



# PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting - Morning Meeting

Thursday, October 16, 2025

In-Person at Phoenix High School

<https://us02web.zoom.us/j/87145991565?pwd=kKhby0QFYDxmeRnvzeuAkN40taHfaQ.1>

Password: 432345

**Agenda Español**

**Minutas Español**

## AGENDA

- A. **PUBLIC MEETING on State Division 22 Standards & Compliance - Call to order  
10:00 a.m.  
Regular Session Call to Order**
- B. **Program Report PHS Students**
- C. **Student Representative Report**
- D. **Accentuate the Positive**
- E. **Citizen Comments**
- F. **PTEA/OSEA Association Updates**
- G. **Superintendent Report**
- H. **Consent Agenda**
  - 1. Approval of Agenda
  - 2. Approval of Minutes from 9/18/25
  - 3. Personnel Report
- I. **Information and Discussion**
  - 1. **Legislative / OSBA Update**
  - 2. **OSBA Legislative Policy Committee Nomination**
  - 3. **Audit Committee Appointment**
  - 4. **Interdistrict Transfer Report**
  - 5. **Board Meeting Calendar Review**
- J. **Recess**
- K. **Action Items**
  - 1. **Waiver for Higher Ed & Career Path Skills Course Requirement**
  - 2. **Board Policy JFCEB - Personal Electronic Devices**
  - 3. **Board Policy JFCEB-AR - Request for Personal Electronic Devices Exception**
- L. **Review of the Next Meeting Agenda**
- M. **Adjournment**

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# Division 22 Standards Assurances for the 2024-25 School Year

October 16, 2025

Brent Barry

# Overview

# What are the Division 22 Standards?



- Standards for Public Elementary and Secondary Schools: all Oregon administrative rules (OARs) set out in Chapter 581, Division 22.

Example: 581 - 022 - 0102 Definitions  
Chp. Div. Rule Title

- The standards that the Oregon legislature or the State Board has determined must be met in order to be a standard school district.
- Compliance with these rules ensures a baseline level of service across the state.

# Division 22 Rule Categories

Division 22 standards include over 50 rules.

1. High-quality learning experiences
2. Aligned & focused educational systems
3. Engaged partners & communities
4. Safe & inclusive schools
5. Committed & supported staff

*Priorities for*  
**STUDENT  
SUCCESS**



# Snapshot: Division 22 Rules



# What are the requirements for each of the rules?

Consult the following resources for information:

## . Resource

[ODE's Rules at a Glance Summary](#)

[Secretary of State's Oregon Administrative Rules Database](#)

[ODE's Division 22 Standards Newsletter](#)

## . Description

Provides a high-level summary of each rule

Consult the text of the OAR for all of the specific details

Biannual publication that highlights new/revised rules, clarifies existing rules; provides insights on how the standards intersect with current issues and trends in K-12 education, as well as resources and promising practices

# What are the Division 22 Standards Assurances?

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## Combined Accountability Model

Districts report annually on compliance with each of the standards and include an explanation and corrective action plan for any rule with which the district is out of compliance.

### Local Accountability

Districts must:

- report to their local school board by Nov 1
- make a report available on the district website by Nov 1



### State Accountability

- Districts must submit assurances to ODE by Nov 15
- ODE reviews all submissions and follows up with districts that have self-reported as being out of compliance



# Division 22 Standards & Assurances of Compliance

## “The Why”

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- Signals our commitment to providing a high-quality educational experience and equitable opportunities for all students.
- Division 22 standards articulate the floor of the education to be provided to students, not the ceiling.
- Assurances process offers an opportunity for districts not in compliance to reflect on areas in need of attention and receive technical assistance.



# What happens if the district is out of compliance?



- ODE reviews the district's proposed corrective action plan and either approves or rejects it.
- If the plan is not approved as submitted, ODE contacts the district and provides technical assistance and support.
- Once the district has an approved plan in place, ODE specialists may continue to provide support, as needed.
- The corrective action must be complete by the beginning of the next school year.
- If a district fails to come back into compliance after an opportunity for corrective action, ODE may withhold a portion of the district's State School Fund monies.

# Report for the 2024-25 School Year

# Division 22 Waivers for 2024-25

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- [581-022-2115\(3\) Assessment of Essential Skills:](#)
  - **Essential Skills Graduation Requirements** are waived for students graduating through the end of the 2027-28 school year.
  - Note: Local Performance Assessment requirement in Section (2) remains in effect.
- [OAR 581-022-2120 Essential Skill Assessments for English Language Learners](#)
  - This related policy requirement has also been waived through the end of the 2027-28 SY.



# Rule Revisions in Effect for the 2024-25 SY



## **OAR 581-022-2030 District Curriculum**

Beginning in 2024-25, districts must have had:

- a planned K-12 instructional program for Social and Emotional Learning; and
- a planned 9-12 instructional program which includes the Personal Financial Education and Higher Education and Career Path Skills content standards.

# Rule Revisions in Effect for the 2024-25 SY



## **Modified Diploma, Extended Diploma, and Certificate of Attendance**

Districts must annually provide parents information about diploma availability and requirements, and disclosure about certificates of attendance. On-site access to all courses is required for a diploma at all high schools.

## **OAR 581-022-2045 Substance Use Prevention and Intervention Plan**

Requires a written comprehensive plan for substance use prevention and intervention. Includes K-12 substance use prevention education that meets the Health Education Standards; **requires a minimum of 1 ODE Opioid Prevention Education lesson in grades 6, 7, and 8 and once in High School (SB 238 – 2023).**

# Looking Ahead: Compliance for the 2025-26 SY

# New/Revised Rules & Requirements



## Educational Equity Advisory Committees

Requires that districts establish a committee composed of parents, employees, students and community members to be selected by the school board and superintendent. For school districts with an average daily membership (ADM) of less than 10,000, the school district is required to first convene an educational equity advisory committee by September 15, 2025.

# New/Revised Rules & Requirements



## Administration of State Assessments

- Added SEED Survey as required OSAS component
- Added mention of ELPA Screener as required OSAS component (not a new requirement, just making the rule more complete)
- Added clarification that districts must abide by ODE decisions regarding student test records

# New/Revised Rules & Requirements



## **Educational Leadership – Administrator Standards**

Administrator standards have been updated to the Professional Standards for Educational Leadership, which are currently used by TSPC for administrator licensure. These standards have more specific, detailed language and a greater focus on key issues such as equity, talent development, leadership capacity, and instructional leadership.

**Districts must align administrator evaluations to the updated standards by September 30, 2027.**

# Phoenix-Talent School District #4

## Report on Compliance with Public School Standards

### 2024-25 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of Phoenix-Talent School District's compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2024-25 school year. For each rule reported as out of compliance, Phoenix-Talent School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2026-27 school year.

**What are the requirements of the standards?** For a general overview of what each rule/standard requires, consult this high-level [Rules at a Glance summary](#). For specific, comprehensive requirements, use the links below for each individual rule.

### Category: High-Quality Learning Experiences for All Students

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2000 Diploma Requirements</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy IKF Graduation Requirements</a>	Not applicable
<a href="#">581-022-2010 Modified Diploma</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy IKF Graduation Requirements</a>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2015 Extended Diploma</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy IKF Graduation Requirements</a>	Not applicable
<a href="#">581-022-2020 Certificate of Attendance</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy IKF Graduation Requirements</a>	Not applicable
<a href="#">581-022-2050 Human Sexuality Education</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Comprehensive Sexual Health Education Plan</a>	Not applicable
<a href="#">581-022-2055 Career Education</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">K-12 Comprehensive School Counseling Program</a>	Not applicable
<a href="#">581-022-2263 Physical Education Requirements</a> *Elementary Grades	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2263 Physical Education Requirements</a> *Middle Grades	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2340 Media Programs</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2350 Independent Adoptions of Instructional Materials</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy IFD Course Approval</a>  <a href="#">Board Policy IIA Instructional Resources/ Instructional Materials</a>	Not applicable
<a href="#">581-022-2355 Instructional Materials Adoption</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy IFD Course Approval</a>  <a href="#">Board Policy IIA Instructional Resources/ Instructional Materials</a>	Not applicable
<a href="#">581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy IFD Course Approval</a>  <a href="#">Board Policy IIA Instructional Resources/ Instructional Materials</a>	Not applicable
<a href="#">581-022-2440 Teacher Training Related to Dyslexia</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Dyslexia Early Intervention</a>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<i>All Title I teachers are trained in Orton-Gillingham</i>	
<a href="#">581-022-2500 Programs and Services for TAG Students</a>	<b>In compliance</b>	<p>The district has met all of the requirements for this rule.</p> <p><a href="#">Board Policy IGBB Talented &amp; Gifted Program and/or Services</a></p> <p><a href="#">Board Policy IGBBA Identification-TAG Students</a></p> <p><a href="#">Teaching &amp; Learning / Talented and Gifted</a></p>	Not applicable
<a href="#">581-022-2505 Alternative Education Programs</a>	<b>In compliance</b>	<p>The district has met all of the requirements for this rule.</p> <p><a href="#">Board Policy IGBHA Alternative Education Programs</a></p> <p><a href="#">Board Policy IGBHB Establishment of an Alternative Education Program</a></p> <p><a href="#">Board Policy IGBHB-AR Establishment of an Alternative Education Program</a></p>	Not applicable

