



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting - 6:00 PM

Thursday, November 13, 2025

In-Person at Talent Middle School

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

Password: 057372

Agenda Español

Minutas Español

AGENDA

- A. **Executive Session - 5:00 p.m. — This session is closed to the public under ORS 192.660 (2)(d)(e)(i)**
- B. **Regular Session 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 Revised Agenda
 2. Approval of Minutes from 10/16/25
 3. Personnel Report
- J. **Information and Discussion**
 1. **Legislative / OSBA Update**
 2. **Financial Update**
 3. **Committee Reports**
 4. **Board Policy IF – District Curriculum**
 5. **Board Policy IGBAB/JO-AR – Education Records/Records of Students with Disabilities**
 6. **Board Policy JO/IGBAB-AR – Education Records/Records of Students with Disabilities**
 7. **Board Policy IIA – Instructional Materials**
 8. **Board Policy IIA-AR(1) – Instructional Materials**
 9. **Board Policy IIA-AR(2) – Reconsideration of Core Instructional Materials**
 10. **Board Policy IIA-AR(3) – Reconsideration of Library Materials in a School or Classroom Library**
 11. **Board Policy IIA-AR(4) – Request for Reconsideration of Instructional or Library Materials Form**
 12. **Board Policy IIA-AR(5) – Independent Adoption of Core Instructional Materials**

- 13. **Board Policy IKF – Graduation Requirements**
- K. **Recess**
- L. **Action Items**
 - 1. **Interview/Appoint Budget Committee Candidates**
 - 2. **Board Meeting Calendar Revisions**
 - 3. **LPC Nomination**
 - 4. **OSBA Board of Directors, Southern Region Nomination**
 - 5. **Board Policy JFCEB - Personal Electronic Devices**

 - 6. **Board Policy JFCEB-AR - Request for Personal Electronic Devices Exception**
- 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.

Brent - Ensuring no kid or teen leaves the Club hungry.

1 message

Boys & Girls Clubs of the Rogue Valley <admin@begreat4kids.com>

Thu, Oct 30, 2025 at 3:16 PM

Reply-To: alison.cavaner@begreat4kids.com

To: brent.barry@phoenix.k12.or.us

**GREAT FUTURES NEWSLETTER**

October 30, 2025

ENSURING NO KID OR TEEN LEAVES THE CLUB HUNGRY

Hello Brent,

At Boys & Girls Clubs of the Rogue Valley, **we believe every young person deserves access to nutritious meals.** Through our USDA Nutrition Program, we make sure no child or teen leaves the Club hungry. In 2024, we proudly served more than 102,000 healthy meals!

As families navigate changing circumstances, we're proud to provide dependable and nutritious supper and a snack that our members can count on every day. Our kitchen staff prepares balanced meals that support youth well-being, focus, and energy — helping them learn, grow, and thrive. We also serve hot meals during our Family Nights and Teen Nights.

With the upcoming changes to SNAP benefits, we'll be offering weekly dinner pickups for our Club families starting next Thursday. This option will be available until SNAP benefits resume. Stay tuned — **we'll be sharing more information and sign-up details soon.**



Thanks to the generosity of our community partners and supporters, we're continuing to grow this essential program — ensuring that every child who walks through our doors is cared for and supported!

Local nutrition resources can be found at [Josephine County Food Bank](#) and [Access - Jackson County](#).



Together, we inspire brighter futures!

DONATE TO GREAT FUTURES



RED RIBBON WEEK!

This year's Red Ribbon Week at Boys & Girls Clubs of the Rogue Valley was all about finding the pieces that fit! With the theme ***Life Is a Puzzle — Solve It Drug Free***, Club members explored how creativity, teamwork, and positive choices come together to build a happy, healthy life.

Throughout the week, members participated in themed activities like Puzzle Power Creations, Art Challenges, and Karaoke Jams! Each event helped spark important conversations about making smart decisions and caring for ourselves and one another.

As we wrap up this meaningful week, we're reminded that every piece of the puzzle — every choice, every moment, every connection — plays a vital role in shaping a drug free future. Thank you to our sponsor, Josephine County Prevention Team, for supporting our Clubs in celebrating this inspiring campaign!

