the complaint, within 10 working days of the written response from the supervisor, the complainant may file a written, signed complaint with the superintendent or designee clearly stating the nature of the complaint and a suggested remedy.

The superintendent or designee shall investigate the complaint, confer with the complainant and the parties involved, prepare a report of their findings and conclusion, and provide the report<sup>1</sup> in writing or in an electronic form to the complainant within 10 working days after receiving the written complaint.

### The Board: Step Three

If the complainant is dissatisfied with the superintendent's or designee's findings and conclusion, the complainant may appeal the decision to the Board within five working days of receiving the superintendent's decision. The Board will review the findings and conclusion of the superintendent in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's decision as the district's final decision. All parties involved, including the school administration, may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues.

If the Board chooses not to hear the complaint, the superintendent's decision in Step Two is final.

~~The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law.~~

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<sup>1</sup> If the Board chooses to accept the superintendent's decision as the district's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).

The complainant shall be informed in writing or in electronic form of the Board's decision within ~~30~~<sup>20</sup> days from the hearing receipt of the appeal by the Board. The Board's decision will address each allegation in the complaint and contain reasons for the district's decision. The Board's decision will be final.

The timelines may be extended upon written agreement between the district and the complainant.

The district's final decision for a complaint processed under this administrative regulation that alleges a violation of Oregon Administrative rule (OAR) Chapter 581, Division 22 (Division 22 Standards), ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), will be issued in writing or electronic form. The final decision will address each allegation in the complaint and contain reasons for the district's decision. If the complainant, who is a student, parent or guardian of a student attending school in the district or a person that resides in the district, and this complaint is not resolved through the complaint process, the complainant may appeal<sup>2</sup> the district's final decision to the Deputy Superintendent of Public Instruction under Oregon OARs 581-002-0001 – 581-002-0023.

Complaints against the principal should be filed with the superintendent. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved within 10 working days of receipt by the superintendent, the complainant may request to place the complaint on the Board agenda at the next regularly scheduled or special Board meeting. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall decide, ~~within 20 days,~~ in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within ~~10 days.~~ **30 days of receipt of the request to place the complaint on the Board agenda.** The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, ~~within 20 days,~~ in open session what action, if any, is warranted. The Board may use executive session if the subject matter qualifies under Oregon law. A final written decision regarding the complaint shall be issued by the Board within ~~30~~<sup>40</sup> days **of receipt of the complaint.** The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, ~~within 20 days,~~ in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within ~~30~~<sup>40</sup> days **of receipt of the complaint.** The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the Board chair may be referred directly to the Board vice chair on behalf of the Board. The Board vice chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, ~~within 20 days,~~ in open

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<sup>2</sup> An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within ~~30~~40 days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

### **Charter Schools of which the District Board is a Sponsor**

The appeal of a complaint from a public charter school to be reviewed by the district Board will be presented by the Board chair and reviewed by the Board at a Board meeting. The Board may use executive session if the subject matter qualifies under Oregon law. The Board will review the appeal and make a decision about appropriate action, which may include, but is not limited to, holding a hearing, requesting information, and recognizing the decision reached by the public charter school board. A decision will be reached, ~~within 20 days~~, in open session, unless allowed in executive session. A final written decision regarding the appeal shall be issued by the district Board within ~~30~~40 days of receipt of the complaint. The written decision of the district Board will address each allegation in the complaint and include reasons for the district Board's decision.

**PHOENIX-TALENT SCHOOL DISTRICT #4**

401 W. 4th Street | Phoenix, Oregon 97535

Phone: (541) 535-1511

**COMPLAINT FORM**

To:  Employee\*  Administrator/Supervisor\*  Superintendent  Board chair  Board vice chair

\* Form available but is not required.

Person Making Complaint \_\_\_\_\_

Phone Number \_\_\_\_\_ Email \_\_\_\_\_

Nature of Complaint \_\_\_\_\_

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

Who should we talk to and what evidence should we consider? \_\_\_\_\_

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

Suggested solution/resolution/outcome: \_\_\_\_\_

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

Signature of Complainant: \_\_\_\_\_ Date: \_\_\_\_\_

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**Office Use**

Disposition of Complaint: \_\_\_\_\_

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

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

cc: District Office



# PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting - 6:00 PM

Thursday, May 4, 2023

In-Person at Talent Elementary School

Join the Zoom Meeting:

<https://us02web.zoom.us/j/87535730534?pwd=ZUI0aTRtbUMrbzJNR21sUGs3WWJKZz09>

Meeting ID: 875 3573 0534 Passcode: 630802

## AGENDA

- A. Executive Session – 5:30 p.m.  
In accordance with the provisions of ORS 192.660 (2)
- 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 with ODP – 6:55 p.m.
- H. Consent Agenda - 7:10 p.m.
  - 1. Approval of Agenda
  - 2. Approval of Minutes from 4/20/23
  - 3. Personnel Report
- I. Action Items – 7:15 p.m.
  - 1. Contract for CM|GC for TES & TMS Seismic Upgrades Project
  - 2. Board Policy IGBHD – Program Exemptions
  - 3. Board Policy JGE – Expulsion
  - 4. Board Policy JFCJ – Weapons in Schools
- J. Recess - 7:20 - 7:30 p.m.
- K. Information and Discussion – 7:30
  - 1. Facilities/Bond Update
  - 2. Financial Update
  - 3. Legislative / OSBA Update
  - 4. Equity, Diversity & Inclusion
  - 5. Board Meeting Calendar for 23-24
  - 6. Declaration of Surplus Item
  - 7. Student Representative Discussion
  - 8. Board Policy GCBDF/GDBDF
- L. Review of the Next Meeting Agenda - 8:15 p.m.
- M. Adjournment - 8:20 p.m.