## Category: Aligned and Focused Educational Systems

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2025 Credit Options</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy IKH Credit for Proficiency</a>	Not applicable
<a href="#">581-022-2030 District Curriculum</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy IF Curriculum Development</a>  <a href="#">Board Policy IFE Curriculum Guides &amp; Course Outline</a>  <a href="#">Board-Approved District Curriculum</a>	Not applicable
<a href="#">581-022-2060 Comprehensive School Counseling</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">K-12 Comprehensive School Counseling Program</a>	Not applicable
<a href="#">581-022-2100 Administration of State Assessments</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy IL Assessment Program</a>	Not applicable
<a href="#">581-022-2110 Exception of Students with Disabilities from State Assessments</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy IL Assessment Program</a>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2115 Assessment of Essential Skills: Diploma Requirements</a>	<b>Waived through the end of 2027-28 school year</b>	Not applicable	Not applicable
<a href="#">581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy IL Assessment Program</a>	Not applicable
<a href="#">581-022-2120 Essential Skill Assessments for English Language Learners</a>	<b>Waived through the end of 2027-28 school year</b>	Not applicable	Not applicable
<a href="#">581-022-2250 District Improvement Plan</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">2023-2027 PTS Strategic Plan</a>	Not applicable
<a href="#">581-022-2260 Records and Reports</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy EH Data Management</a>	Not applicable
<a href="#">581-022-2265 Report on PE Data</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">PE Facilities Report for 24-25</a> <a href="#">PE Minutes Report for 24-25</a>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2300 Standardization</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Minutes from 10-17-24 Board Meeting - Public Mtg on Division 22 Standards</a>	Not applicable
<a href="#">581-022-2305 District Assurances of Compliance with Public School Standards</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Minutes from 10-17-24 Board Meeting - Public Mtg on Division 22 Standards</a>	Not applicable
<a href="#">581-022-2315 Special Education for Children with Disabilities</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy IGBAG Special Education-Procedural Safeguards</a>  <a href="#">Board Policy IGBAJ - Special Education FAPE</a>  <a href="#">Board Policy IGBAI Special Education - Private Schools</a>	Not applicable
<a href="#">581-022-2320 Required Instructional Time</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">24-25 Instructional Hours</a>  <a href="#">24-25 Academic Calendar</a>	Not applicable
<a href="#">581-022-2325 Identification of Academically Talented and Intellectually Gifted Students</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy IGGBA Identification - Talented &amp; Gifted Students</a>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<a href="#">Talented and Gifted Website Page with links</a>	
<a href="#">581-022-2335 Daily Class Size</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy IHB Class Size</a>  <a href="#">Class Size Guidelines</a>	Not applicable
<a href="#">581-022-2400 Personnel</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy GCA Licensed Requirements</a>	Not applicable
<a href="#">581-022-2445 Universal Screenings for Risk Factors of Dyslexia</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Dyslexia Early Intervention</a>  <a href="#">ODE List of Approved Universal Screening Tools for Risk Factors of Dyslexia</a>	Not applicable

### Category: Engaged Partners and Communities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2005 Veterans Diploma</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy IKF</a>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<a href="#">Graduation Requirements</a>	
<a href="#">581-022-2255 School and District Performance Report Criteria</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <b>** Need 24-25 At-A-Glance Profile Report when published</b>	Not applicable
<a href="#">581-022-2270 Individual Student Assessment, Recordkeeping and Reporting</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy IKA Grading &amp; Reporting System</a>  <a href="#">Board Policy IL Assessment Program</a>	Not applicable
<a href="#">581-022-2330 Rights of Parents of TAG Students</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy IGBBC Talented and Gifted - Programs and Services</a>	Not applicable
<a href="#">581-022-2370 Complaint Procedures</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy KL Public Complaints</a>  <a href="#">Board Policy KL-AR(1) Public Complaint Procedure</a>  <a href="#">PTS Complaints Process</a>	Not applicable

## Category: Safe & Inclusive Schools

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2045 Substance Use Prevention and Intervention Plan</a>	<b>In compliance</b>	<p>The district has met all of the requirements for this rule.</p> <p><a href="#">Board Policy IGAEB Drug, Alcohol and Tobacco Prevention, Health Education</a></p> <p><a href="#">Division 22 Comprehensive Substance Use Prevention and Intervention Plan: Implementation Tool</a></p> <p><a href="#">Important: What Our School Community Needs to Know About Naloxone and Opioid Safety</a></p>	<p>Not applicable</p>
<a href="#">581-022-2205 Policies on Reporting of Child Abuse</a>	<b>In compliance</b>	<p>The district has met all of the requirements for this rule.</p> <p><a href="#">Board Policy JHFE/GBNAB Reporting of Suspected Abuse of a Child</a></p> <p><a href="#">Child Abuse/Neglect Referral Form</a></p>	<p>Not applicable</p>
<a href="#">581-022-2210 Anabolic Steroids and Performance Enhancing Substances</a>	<b>In compliance</b>	<p>The district has met all of the requirements for this rule.</p> <p><a href="#">Board Policy IGAEC Anabolic Steroids and Performance-Enhancing Substances</a></p>	<p>Not applicable</p>
<a href="#">581-022-2215 Safety of School Sports – Concussions</a>	<b>In compliance</b>	<p>The district has met all of the requirements for this rule.</p>	<p>Not applicable</p>

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<a href="#">Board Policy IGDA Community Funded Extra-curricular Activities and Injury Management</a>  <a href="#">PTS Concussion Policy</a>	
<a href="#">581-022-2220 Health Services</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Health Services Implementation Tool</a>	Not applicable
<a href="#">581-022-2223 Healthy and Safe Schools Plan</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy EB Safety Program</a>  <a href="#">Safe Schools Plan</a>	Not applicable
<a href="#">581-022-2225 Emergency Plans and Safety Programs</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy EB Safety Program</a>  <a href="#">Board Policy EBC/EBCA Emergency Procedures and Disaster Plans</a>  <a href="#">Board Policy EBCB - Emergency Drills and Instruction</a>	Not applicable
<a href="#">581-022-2230 Asbestos Management Plans</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Healthy and Safe Schools Plan</a>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2267 Annual Report on Restraint and Seclusion</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">24-25 Annual Report on Restraint and Seclusion</a>	Not applicable
<a href="#">581-022-2308 Agreements Entered Into with Voluntary Organizations</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy IGDJ Interscholastic Activities</a>	Not applicable
<a href="#">581-022-2310 Equal Education Opportunities</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy JB Equal Educational Opportunity</a>  <a href="#">Board Policy JBB District Equity Policy</a>  <a href="#">Board Policy JBB-AR District Equity Policy</a>  <a href="#">Board Policy JFCF Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student*</a>	Not applicable
<a href="#">581-022-2312 Every Student Belongs</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Equity Diversity &amp; Inclusion</a>  <a href="#">Board Policy AC</a>	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<a href="#">Nondiscrimination</a>  <a href="#">Board Policy ACB</a> <a href="#">Every Student Belongs</a>	
<a href="#">581-022-2345 Auxiliary Services</a>	<b>In compliance</b>	<p>The district has met all of the requirements for this rule.</p> <a href="#">Board Policy EEA Student Transportation Services</a>  <a href="#">Board Policy EFAA District Nutrition and Food Services</a>	Not applicable
<a href="#">581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses</a>	<b>In compliance</b>	<p>The district has met all of the requirements for this rule.</p> <a href="#">Board Policy GCDA Criminal Records Check &amp; Fingerprinting</a>  <a href="#">Board Policy IICC Volunteers</a>	Not applicable
<a href="#">581-022-2510 Suicide Prevention Plan</a>	<b>In compliance</b>	<p>The district has met all of the requirements for this rule.</p> <a href="#">Suicide Prevention &amp; Intervention Plan</a>	Not applicable
<a href="#">581-022-2515 Menstrual Dignity for Students</a>	<b>In compliance</b>	<p>The district has met all of the requirements for this rule.</p> <u>Elementary (K-5)</u> The Great Body Shop, The Children's Health Market <u>Middle (6-8)</u> The Great Body Shop, The Children's Health Market	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		High School (9-12) Glencoe Health, McGraw-Hill	

### Category: Committed and Supportive Staff

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2405 Personnel Policies</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">2024-2025 Employee Handbook</a>	Not applicable
<a href="#">581-022-2410 Teacher and Administrator Evaluation and Support</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">Board Policy CBG Evaluation of Superintendent</a>  <a href="#">Board Policy GCN Evaluation of Staff</a>  <a href="#">PROFESSIONAL GROWTH AND EVALUATION HANDBOOK 2022-24</a>	Not applicable
<a href="#">581-022-2415 Core Teaching Standards</a>	<b>In compliance</b>	The district has met all of the requirements for this rule. <a href="#">PTS Professional Growth and Evaluation Handbook</a>	Not applicable
<a href="#">581-022-2420 Educational Leadership - Administrator Standards</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		<a href="#"><u>Administrator End of Year Performance Checklist</u></a> <a href="#"><u>Administrator End of Year Goals and Performance Summary</u></a>	



# STUDENT SPEECH RIGHTS

## What is speech?

Speech can be verbal, written (e.g. email, text message, social media post, social media reaction, and social media re-share), gestures (e.g. sign language, thumbs up, head nods, clapping, etc.), images (e.g., pictures, hats, flags, posters, t-shirts, zoom background images, etc.), or expressive conduct (e.g. walkouts, protests, kneeling, refusing to kneel, refusing to salute the flag, wearing an armband, or wearing a particular color when such action is intended to express a message).

## Is all speech protected?

No, not all speech is protected. There are several categories of speech that courts have found to be **not protected** such as true threats, defamation, incitement to imminent lawless action, and solicitation to commit crimes, among others.

## When can a public-school discipline a student for their speech?

A public school can discipline a student for their speech if the speech is not protected such as when a student makes a true threat or incites others to lawless action.

Even in situations where the speech itself is protected, the school can discipline if the speech inside or outside the school “materially disrupts classwork or involves substantial disorder or invasion of the rights of others...” *Tinker v. Des Moines*, 393 U.S. 503 (1969). Courts have held that schools do not need to wait for a disruption to occur, they may discipline for speech in situations where the school reasonably expects a substantial disruption to occur.

Schools are advised to consult with legal counsel in determining whether speech is protected, whether protected speech may cause or is causing a substantial disruption, or is invading the rights of others, and whether to discipline a student for their speech. This is an extremely fact specific inquiry with potential for significant liability.

In situations where school officials do not have time to consult with legal counsel, they should make decisions based on their best judgement regarding student and staff safety.