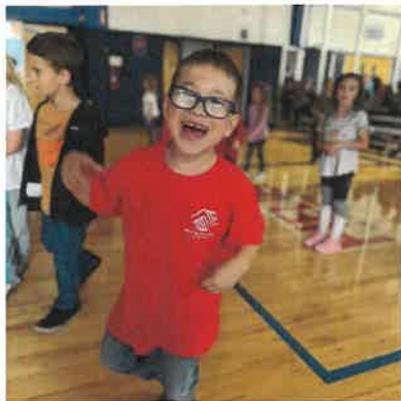




LIGHTS ON AFTER SCHOOL

In celebration of **Lights On Afterschool**, our Clubs turned up the energy with a spirited Karaoke for Donuts event! Members sang, danced, and cheered one another on as they took the stage to share their talents and creativity.

This favorite Club tradition is more than just fun — it's a celebration of the **joy, confidence, and connection** that afterschool programs bring to our young people every day. We're proud to provide a space where youth can express themselves, build friendships, and shine!



KEYS FOR KIDS - RESERVE YOUR SEAT TODAY!

Reserve Your Spot Today!

Keys for Kids
dueling pianos



Friday, November 7, 2025
6:30 PM at Grants Pass Boys & Girls Club
Reservations: \$50.00 per person
Includes Dinner and Two Drink Tickets
Contact Renee Ludwig: (541) 479-5258 or renee@begreat4kids.com

BOYS & GIRLS CLUBS
OF THE ROGUE VALLEY



Thank you
sponsors:
SOS
Southern Oregon
Sanitation Inc.

PACIFIC POWER

People's BANK
We put people first.

ACE
FIELDS
HOME CENTER

allcarehealth®

Beverage Sponsor:

Wild River
CIDER

Entertainment provided by:



Our annual Keys for Kids is back on November 7th!

Check out [this recap](#) from last year for a sneak peek at the magic that happens at this event.

If you haven't reserved your seats yet, you can [purchase tickets here!](#)

TRUNK OR TREATS

We didn't let a little rain dampen our Halloween spirit! Our Clubs in Talent and Illinois Valley hosted spook-tacular Trunk or Treat events where boys and ghouls of all ages could safely celebrate Halloween. Guests enjoyed spooky snacks, costume parades, and lots of fun and games throughout the evening.

In Illinois Valley, our talented teens worked hard in the kitchen, preparing a scary good pasta salad and Witches Brew. Taylor's Sausage also contributed with some wickedly tasty Halloweenies!

Thank you to everyone who came out to celebrate with us — we couldn't have asked for a better night of spooky fun and community spirit!





THANK YOU ELMER'S!

Thank You, Elmer's!

Did you know that our local **Elmer's Breakfast • Lunch • Dinner** restaurants in Grants Pass and Medford raise money for our Clubs?



Each time a Elmer's Kid's Menu entrée is purchased at the Grants Pass or Medford location, \$0.10 is donated to our Club!

From Sept 1, 2024 through Aug 30, 2025, our three Elmer's Breakfast • Lunch • Dinner restaurants in Grants Pass and Medford sold 20,570 kid's meals. This means \$2,005.70 raised for Boys & Girls Club of the Rogue Valley!

The fundraiser is still going - purchase a Kid's Meal to support Elmer's and the Club!

CLUB RECOGNITION: MEMBER & YDP OF THE MONTH

(YDP = Youth Development Professional)



GRANTS PASS
MEMBER OF THE MONTH
Francisco



ILLINOIS VALLEY
MEMBER OF THE MONTH
Alice



TALENT
MEMBER OF THE MONTH
Allison



PHOENIX
MEMBER OF THE MONTH
Catalina



GRANTS PASS
YDP OF THE MONTH
Alex



ILLINOIS VALLEY
YDP OF THE MONTH
Kim



TALENT
YDP OF THE MONTH
Randy



PHOENIX
YDP OF THE MONTH
Marveli

FAMILY NIGHT



We gathered with families at our Grants Pass, Illinois Valley, and Talent Clubs for an evening of **games, good food, and quality time!** Family Nights are a wonderful opportunity for members to share the fun and friendships they experience at the Club each day.

Our next Family Night will be on November 14th — we can't wait to welcome even more families to join in the fun!



THE CLUB: TEEN CENTER

Did you know our Afterschool Program is **FREE** for middle and high school youth?

That's right - **FREE** safe, positive programming!



Follow us on [Facebook](#) & [Instagram](#) for details!



Teen Summit!