## Can schools discipline students for off-campus speech such as off-campus social media posts?

Yes, schools can discipline students for off-campus speech, but their ability to discipline for off campus speech is “diminished.” *Mahanoy Area School District v. B. L.*, 594 U.S. 180 (2021). Schools retain the ability to prevent and address harassment, threats, and bullying of students and staff. Schools are advised to consult with legal counsel when disciplining students for off-campus speech.



### **What do we do if students walk out of class, or school as a form of speech?**

Generally, schools should treat this as any other situation where students leave class without permission. This will likely include accurately recording the students' attendance and possibly an attendance-related consequence.

### **Can we discipline students for a speech related walk out?**

You can discipline for activity that causes a substantial disruption to the educational program. Walking out of class, or school may or may not create a substantial disruption depending on the situation. If the school would typically discipline for the conduct, then the school can discipline for the conduct even if the conduct is a form of speech. School officials must be careful not to discipline for the content of the speech or the purpose of the speech, rather discipline must be fairly and consistently imposed based on the conduct, i.e. walking out without permission.

### **Is an absence due to a student walkout considered excused?**

The term "excused absence" is used several times in statute, but it is never defined. The law allows an absence to be excused if "caused by the pupil's sickness, by the sickness of some member of the pupil's family or by an emergency" and grants schools discretion in excusing additional absences. ORS 339.065.

Schools should follow their attendance procedures and past practices in situations involving student walk outs. Some districts allow parents to excuse a child for any reason; others allow certain students to excuse themselves. In determining whether or not to allow the absence to be excused, schools should consider what they generally excuse, i.e. attending athletic activities, vacations, visiting colleges, attending the legislature, etc.? Where, if at all, does a speech related walk out fit into the reasons the school allows excused absences?

### **Can staff participate in a walk out?**

Staff are generally prohibited from participating in political activity during work time and district resources generally cannot be used to promote political activity. ORS 260.432. Staff participation in a walk out may be unlawful engagement in political activity depending on the circumstances (please see the Secretary of State's *Restrictions on Political Advocacy by Public Employees* manual for more information about prohibited political activity). Consequently, staff members should remain at their assigned location during a walkout and perform their assigned tasks. Staff members can participate in speech outside of work time such as outside of work hours, or if the staff member utilizes vacation leave so long as the staff speech does not significantly impact the school's operations. See also OSBA's Employee Speech Rights guidance document for more information.

All this being said, staff also have a responsibility to ensure student safety. If staff believe student safety is at risk during a student walk out, staff can and should do their best to ensure continuing student safety during school hours, this may require staff to call law enforcement, call parents, and potentially accompany students outside to ensure they do not unsafely enter roadways, or other unsafe locations.



### Can a school allow a protest on school property?

Yes, but the school should consider the following:

- **Viewpoint discrimination.** If the school allows a gathering or protest on one side of an issue, and a group with a differing perspective requests to have a gathering or protest, the school must allow all viewpoints the opportunity for a gathering or protest.
- **Supervision.** If the school is allowing an activity on district property, during school hours, it is going to be a school-sponsored activity, and the school must provide supervision and maintain control of the situation. Do you have adequate staff to supervise? If the activity is taking place outside of school hours, regular facility use procedures should be utilized.
- **Non-student participation.** Depending on where the gathering or protest is taking place, the school may have non-students joining. The school may want to limit who can attend.
- **Political speech.** School staff are generally prohibited from engaging in political speech while on the job and are generally prohibited from using district resources for political speech. ORS 260.432.

### Are we setting precedent by what we allow?

Yes. If you allow one group to use district property for a protest, you may have to allow other groups in the future to avoid viewpoint discrimination.

### What can we do to prepare for a student walkout or protest?

- **Review your current practices.** Do you have applicable policies or handbook provisions? What are the procedures and past practices around excusing absences? What has been done in the past if there was a walk out or protest? How do you treat students who leave class for non-political reasons? Your practices may vary by school within the district.
- **Develop a plan.** What are you going to do if students walk out? What if students congregate on school property? Is staff supervision needed? What will happen if non-students come to the school to participate?
- **Communicate expectations to students, staff and parents.** What will be the consequences for walking out? What expectations do you have of students who join a protest on school property? What would result in discipline? What needs to be done to excuse an absence? Can the student make up missed work? Will students be supervised?
- **Collaborate with law enforcement.** This is not to punish students, but to keep everyone involved safe. Any time there is a walkout or protest, there is the potential for a counter-protest and potential unsafe environments, including violence. Law enforcement can help ensure the safety of those involved.
- **Instruct.** Use this as an opportunity to talk to students about rights. Classes (including social sciences) may discuss the issues, review historical events and other relevant civics issues. The school could hold assemblies or community nights, invite community leaders and encourage students to understand and exercise their rights appropriately. Students can be instructed on the process for lawfully obtaining a permit to occupy a public space for a protest.



Applicable cases: *Tinker v. Des Moines*, 393 U.S. 503 (1969); *Bethel v. Fraser*, 106 S.Ct. 3159 (1986); *Morse v. Frederick*, 127 S.Ct. 2618 (2007); *Mahanoy Area School District v. B. L.*, 594 U.S. 180 (2021); *Karp v. Becken*, 477 F.2d 17 (9th Cir. 1973); *Dariano v. Morgan Hill Unified Sch. Dist.*, 767 F.3d 764 (9th Cir. 2014)

### **Which OSBA sample policies apply to student speech?**

- ACB - Every Student Belongs (*last revised 11/21*)
- IB - Freedom of Expression (*last revised 10/21*)
- IIBGA/AR - Electronic Communications Systems (*last revised 4/21*)
- JBA/GBN/AR - Sexual Harassment (*last revised 4/24*)
- JFCF - Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence—Student (*last revised 10/21*)
- JFC - Student Conduct (*last revised 10/21*)
- JFI - Student Demonstrations and Petitions (*last revised 4/17*)

Contact OSBA Director of Policy Services Spencer Lewis at [slewis@osba.org](mailto:slewis@osba.org) if you have questions about OSBA's sample policies.

### **THIS DOCUMENT PROVIDES GENERAL GUIDANCE AND IS NOT LEGAL ADVICE.**

If you have questions, please reach out to your general counsel or contact OSBA/PACE attorneys at [pacelegal@osba.org](mailto:pacelegal@osba.org).





# EMPLOYEE SPEECH RIGHTS

## What is speech?

Speech can be verbal, written (e.g. email, text message, social media post, social media reaction, and social media re-share), gestures (e.g. sign language, thumbs up, head nods, clapping, etc.), or images (e.g., pictures, hats, flags, posters, t-shirts, zoom background images, etc.).

## Is all speech protected?

No, not all speech is protected. There are several categories of speech that courts have found to be **not protected** such as true threats, defamation, incitement to imminent lawless action, and solicitation to commit crimes, among others.

## Can a public school discipline or terminate the employment of a staff member for their speech?

- **Speaking pursuant to official duties** – if the public-school employee speaks pursuant to their official duties (i.e., within the course and scope of performing their job duties), the employer is permitted to control the employee’s speech and can discipline or terminate an employee for speech within the course and scope of performing their job duties.
- **Speaking as a citizen on a matter of public concern** – if the public-school employee is not speaking pursuant to their official duties (e.g., during designated breaktime, on social media at home, etc.) and is speaking as a citizen, on a matter of public concern, then whether the employer can discipline or terminate the employee for their speech depends on whether the disruptiveness of the speech outweighs the employee’s speech rights. This requires a balancing analysis between the employee’s speech rights against the public school’s interest, as an employer, in promoting the efficiency of the public services it performs through its employees.
- **Speaking as a citizen on a matter that is not of public concern** - If the public-school employee is not speaking pursuant to their official duties and is speaking as a citizen, on a matter that is not of public concern, the public-school can discipline or terminate an employee for their speech.

Schools are advised to consult with legal counsel in determining whether speech is protected, whether speech is pursuant to official duties, whether speech is as a citizen on a matter of public concern, or not, and whether to discipline or terminate an employee for their speech. This is an extremely fact specific inquiry with potential for significant liability.



Applicable cases: *Pickering v. Board of Education*, 391 U.S. 563 (1968); *Connick v. Myers*, 461 U.S. 138 (1983); *Garcetti v. Ceballos*, 547 U.S. 410 (2006).

**Does OSBA have any sample policies that apply to employee speech?**

Yes. Please see GCAB Personal Electronic Devices and Social Media last updated in 2019. Contact OSBA Policy Director Spencer Lewis at [slewis@osba.org](mailto:slewis@osba.org) if you would like this sample.

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If you have questions, please reach out to your general counsel or contact OSBA/PACE attorneys at [pacelegal@osba.org](mailto:pacelegal@osba.org).





# SCHOOL BOARD MEMBER SPEECH RIGHTS

## What is speech?

Speech can be verbal, written (e.g. email, text message, social media post, social media reaction, and social media re-share), gestures (e.g. sign language, thumbs up, head nods, clapping, etc.), images (e.g., pictures, hats, flags, posters, t-shirts, zoom background images, etc.), or expressive conduct (e.g. walkouts, protests, kneeling, refusing to kneel, refusing to salute the flag, wearing an armband, or wearing a particular color when such action is intended to express a message).

## Is all speech protected?

No, not all speech is protected. There are several categories of speech that courts have found to be **not protected** such as true threats, defamation, incitement to imminent lawless action, and solicitation to commit crimes, among others.

Schools are advised to consult with legal counsel in determining whether speech is protected. This is an extremely fact-specific inquiry with potential for significant liability.

## What can school board members say publicly in response to controversial political/media-related matters?

School board members do not have authority to speak on behalf of the board or district unless the board votes in a public meeting to authorize that board member to speak on behalf of the board or district. Although school board members have the right to express their own personal opinions, school board members should exercise caution when publicly expressing personal beliefs about controversial issues. When board members speak in their individual capacity, they should make it clear that they are speaking as an individual and not on behalf of the school board or district. If a member's promotion of personal beliefs is reasonably interpreted as an official board communication, this may expose the district to legal liability or undermine public trust.

## How can a school board issue public statements on behalf of the board or school?

A school board may authorize their board chair or chief executive officer to make statements on their behalf in between public meetings. This authorization would require the vote of the school board at a public meeting. If authorization has not been previously granted, the school board would need to have a public meeting and craft a statement in a public meeting to make a statement on a particular matter. School boards should rely on their board chair and/or chief executive officer who can consult with legal and communication experts to determine when it is appropriate for a board to meet to discuss issuing a public statement regarding a particular matter.



### **What can school board members say publicly about district personnel matters?**

A school board member should not discuss personnel matters outside of a properly noticed public meeting, open or closed. Talking points school board members can use when community members are asking about personnel matters:

- The school board is responsible for supervising the school's chief executive officer and is not responsible for directly supervising other school staff.
- The school board takes the responsibility of supervising their chief executive officer very seriously.
- Individual school board members do not have the authority to speak on behalf of the board or district unless specifically authorized by the board to do so.
- The district keeps personnel matters confidential and trusts the processes in place to handle complaints.
- Refer people to the chief executive officer for additional handling.

### **How can a school board address board member speech that is not aligned with the district's educational mission?**

A school board can censure one of its members at a public board meeting. A censure is a public statement issued and voted on by the school board at a public meeting conveying a message that the school board does not support or endorse the views expressed by the school board member being censured. A censure typically involves board member action involving a potential or actual violation law, district policy or working agreement. A school board does not have the ability to remove one of its members from the school board. Removal from the school board can only be done by voluntary resignation or petition for recall.

### **How can a community address board member speech that is not aligned with the district's educational mission?**

Community members can submit a complaint about a board member through the district's complaint process. Community members should be aware that school personnel do not have control over school board members, and any complaints filed will be handled by the school board and not school administration. This is typically handled in an open public meeting. School board members are elected officials who can only be removed through voluntary resignation or recall. Recall is a specific process involving signatures, verification, and an election.

### **Can school board members interrupt attendee speakers at school board meetings?**

School boards should have a written procedure in place setting forth expectations regarding attendee speech at school board meetings. Often such procedures provide a time limit for comments or presentations. The school board chair can interrupt speakers who are past their allotted time but should do so in a consistent manner. School boards should not interrupt speakers just because they do not agree with the viewpoint being expressed.

Some school boards have prohibited comments about school staff at board meetings. In those schools, it is permissible to interrupt speakers who begin speaking about school staff and remind them that the meeting rules prohibit comments about staff.



There is risk associated with prohibiting comments about school staff, so a school board is advised to consult with legal counsel about whether to prohibit comments about school staff.

If a speaker is violating district anti-discrimination policies, the board chair will need to make a risk analysis regarding whether the speaker's speech is significantly invading the rights of others to the point where the board chair believes it is necessary to interrupt the speaker. Boards will oftentimes not have time to seek legal counsel before making decisions about whether to interrupt speakers, so boards should be cognizant of potential speech related liability, but also cognizant of their responsibility to run efficient meetings and keep other board meeting attendees, such as staff and students, safe from sustained harassment and discrimination.

### **Is there liability associated with board member use of social media?**

Board member speech on social media, even if it is in the board member's personal capacity, can generate liability for the school and the board member personally. The U.S. Supreme Court has held that board member action to block individuals from social media accounts or action to delete or hide comments can violate the first amendment in some instances. Social media best practices for board members:

- Clearly label social media pages as public or personal using either a label or a disclaimer
- Keep personal and public social media accounts separate
- Avoid posting anything invoking their official capacity as school board member on their personal social media accounts
- Use caution when deleting or hiding comments and blocking individuals from a public or "mixed-use" social media accounts based on viewpoint
- Consider disabling the ability for members of the public to comment on public and "mixed-use" social media pages

### **Which OSBA sample policies apply to school board member speech and speech at school board meetings?**

- BBAA - Individual Board Member's Authority and Responsibilities (*last updated 2021*)
- BBF - Board Member Standards of Conduct (*last updated 2024*)
- BDDH/AR - Public Comment at Board Meetings (*last updated 2021*)

Contact OSBA Director of Policy Services Spencer Lewis at [slewis@osba.org](mailto:slewis@osba.org) if you have questions about OSBA's sample policies.

Applicable cases: *Houston Community College System v. Wilson*, 595 U.S. 468 (2022); *Lindke v. Freed*, 601 U.S. 187 (2024); *Garnier v. O'Connor-Ratcliff*, 601 US 205 (2024); *Garnier v. O'Connor-Ratcliff*, 136 F.4th 1181 (9th Cir. 2025)

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## Project Youth+ Monthly Highlights

Month: October

School: Phoenix High School/Talent Middle School

Advisor(s): Christian Bazan-Madera

### Highlights:



### **Student Support:**

- I met with all 24 PY+ seniors to begin their OSAC personal profiles and start their Oregon Promise Grant applications. I also assisted seniors in starting their FAFSA, which opened in late September instead of the usual October 1st.
- I met with Sonia and Jordan to plan FAFSA Week, scheduled for the second week of October. PY+ will provide Pan Dulce for the final day of FAFSA Week.
- Sonia, Jordan, and I are organizing a trip to OIT in October, with PY+ providing snacks.
- I provided a new laptop to PY+ senior Rachel Pepin, who needed one for her homework.
- Assisted two juniors (Dalitza Mena & Lina Pillajo) and three seniors (Joselyn Nunez, Rachel Pepin, Rosita Langston) in beginning their IDA process.
- Chaperoned with Sonia and Jordan to take students to the Southern Oregon Trades Expo at Seven Feathers Casino on September 30th.
- Additionally, had seniors begin their letters of recommendation and activities chart, and start thinking about which schools they are interested in so we can begin the application process.

### **Goals For Next Month:**

- Meet with all high school and middle school students on caseload.
- Attend the OPU conference at SOU on October 14th.
- Continue helping Seniors with FAFSA, OP, and OSAC.
- Remind 6-11 grade students about the PY+ scholarship opening soon and how to prep for it.





# PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting - **10:00 AM**  
Thursday, October 16, 2025  
In-Person at Phoenix High School

ZOOM: <https://us02web.zoom.us/j/87145991565?pwd=kKhby0QFYDxmeRnvzeuAkN40taHfaQ.1>

Meeting ID: 871 4599 1565 Passcode: 432345

## AGENDA

- A. 1. **PUBLIC MEETING** on State Division 22 Standards & Compliance – Call to Order – 10:00 a.m.  
Public comment is allowed
- 2. Regular Meeting – Call to Order
- B. Program Report PHS Students
- C. Student Representative Report
- D. Accentuate the Positive
- E. Citizen Comments
- F. PTEA/OSEA Association Updates
- G. Superintendent Report
- H. Consent Agenda
  - 1. Approval of Agenda; 2. Approval of Minutes from 9/18/25; 3. Personnel Report
- I. Information and Discussion
  - 1. Legislative / OSBA Update
  - 2. OSBA Legislative Policy Committee Nomination
  - 3. Audit Committee Appointments
  - 4. Interdistrict Transfer Report
  - 5. Board Meeting Calendar Review
- J. Recess
- K. Action Items
  - 1. Waiver for Higher Ed & Career Path Skills Course Requirement
  - 2. Board Policy JFCEB - Personal Electronic Devices
  - 3. Board Policy JFCEB-AR - Request for Personal Electronic Devices Exception
- L. Review of the Next Meeting Agenda
- M. Adjournment

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



# PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting  
Thursday, September 18, 2025 6:00 PM Pacific

Phoenix Elementary School  
215 North Rose Street  
Phoenix, OR 97535

Michael Campbell:	Present	Diana Rasmussen:	Present
Nancy Castillo-McKinnis:	Present via Zoom	Dawn Watson:	Present
Polly Farrimond:	Absent	Rebecca Weathers:	Present
Rick Nagel:	Absent	Present: 5, Absent: 2	

A. **Regular Session Call to Order** – 6:00 p.m.

B. **Student Representative Report** – no report

C. **Accentuate the Positive**

**PES Principal Shawna Schleif shared the following:**

- A big shout-out to Lori Delgado and her mother, Barbara Neely, for helping us facilitate all the many donations of school supplies from Walmart we received. We feel proud that over the last several years we have been able to remove the burden of having families purchase school supplies.
- Ms. Schleif said that we are completing our beginning of the year diagnostic testing, and she gave a shout-out to the team led by Shawn Spillane and our amazing instructional assistants who have been working with the student assessments. In addition, thanks to all the teachers as well for helping us facilitate this and gather the data.
- Ms. Schleif said that our facilities at PES are used quite frequently for a lot of different after-school events. Ms. Schleif gave a shout-out to media specialist, Christy Dixon, for her graciousness and willingness to always help those who need help with accommodations.

**OHES Principal Kent Vallier shared the following:**

- Mr. Vallier said that our elementary PLC (professional learning community) teacher planning meetings are district wide. Mr. Vallier recognized Javier del Rio, Shawna Schleif and Heather Lowe for their participation in the Tuesday afternoon meetings and for sharing ideas and their wealth of knowledge. Additionally, Mr. Vallier recognized Jen Dotson, who is doing a great job leading the 3rd grade team.
- Mr. Vallier said that their special education models changed a bit at the elementary level, and he recognized his classified special education aides who are doing a tremendous job. Their jobs have changed and evolved quite a bit from last year. Their attitudes are very positive, and they're in classrooms helping kids.
- Mr. Vallier said that they have a brand-new gym floor that is all striped & looks good.
- Tomorrow we are having our first monthly pride assembly. Mr. Vallier said that they hired a new music teacher this year, Tyler Santi, and he has written a school song for

Orchard Hill. The fourth and fifth graders already know it and they will sing it tomorrow for the first time.

**TES Principal Heather Lowe shared the following via Dr. Tiffanie Lambert:**

- As we move to a full inclusion model, our students are showing us what is possible when you create an inclusive culture. They show up for each other in inspiring ways, making sure everyone is taken care of and part of classroom experiences, and being a role model for kids and adults.
- Next week we host our annual Fall Family BBQ from 5:00-7:00. Everyone is invited and Fire District 5 will be grilling and staff will serve up until 6:00. At 6:00 you are welcome to join a classroom meeting to see our family engagement work in action.
- Speaking of family night, I want to send a big shout-out to our teachers who are collecting important data for these meetings. They are building community, setting expectations, establishing routines, implementing curriculum, and administering assessments. And they do it all with gusto and full of heart.
- Dr. Lambert personally wanted to give a shout-out to our general education staff. Mr. Vallier had mentioned the special education staff in his report and Rosario Medina talked about the collaboration between our general education staff and our special education staff. They just do what's right for our students and help make them feel like they belong, and that they contribute to our school community.

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

- Mr. Santi said that they had a great turnout for their first Family Engagement activity last Friday. We created an Andy Warhol-inspired art project at Art in the Park at Blue Heron Park in Phoenix. Three-quarters of our elementary students and their families attended, and we even had some middle-schoolers and their families there. We are looking forward to our field trip to Pheasant Fields Farm for our annual trip to the pumpkin patch. Historically, it's one of our best-attended events. We have a great group of families this year, and we are excited to get to know them better.

**TMS Principal Casey Olmstead shared the following:**

- Mr. Olmstead gave a shout-out to Jen Bakker. We are offering Algebra 1 for our students this year, which has been such an important and great addition for our students. Jen has made this opportunity possible for our kids, and I'm grateful for the work she is already doing with them.
- Mr. Olmstead shared his appreciation for Charlene Patten at the district office. We have been working together to support several of our students this year, and she has just been so helpful. I have seen her time and again, willing to do whatever it takes to support our students and all with such positive energy.
- Mr. Olmstead gave a shout-out to Misty Hutsell and Curran Wilson for rolling out new strategies and ways to engage students and how we can better hold our students accountable. We are already seeing the positive impact of these efforts.
- Mr. Olmstead said that they had their Open House on Tuesday and had 156 students and their families come. Mr. Olmstead gave a shout-out to Sodexo for the food samplings of their new foods and menu.

- Mr. Olmstead shared the idea of hope at our last meeting, and the activity they did with staff. Mr. Olmstead had the families participate in that same activity and there were sweet things that parents were hoping for, for their kids.
- Mr. Olmstead shared information about the Community 101 Grant. It is an exciting program giving Oregon youth service and leadership opportunities by connecting them with charitable organizations within the community. With the support of Oregon Community Foundations Community 101 curriculum and program coordinator, students are led through a year-long process of creating a grant to address a need within our community. I'm so excited to share that TMS is receiving the Community 101 Grant. The grant is up to \$7500 that our students get to pass on to a non-profit in our area that supports a need they come up with to address. Our students will be meeting with the program coordinator next week to learn more about the work ahead.

**PHS Principal Kalin Cross shared the following:**

- Ms. Cross said that tomorrow is dress like a pirate day and it is also our first rally. The board is invited to attend, and the rally is from 12-12:30pm. We also have a home football game tomorrow night and our band will do their first half-time performance of the year.
- Homecoming is the week of October 13th and the 14th will be the kick-off day. The parade will be on Wednesday, October 15. Ms. Cross said that they are excited about possibly partnering with some of the groups in the community to do a pirate treasure hunt. After the parade we will have our He-Man and powder puff games. Friday the 17th will be our homecoming game and that will be followed by an after-game dance.
- Ms. Cross said they just had their very first core review. Ms. Cross gave a shout-out to Alyssum Barber, who helped gather some data and led staff through the process of reviewing the data.
- Ms. Cross gave a shout-out to Jessica Hamlin for her work with our instructional leadership team.
- We have our open house event on Wednesday, the 24th, from 6:00-7:30pm. We will start out in the commons and our culinary students are excited to serve some delicious food. We will be talking about the importance of attendance and families will have the opportunity for a face-to-face, meet and greet, with teachers.

**Kelly Soter, Community Care and Early Learning Director shared the following:**

- Ms. Soter gave a shout-out to Berenice Munoz, who is the lead teacher at PTS Rising Early Learning Center, and is doing a great job.
- Ms. Soter said that the early learning center will be joining the pirate parade this year.
- Ms. Soter shared that Phoenix-Talent Schools has been awarded one of only 51 school districts Opioid Recovery Grants nationwide, and we're the only district in Oregon to receive it.
- With this \$497,598 grant, we'll be launching *Pathways to Recovery: Integrated School-Based Supports for Students and Families Impacted by the Opioid Crisis*.
- This is a 3-year grant that focuses on substance-use abuse counseling on a short-term basis, expanded prevention screening, and care coordination with families.
- Ms. Soter gave a shout-out to our elementary schools for participating in the annual training for suicide prevention. It's never an easy topic to talk about.

**Amy Honts with Sodexo food service shared a newsletter with the board.**

**Vice Chair Rebecca Weathers** said that she loves the new school song, and she attended the open house at TMS. Casey Olmstead did such a great job with his motivational speaking, he had people crying, and it was the best open house Rebecca had attended.

**Director Diana Rasmussen** said that she had lunch at one of the elementary schools. It was very well organized with color codes and the food was excellent. Every table was a mixture of colors of faces and very well integrated, and it felt like one family.

**Rosario Medina, Vice President of the Phoenix Talent Education Association** shared the following:

- We are celebrating not bargaining this year. In reviewing the contract, we just agreed upon, we really feel what was added to the contract this year really supported our members.
- We were glad that we added language regarding class sizes, and we feel like we have things in place to help support our concerns and needs.
- We really want our soft start back! This year we did have a soft start for our pre-k students, and it was great to have more time to get to know the students and their needs.

**D. Citizen Comments – None**

**E. Superintendent Report**

- Supt. Barry said that we are in our third week of school with students. Supt. Barry has been visiting all the schools and it feels good. Yesterday, he had one of the best visits at the middle school, dropping by some classes and talking with staff.
- Supt. Barry shared a flyer with the board stating that we would be mailing it out to about 5,000 households in our communities before tax season. The flyer highlights all the bond projects that have been completed at the different schools.
- Supt. Barry and Yazmin Karabinas met with David Williams from Piper Sandler, who works on our bonds, and we received a lot of information and some different options.
- Supt. Barry said that he attended the funeral service for Craig Prewitt. It was well attended. A lot of staff, former staff, and former board members.

**F. Integrated Program Report - Public Comments Welcome**

- Aaron Santi spoke to the board about our integrated guidance report that we are required to submit annually to the state. There are basically three questions that the state asks: (1) What is going well? (2) What challenges have you had? (3) How do your longitudinal growth targets measure up to your expectations? In reference to the outcomes identified as A-G, those all come from our integrated plan. They have to do with ensuring that all students are learners, ensuring that all students have equitable opportunities, support in family engagement and empowerment, to name a few. We have been very pleased with our family engagement work over the past few years and our graduation rate has been great. Some of the things we see as a challenge are our attendance with our chronic non-attenders and our ninth grade on track which has bounced up and down.

- Chair Campbell said that the strategic plan and this report are intertwined and this all sounds familiar from what we heard a month ago.
- Chair Campbell asked if anyone from the public, either online or in the audience, would like to ask any questions or make comments and there were none.

## **G. Consent Agenda**

I move to approve the consent agenda as presented. This motion, made by Dawn Watson and seconded by Diana Rasmussen. Being there were no objections, the consent agenda was approved as presented.

- G.1. Approval of Revised Agenda
- G.2. Approval of Minutes from 9/4/25
- G.3. Personnel Report

## **H. Information and Discussion**

### **H.1. Legislative / OSBA Update**

- Director Watson shared some highlights from the OSBA board retreat this past weekend. On the last day, we did roundtable talks with the board of directors. It was good to have open conversations and to talk about different things. There was some talk about OREdNews and when there were articles that may have had misinformation. Should that happen in the future, be sure to let OSBA know. Joe Zavala got kudos for how well he promotes our district.
- Chair Campbell announced that Dawn had just been elected as President to the OSBA Board.
- Director Watson said that OSBA's new president-elect is Jose' Gamero-Georgeson; the Vice President is Nancy Thomas; the secretary-treasurer is Chrissy Reitz and Chris Cronin is the past president.
- Director Watson shared that every three years, OSBA is supposed to go through the governance of their board to ensure everything is working. There were some robust conversations about what is working at OSBA and what isn't.
- OSBA is having their next board meeting on the 9<sup>th</sup> of November which is the Sunday of our November conference, and you are welcome to attend.
- Today there were about eight OSBA's board of directors who had a call with Senator Merkley's staff. The senators are working on trying to increase the budget, but nothing is for sure. They did offer to help write letters of appeal should you not receive a grant that had been applied for or one that was terminated.
- October 20th is the roadshow for our region and the meeting is in Ashland. In the morning, PACE will be hosting a three-hour workshop on risk management, sex abuse prevention, and the latest legal hot topics.
- Next week, there will be a webinar on our first amendment rights for staff and school board members.
- Supt. Barry said that we did officially receive a denial of our appeal for our mental health grant that was discontinued. We will be strategizing on how we take the next steps and will reach out to Merkley, Benz and Wyden to help with that.

### **H.2. Financial Report**

- Supt. Barry said that Yazmin has been wrapping up our year-end and preparing for the beginning of the audit in a few weeks.
- Ms. Karabinas shared information regarding the financial statement, including the ending fund balance and how that was affected, including receipt of the last payment of ADM security funds.
- The last payment for the HB 4026, the ADM security grant, was issued before June 30th. ODE asked us to claim the money as soon as possible, so we claimed the grant funds on July 1st, which affects this year's revenue.
- Last year our interest income was as high or higher than the year before. Now that the rates are dropping a quarter of a percent, we can expect that interest rates will also go down. We did budget for less interest income this year.
- Supt. Barry said that our student investment account (SIA) dollars went down.

### **H.3. Enrollment Report**

Supt. Barry shared an enrollment report and said that overall, we are up 29 students. If we can keep that trend, we will be in good shape.

**H.4. PTEA/OSEA Association Updates** – previously given under accentuate the positive.

### **H.5. Waiver for Higher Ed & Career Path Skills Course Requirement**

- Dr. Lambert said that Senate Bill three added personal finance, and higher education and career path skills as graduation requirements, so a half credit each. They took it out of the elective's requirements, so, overall credits for graduation did not change. Next year's graduating class will need to have a full credit for these new classes. The state is allowing us to apply for a waiver, which would just waive that graduation credit for one year. Although we don't anticipate needing it as we are teaching personal finance already this year at the high school. But as we've talked about decreased funding, it could possibly impact staffing. We'd like to apply for the waiver just to give us an insurance policy in case we need that extra time. So, we don't anticipate needing it, but it does require Board approval to get that waiver as a just in case.
- Supt. Barry said that we do plan to offer personal finance at the end of this year and the start of next year.
- Director Watson asked if this is an unfunded mandate, and if so, does this addition take something away?
- Dr. Lambert said that it may have taken the ability for our students to take additional electives and CTE classes.

### **H.6. Board Policies on Personal Electronic Devices**

Chair Campbell gave a synopsis of the Executive Order regarding cell phones and policies to be adopted. School districts in Oregon are required to pass a policy that there be no cell phones or electronic devices from bell to bell, including meal periods. There are certain requirements that have to be spelled out in the policy and adopted by October 31, 2025.

Chair Campbell said that we have been gathering feedback, including a listening session during in-service week with staff. Chair Campbell shared what was discussed during the listening session and what were some of the concerns, including: where phones should be kept; equity concerns about fairness; how we address the need for students to have phones who might be caring for a younger sibling, or working after school or needing phones for

medical reasons. The overall takeaway from staff is that there should be consistency across classrooms and schools, additional supervision and clear communication with students and families. Lock pouches were the most frequently mentioned support, though people raised concerns about cost enforcement and potential power struggles. Chair Campbell suggested speaking to our attorney to see if we could grant a unilateral exception for students at the high school. One of his concerns is that we are an open campus, and we don't want students to go without their lunches because they want time on their phone, so they leave campus, which is also a security concern. Questions were raised about discipline and enforcing the policy.

Director Watson shared her concerns about the policy and Principal Cross spoke about parent and student concerns. Chair Campbell would like to have data on student needs for a phone and asked Ms. Cross to send a simple 2-3 question survey to students asking them if they take care of a younger sibling, work after-school, or have other family issues/dynamics that would require having a phone in their possession. Ms. Cross will send the survey out by next Wednesday and provide the results to the board at the next meeting, if not before. There was additional discussion about the policy AR waiver and what flexibility we might have in adding additional language. Supt. Barry will ask our attorney to weigh in regarding our concerns and how they fit into the executive order.

**I. Recess - 7:30 - 7:47**

**J. Action Items**

**J.1. Adopt Budget Calendar for the 2026-2027 Budget**

I move to adopt the 2026-2027 Budget Year Calendar as presented. This motion, made by Diana Rasmussen and seconded by Dawn Watson, Carried.

Polly Farrimond: Absent, Rick Nagel: Absent, Michael Campbell: Yea, Nancy Castillo-McKinnis: Yea, Diana Rasmussen: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea  
Yea: 5, Nay: 0, Absent: 2

**J.2. Legislative Policy Committee Nomination**

Chair Campbell asked if anyone wanted to run for the LPC position and there was no interest, therefore, there was no action to take.

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

**L. Adjournment** - The meeting adjourned at 7:55 pm.

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Michael Campbell, Chair

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Brent Barry, Superintendent

**SUMMARY OF TRANSFER SLOTS REPORT AS OF  
10-15-25**

<b>TRANSFERS OUT</b>					
<b>GRADE</b>	<b>NEW SLOTS</b>	<b>NEW FILLED</b>	<b>HARDSHIP</b>	<b>TOTAL 25-26 TR</b>	<b>Totals from 24-25</b>
K	N/A	N/A	11	11	
1	N/A	N/A	4	4	
2	N/A	N/A	1	1	
3	N/A	N/A	0	0	
4	N/A	N/A	1	1	
5	N/A	N/A	0	0	
6	N/A	N/A	3	3	
7	N/A	N/A	5	5	
8	N/A	N/A	1	1	
9	N/A	N/A	3	3	
10	N/A	N/A	0	0	
11	N/A	N/A	4	4	
12	N/A	N/A	8	8	
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>41</b>	<b>41</b>	<b>136</b>
<b>MID-YEAR/SUMMER MOVE CONTINUATION</b>				<b>4</b>	<b>1</b>
<b>TOTAL RESIDENT STUDENTS OUTGOING TRANSFERS:</b>				<b>45</b>	<b>137</b>

Diff of 92

<b>TRANSFERS-IN</b>						
<b>GRADE</b>	<b>NEW SLOTS</b>	<b>NEW FILLED</b>	<b>HARDSHIP</b>	<b>TOTAL 25-26 TR</b>	<b>UNFILLED SLOTS</b>	<b>Totals from 24-25</b>
K	40	17	0	17	23	
1	10	6	0	6	4	
2	5	3	0	3	2	
3	5	5	1	6	0	
4	5	2	0	2	3	
5	5	4	0	4	1	
6	10	5	0	5	5	
7	10	1	0	1	9	
8	6	3	0	3	3	
9	10	10	4	14	0	
10	5	5	3	8	0	
11	0	N/A	7	7	N/A	
12	0	N/A	5	5	N/A	
<b>TOTAL</b>				<b>81</b>	<b>50</b>	<b>74</b>
<b>MID-YEAR/SUMMER MOVE CONTINUATION</b>				<b>1</b>	<b>0</b>	<b>5</b>
<b>TOTAL NONRESIDENT STUDENTS INCOMING TRANSFERS:</b>				<b>82</b>	<b>50</b>	<b>79</b>

**PHOENIX-TALENT SCHOOLS**  
**2025-2026 - FINAL**  
**School Board Meeting Dates**

<i>Date</i>	<i>Meeting</i>	<i>Place</i>	<i>Time</i>
<b>JULY 2025</b>			
July 10	Regular Board Meeting	<b>Dist. Off.</b>	6:00 p.m.
July 24	Board Work Session	*TBD	5:00 p.m.
<b>AUGUST 2025</b>			
August 14	Regular Board Meeting	OHES	6:00 p.m.
<b>SEPTEMBER 2025</b>			
September 4	Regular Board Meeting	PES	6:00 p.m.
September 18	Regular Board Meeting	PES	6:00 p.m.
<b>OCTOBER 2025</b>			
October 2	Regular Board Meeting	PHS	6:00 p.m.
October 16	Regular Board Meeting	PHS	<b>10:00 a.m.</b>
<b>NOVEMBER 2025</b>			
November 13	Regular Board Meeting	TMS	6:00 p.m.
November 20	Board Work Session	<b>Dist. Off</b>	5:00 p.m.
<b>DECEMBER 2025</b>			
December 11	Regular Board Meeting	TES	6:00 p.m.
<b>JANUARY 2026</b>			
January 8	Regular Board Meeting	PES	6:00 p.m.
January 22	JAB Work Session	PHS	5:00 p.m.
<b>FEBRUARY 2026</b>			
February 5 4 (Wed)	Regular Board Meeting	OHES	6:00 p.m.
February 19 18 (Wed)	Regular Board Meeting	OHES	6:00 p.m.
<b>MARCH 2026</b>			
March 5 4 (Wed)	Regular Board Meeting	PHS	6:00 p.m.
March 19 18 (Wed)	Board Work Session	<b>Dist. Off</b>	5:00 p.m.
<b>APRIL 2026</b>			
April 2	Regular Board Meeting	TMS	6:00 p.m.
April 16	Regular Board Meeting	TMS	<b>10:00 a.m.</b>
<b>MAY 2026</b>			
May 7	Regular Board Meeting	TES	6:00 p.m.
May 21 20 (Wed)	Regular Board Meeting	TES	6:00 p.m.
<b>JUNE 2026</b>			
June 4	Regular Board Meeting	PES	6:00 p.m.
June 18	Regular Board Meeting	PES	6:00 p.m.

NOTE: Executive Session may precede Regular Board Meetings

\*TBD: To Be Determined

Adopted 4/17/25

# Phoenix-Talent Schools District 4

Code: JFCEB  
Adopted:

## Personal Electronic Devices \*/\*\* (Version 2)

{This policy is required by ORS 336.840 and EO 25-09. EO-25-09 requires policy to be adopted and in place by October 31, 2025, with full implementation by January 1, 2026.}

Student [possession or] use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. [Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver)<sup>1</sup>.]

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure.<sup>[2]</sup> This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medical condition;<sup>3</sup>
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);<sup>4</sup>
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within [10] school days.<sup>5</sup>

Personal electronic devices [must be placed in district-provided pouches or storage] [may be kept by students in lockers or backpacks, but personal electronic devices are not to be stored on the student’s person or in the student’s clothing] [may be stored on the student’s person, but may not be used] during regular instructional hours.

<sup>1</sup> If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours. {ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides that districts have discretion related to field trips. The district could include language regarding field trips here.}

<sup>2</sup> [ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides “This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.”]

<sup>3</sup> JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

<sup>4</sup> If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

<sup>5</sup> JFCEB-AR must be submitted to the building administrator.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include [detention, Saturday school, a change to storage requirements, etc. {<sup>6</sup> }]. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.<sup>7</sup> [Steps may include:

1. **First Instance of Noncompliance:** staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices;
2. **Second Instance of Noncompliance:** the device will be temporarily confiscated and held in the front office until the end of the school day. Parents or guardians will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student;
3. **Third Instance of Noncompliance:** the device will again be temporarily held, and parents or guardians will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance;
4. **Beyond Third Instance of Noncompliance:** In noncompliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning. {<sup>8</sup> }

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices<sup>9</sup> that support academic activities and independent communications<sup>10</sup>, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

<sup>6</sup> {Correction may include requiring a student to store their device in a classroom storage space instead of in the backpack. }

<sup>7</sup> For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

<sup>8</sup> {From guidance from the Oregon Department of Education. Consider whether these procedures apply at all grade levels and whether this much detail is desired in policy. }

<sup>9</sup> The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn’t necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

<sup>10</sup> “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR – Request for Personal Electronic Devices Exemption. Appeals can be filed [with the superintendent] [in accordance with KL-AR(1) – Public Complaint Procedure].

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

[This policy takes effect on January 1, 2026.]

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09

# Executive Order No. 25-09: Personal Electronic Device Policies for Oregon Public Schools



## Purpose of the Executive Order

Governor Tina Kotek issued Executive Order 25-09 to support **student mental health**, reduce classroom distractions, and promote **safe, focused learning environments** across Oregon. Research shows that **high social media and device use** is linked to:

- Increased **anxiety, depression, and self-esteem challenges** in youth
- Distraction from learning and reduced academic outcomes

This policy is intended to help students focus, build connection, and support **mental wellness**.

## Key Deadlines

- **Policy Adoption Deadline:** October 31, 2025
- **Policy Implementation Deadline:** January 1, 2026

## What the Policy Must Include

Each **school district** must adopt a **personal electronic device policy** that:

- **Prohibits student use** of personal electronic devices **during instructional hours** (start to end of school day) including passing periods and lunch
- **Defines how devices will be stored** during the school day
- **Provides exceptions** for:
  - **Medical needs** (with provider documentation)
  - **IEPs or 504 plans**
  - **District-approved exemptions** for specific student needs or educational goals
- **Outlines staff actions** for violations that:
  - **Do not remove students from learning** (e.g., no suspension or expulsion)

## Transparency Requirements

The policy must be **posted on the district website** and shared with:

- School personnel
- Students
- Parents/guardians
- On-site partners
- Oregon Department of Education

## What Counts as a Personal Electronic Device?

Devices that:

- Are **portable and electrically powered**
- Can make/receive **calls, texts**, or access the **internet**
- **Do not include** laptops or school-issued learning devices

## Need Support?

- Check out [ODE's Personal Electronic Device Policy Website](#) where you can find Frequently Asked Questions, Guidance and additional tools and resources to support implementation
- Email [Mobile.Devices@ode.oregon.gov](mailto:Mobile.Devices@ode.oregon.gov)

# FAQ: Implementation of Executive Order 25-09 – Personal Electronic Devices in K–12 Schools

Governor Kotek’s Executive Order 25-09 directs all K–12 public schools in Oregon to prohibit the use of personal electronic devices during the instructional day. School districts must adopt policies aligned with this order by **October 31, 2025**, with full implementation by **January 1, 2026** at the latest. Below are frequently asked questions to support districts and education partners in developing and implementing their policies.

*This document will be routinely updated as additional questions arise.*

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18. If a teacher considers a cell phone an instructional tool, is its use permitted under the Executive Order?	7
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23. Does Executive Order 25-09 prohibit any loss of instructional time when addressing personal electronic device (PED) violations, even for brief conversations or reteaching expectations? 8

## 1. What is the purpose of Executive Order 25-09?

The [Executive Order](#) aims to help foster student learning, well-being, and belonging by reducing distractions and promoting healthy, focused school environments. It requires school districts to adopt policies that restrict student use of personal electronic devices during the school day, with specific provisions to ensure equitable and supportive implementation.

## 2. What must be included in district policies regarding personal electronic devices?

At minimum, each district’s policy must:

- **Prohibit student use of personal electronic devices during the instructional day.**
- **Provide clarity on how devices will be stored during the school day.**
- **Allow for specific exemptions** (see question 4 for more information).
- **Provide direction to staff on appropriate responses to policy violations.**
- **Be publicly posted** and accessible to school staff, students, families, on-site partners, and the Oregon Department of Education.

## 3. What qualifies as a “personal electronic device”?

"Personal Electronic Device" means any portable, electrically powered device that is capable of:

- Making and receiving calls
- Making and receiving text messages
- Accessing the Internet independently from the school's network infrastructure

This includes devices such as cell phones, smartphones, smartwatches, and other portable, internet-enabled devices capable of texting, calling, or accessing the internet independently. Personal Electronic Devices do not include laptop computers or other technology explicitly required to support academic instruction or learning accommodations.

## 4. What exemptions, if any, are permitted under this policy?

The policy must allow for use in the following circumstances:

- **Medical necessity**, when use is part of a care or treatment plan ordered by a licensed medical provider.
- **Individualized education plans (IEPs) or Section 504 plans**, when use is required for access or accommodation.

- **Approved exemptions**, based on district-developed guidelines that allow administrators to consider a student’s individual needs or specific educational outcomes.

## 5. Are there times when the policy does not apply?

Yes. The policy **may exclude time** when students are:

- **Not on school grounds**, and
- **Not under the supervision of school personnel, except** for supervision provided by a **school bus driver**.

For example, general transportation to and from school may be exempt from the restriction. However, if students are participating in a field trip, school-sponsored event, or recreational activities within the scope of the policy, especially during the instructional day, device use should align with the policy, as additional staff are typically present for supervision.

This provision is not intended to apply to general transportation to and from school, such as morning or afternoon bus routes, or travel between campuses for standard transitions. During these times, students may use personal electronic devices, as buses used solely for transportation are often supervised only by the driver, who is unable to monitor device use while operating the vehicle.

## 6. How should districts handle the storage of personal devices during the day?

Each policy must clearly outline how and where student devices will be stored during the instructional day. Options may include secure lockers, backpacks, classroom storage or designated school-managed areas. Regular clear communication with families, caregivers and students will be essential to ensure understanding and compliance.

## 7. What actions can staff take when a student violates the policy?

Policies must include guidance for staff on how to respond to student violations. Importantly:

- Disciplinary actions must **not result in lost instructional time**.
- **Suspension or expulsion is not permitted as a consequence for violating the device policy** related solely to noncompliance with the personal electronic device ban.
- Disciplinary action **may still be appropriate if a student uses a personal electronic device to harass others, access inappropriate content, or engage in other prohibited behaviors** while at school.

Districts are encouraged to use educational and restorative approaches to support students in meeting expectations. Ongoing school culture and climate building around these new and / or updated policies will be important in gaining staff and student buy-in, which will be essential for implementation success.

## 8. How should policies be shared with the school community?

Once adopted, the policy must be:

- **Posted on the school district website,** and
- **Made available to:**
  - District and school personnel
  - Students
  - Parents and guardians
  - Partners present in school buildings during the day
  - The Oregon Department of Education

In addition to these requirements, it is strongly encouraged that districts engage the school community, including students, families, caregivers, educators, school-based partners, and Tribes, both during policy development and throughout implementation. Gathering input early will help identify potential concerns, increase transparency, and build trust and shared understanding of the policy’s purpose. It will also enable schools and districts to identify the supports needed for effective implementation. Ongoing engagement during implementation also allows for continuous improvement of the policy to ensure it is equitable, supportive, and aligned with community needs. Districts may consider holding listening sessions, conducting surveys, or creating advisory groups to inform their approach as a part of their ongoing engagement efforts as required through the Student Investment Account and other state requirements.

## 9. Will ODE provide resources to support implementation?

Yes. The Oregon Department of Education has developed guidance and tools to support districts, including:

- **UPDATED:** [Fostering Student Learning, Well-Being, and Belonging: Guidance for Personal Electronic Device Policies](#)
- [Policy Highlights Slide Deck \(PDF\)](#)

Additional office hours and resources, including examples of storage procedures, enforcement strategies, and communication templates, will be shared throughout the implementation period.

## 10. Is there an opportunity to ask questions or receive additional support?

Yes. ODE will be holding virtual office hours to answer questions and support policy development:

### Office Hours

- Friday, Aug 8th / 8 am - 9 am ([link](#))
- Monday, Aug 18th / 3 pm - 4 pm\* ([link](#))
- Friday, Sept 5th / 8 am - 9 am\* ([link](#))

\*These sessions will feature voices from the field who will share valuable insights into local policy development and on-the-ground implementation efforts.

Any questions or concerns can be directed to ODE staff supporting this effort by emailing [ODE.mobiledevices@ode.oregon.gov](mailto:ODE.mobiledevices@ode.oregon.gov)

## **11. Does Executive Order 25-09 apply to charter schools?**

Yes. Executive Order 25-09 applies to all public schools in Oregon, including charter schools. Charter schools are expected to implement policies that align with the requirements of the executive order regarding student use of personal electronic devices during instructional time.

## **12. Can you clarify what a written exemption might look like, whether ODE provides a template for school districts, and if exemptions are limited to medical reasons under the Executive Order? Additionally, are schools required to allow exemptions if they can provide IEP/504 accommodations, and how can we address concerns about the potential overuse of individual exemptions?**

At this time, the Oregon Department of Education (ODE) is working in collaboration with the Governor's Office and key education partners to develop comprehensive guidance and sample policy templates to support school districts in implementing exemptions appropriately. We anticipate having these materials ready prior to the start of the 2025–26 school year.

Under the Executive Order, all districts must provide baseline exemptions, which include those based on medical needs, IEPs, and 504 plans. While the EO does not require districts to go beyond these categories, there is some flexibility within local policy to consider narrowly defined groups such as multilingual learners or students with specific counselor-identified needs, for exemptions that may not meet the formal criteria for IEP or 504 plans. This could include work-study participation, translation access needs, or other supports that don't rise to the level of a formal disability classification.

That said, it is important that districts think strategically about how individual exemptions are granted, to ensure they are used appropriately and not over-applied. A clear, equitable process, developed in collaboration with staff, students, and families, will be essential to maintaining the integrity of the policy and ensuring that all students' needs are considered thoughtfully.

We will be providing examples and templates as part of the forthcoming guidance, which will help districts navigate these decisions within the bounds of the EO and existing legal requirements. In the meantime, we encourage districts to consult with their district legal counsel if there are questions about what qualifies as a required exemption.

## **13. Are travel during the school day to and from athletic or extracurricular events subject to the ban?**

The Executive Order allows districts some discretion in this area. Specifically, district policies may permit students to use personal electronic devices (PEDs) during travel that occurs within the school day, such as transportation to and from athletic or extracurricular events, provided that there is not a secondary staff member present (in addition to the bus driver) to supervise device use.

Districts also have the authority to restrict PED use during these times, based on their local policies and the needs of their school communities. As with other elements of implementation, it's important for districts to consider these decisions carefully and engage staff, students, and families in the development of local policy.

#### **14. Would a tiered approach to personal device storage, ranging from less restrictive to more restrictive options, be allowable under the Executive Order?**

Yes, a tiered approach to personal device storage is allowable under the Executive Order, as long as it is clearly outlined in district policy. The specific method of storage is up to the district, provided it meets the requirements outlined in the EO.

Districts have the flexibility to implement a range of storage options, from less restrictive to more restrictive, depending on student needs and context. Examples may include storage pouches, collection in the office, or other locally determined methods. Whatever approach is chosen, it must be included in the district's written policy.

#### **15. Is the Executive Order applicable to staff use of cell phones during the school day, and how should districts approach this issue?**

The Executive Order applies only to students and does not regulate staff use of cell phones. However, we recognize that staff cell phone use will likely be a topic of concern. It is important for school and district staff to model positive device use as a way to set a good example for students.

#### **16. Can you clarify the meaning of "bell to bell" in the Executive Order? Do districts have flexibility regarding passing times and lunch periods in their local policies?**

"Bell to bell" essentially means from the start of the school day to the end of the school day, and according to the Executive Order, this includes passing times and lunch periods. The policy also applies during zero periods since they occur during the school day. For open periods, if a student remains on school grounds, the policy would apply during that time as well. However, during early release periods when the student is no longer on campus, the policy does not apply.

#### **18. If a teacher considers a cell phone an instructional tool, is its use permitted under the Executive Order?**

The Executive Order does not allow cell phones to be used as instructional tools. While we understand that teachers may find cell phones convenient, the policy is designed to support focused learning environments by limiting cell phone use. That said, other devices such as laptops or Chromebooks are encouraged and permitted for instructional purposes, as they better support educational activities within the guidelines. Schools can explore ways to integrate these approved devices effectively to meet instructional goals.

## **19. If students need to use their cell phones for two-factor identification, would that be allowed under the policy?**

Given the Executive Order (EO) restricts general cell phone and other PED use during the school day, districts should work to explore the best, most equitable solutions they have.

For a small number of students who require two-factor authentication for dual-credit or other higher level courses they are enrolled in through institutions of higher education (IHEs), school districts could consider this an exemption (under the 3Diii EO exemption detail) to be included in their policies to help “accommodate the individual circumstances of a student or to further specific educational outcomes for a student.” It is often the case that the IHE courses work with specific mobile device applications to generate the two-factor authentication codes necessary to login to these online course portals. These applications often work with no internet connection.

Lastly, another option districts can look at are low-cost USB 2-step authentication security keys (more info on what they are and how they work can be found here: <https://blog.1password.com/hardware-security-keys-explained/>). These keys work without a network / internet connection, offer great security and can be bought for under \$20 each, sometimes buying them in bulk quantities can decrease the cost even more. These hardware keys are an equitable solution as well, as they solve the 2-step authentication challenge for students who may also not own a cell phone that would allow for the 2-step authentication application they would need.

## **20. What if teachers use Square or other notification applications to inform students of information?**

While communication tools like ParentSquare and other notification applications are valuable for keeping students and families informed, to remain consistent with the Executive Order, messages intended for students should ideally be sent outside of the school day. This helps ensure that device use during instructional time is minimized and aligns with the goals of the policy. Districts may also consider alternative communication strategies that do not require student device use during the school day, such as announcements, printed materials, or messages sent directly to parents and guardians. This approach supports clear communication while maintaining the focus on student engagement and learning during school hours.

## **21. Does the Executive Order’s restrictions on cell phone use apply during lunch periods, particularly in high schools?**

Yes, the Executive Order applies throughout the entire school day, which includes lunch periods. It is important for districts to consider their school community’s needs and to clearly communicate any specific guidelines regarding device use during lunch to maintain consistency and support positive school culture.

## **22. How should schools navigate situations where a medical provider’s order permits a student to use a personal electronic device in ways that might seem to conflict with the intent of the cell phone restriction policy? Additionally, what qualifies as a valid medical provider for such exemptions?**

The Executive Order 25-09 Section 3.d.i is designed to support students with medical needs that necessitate the use of a personal electronic device (PED) during the school day. Examples include devices used to monitor insulin levels or manage other diagnosed health conditions as directed by a **licensed medical provider**. This exemption is intended specifically for medically necessary uses and is not meant to override school policies for general wellness, convenience, or concerns that are not medically diagnosed.

Concerns have been raised that medical notes might circumvent the 504 or IEP process and could be misused. Schools should carefully review medical documentation to ensure it comes from an appropriate licensed medical provider, such as a physician or nurse practitioner. The qualifications of medical providers should be clarified in district policy or through consultation with legal counsel. Ultimately, the exemption supports medical needs while maintaining the integrity of the school’s broader cell phone policy.

## **23. Does Executive Order 25-09 prohibit any loss of instructional time when addressing personal electronic device (PED) violations, even for brief conversations or reteaching expectations?**

The intent of EO 25-09 is to prevent loss of instructional time due to disciplinary actions such as suspension or expulsion related to PED violations. However, brief conversations or reteaching of expectations around device use are permitted even if that means a student may need to be pulled from class for a short amount of time. The goal is to avoid punishments like in-school or out-of-school suspensions for PED issues and instead encourage restorative strategies. Districts should ensure that responses to non-compliance align with their existing discipline policies while supporting this approach.

# Phoenix-Talent Schools District 4

Code: JFCEB-AR  
Revised/Reviewed:

## Request for Personal Electronic Devices Exception (Version 2)

A parent or guardian may request an exception to the personal electronic device prohibition by submitting the following form to the **[principal]**:

Name of student: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_

If the reason for the request is included in the student's individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, this form is not required.

This request is:

- In compliance with the student's medical provider's order for the care and treatment of a medical condition (attach a copy of the order);
- Accommodate the individual circumstances of the student;
- Further specific educational outcomes for the student.

Exemption requested (describe the requested possession or use of a personal electronic device to be allowed and reason for the requested exemption):

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

Duration for requested exemption: \_\_\_\_\_<sup>1</sup>

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or guardian name: \_\_\_\_\_

Parent or guardian phone: \_\_\_\_\_ Email: \_\_\_\_\_

### For Completion by School Administration

Request:  Granted      Expiration of exemption: \_\_\_\_\_

<sup>1</sup> The maximum duration of an exemption is **[one year]** **[the end of the current school year]** **[the end of the student's enrollment at this school]**.

Denied Reason for denial: \_\_\_\_\_

More information needed. Please submit by [date] for reconsideration.  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

School administration will consult with a school nurse when appropriate. School administration decisions will be issued and communicated to the parent or guardian within [10] school days of receipt and can be appealed to the [superintendent] within 10 days of issuance. The [superintendent's] decision will be final. Denied requests may be resubmitted if circumstances change or after 12 months, whichever is earlier.

Guidelines for exemption consideration:

1. [Exemptions should only be approved for legitimate needs of students and their families, not mere convenience;
2. Exemptions should be consistently granted in a non-discriminatory manner;
3. Exemptions should be limited to address the specific need, with limitations communicated to the student regarding other possession and use;
4. Exemptions should only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;
5. Exemptions should be communicated to necessary staff in a way that protects student privacy;
6. Exemptions should minimize disruption to other students, staff and the educational environment.]



# PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting – 6:00 PM  
Thursday, November 13, 2025  
In-Person at Phoenix High School

ZOOM: <https://us02web.zoom.us/j/86448713172?pwd=2kOW0kzOHhThHqx2A5A1lrgziDH2Zb.1>

Meeting ID: **864 4871 3172** Passcode: **057372**

## AGENDA

- A. Executive Session - 5:00 p.m. — **This session is closed to the public under ORS 192.660 (2)(i)**
- B. Regular Meeting – Call to Order
- C. Student Representative Report
- D. Accentuate the Positive
- E. Citizen Comments
- F. PTEA/OSEA Association Updates
- G. Superintendent Report
- H. Program Report: Lincoln County Farm 2 School
- I. Consent Agenda
  - 1. Approval of Agenda
  - 2. Approval of Minutes from 10/16/25
  - 3. Personnel Report
- J. Information and Discussion
  - 1. Legislative / OSBA Update
  - 2. Committee Reports
  - 3. Board Policy IF – District Curriculum
  - 4. Board Policy IGBAB/JO-AR – Education Records/Records of Students with Disabilities
  - 5. Board Policy JO/IGBAB-AR – Education Records/Records of Students with Disabilities
  - 6. Board Policy IIA – Instructional Materials
  - 7. Board Policy IIA-AR(1) – Instructional Materials
  - 8. Board Policy IIA-AR(2) – Reconsideration of Core Instructional Materials
  - 9. Board Policy IIA-AR(3) – Reconsideration of Library Materials in a School or Classroom Library
  - 10. Board Policy IIA-AR(4) – Request for Reconsideration of Instructional or Library Materials Form
  - 11. Board Policy IIA-AR(5) – Independent Adoption of Core Instructional Materials
  - 12. Board Policy IKF – Graduation Requirements
- K. Recess
- L. Action Items
  - 1. Interview/Appoint Budget Committee Candidates
  - 2. Board Meeting Calendar Revisions
- M. Review of the Next Meeting Agenda
- N. Adjournment

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