BGCRV teens, along with our teen staff, attended the annual Oregon Boys & Girls Club Teen Leadership Summit! This year's Summit was held at the CareOregon Boys & Girls Club at Rockwood, where our teens had the opportunity to develop leadership skills, focus on personal growth, and build community and connection with other Club members. Thank you to the Ford Family Foundation for making this opportunity possible and giving Club teens from across Oregon the chance to participate!

Our members built **leadership skills**, focused on **personal growth**, and connected with teens from across the state. They even wowed in the "Chopped" dessert competition, creating a spooky haunted graveyard treat complete with marshmallow ghosts and "pumpkins" made out of tiny oranges.

Luck (and generosity!) were in the air — **11 of our teens won brand-new laptops**, and several even gifted their raffle tickets to members from other Clubs. We're so proud of our teens for leading with heart, creativity, and kindness!



Teen Podcast Club Launching Soon!

We're thrilled to announce our newest teen program — the **Teen Podcast Club**! Thanks to Windermere Real Estate for funding this project and Gates Furniture for donating stylish, comfortable pieces to create our studio space.

Teens will have the chance to write, record, and produce their own podcasts, explore topics they care about, and build skills in communication and teamwork. We can't wait to hear the amazing stories they'll share!



Teen Program and Teen Nights are free for all youth in grades 6-12 thanks to:
City of Grants Pass • Oregon Community Foundation - Out of School Time Initiative •
Individual Donors • Taco Bell Foundation • Josephine County Systems of Care •
Cow Creek Umpqua Indian Foundation • Roundhouse Foundation

SPORTS HIGHLIGHTS



TEAM SPORTS

Boys & Girls Clubs of the Rogue Valley

BASKETBALL
REGISTRATION IS OPEN!
CLOSES DECEMBER 7TH

COST:
Oct 27 - Nov 16: \$100
Nov 17 - Dec 7: \$125
**Scholarships are available!*

 **TEAM SPORTS**
Boys & Girls Clubs of the Rogue Valley

BASKETBALL REGISTRATION IS NOW OPEN!

Basketball registration is **NOW OPEN!** Visit our website at www.begreat4kids.com for more information and to register!

Thank you to our Basketball League Sponsor:



FALL SPORTS CHAMPIONSHIPS

Congratulations to our Volleyball Champions!

The Shooting Stars, sponsored by Attic Self Storage, won the 3/4 division, and the Pink Aces, sponsored by CarTunes, took the 5/6 division! It was a strong end to a fantastic season — we already can't wait for next year!



For Flag Football, **it all comes down to this Saturday's championship games at Mel Ingram Field!** We're looking forward to cheering on our incredible teams as they compete for the title.

Thank you to our Fall & Spring Sports Sponsors:



Our Flag Football Leagues are sponsored by **Dutch Bros Coffee!**



Our Volleyball Leagues are sponsored by **Toyota!**

Considering A Planned Gift?

If you would like to discuss options in making a planned gift to Boys & Girls Clubs of the Rogue Valley through a will, charitable gift annuity, trust arrangement, stock or life



insurance policy, please reach out to Jessica King, CEO, to learn more. Email Jessica.King@begreat4kids.com or call (541) 479-5258.

COMMUNITY RESOURCES

[Connect Oregon - Resources Needed Short Form](#)

[211 info](#)

[Jackson County Emergency Management](#)

[Family Nurturing Center](#)

[Access - Jackson County](#)

[Josephine County Food Bank](#)

[UCAN - Josephine County](#)

[Oregon Department of Human Services](#)

[Oregon Health Authority](#)

[Oregon Health Authority en Español](#)

[Oregon Emergency Rental Assistance Program](#)



Were you a Club Kid?

Be a part of our [Alumni & Friends Club](#) and share your story with us! [Click Here to find out more.](#)

With youth success for all being our driving principle at Boys & Girls Club, **we stand for safety, health, dignity and equitable opportunity.** We advocate for all youth to have the same opportunities. Across the nation, millions of kids rely on Boys & Girls Clubs to be their safe place. Their place to belong. Locally, *we are their place.* We commit to using policies, practices and procedures that are equitable and inclusive. We will continue to do what's right to make sure that all of our community's youth are and feel safe, supported and loved.

Thank you again for our continued support. We are Stronger Together!

WAYS TO GIVE



[DONATE](#)



[VOLUNTEER](#)



[ATTEND AN EVENT](#)

**Boys & Girls Clubs of the Rogue Valley - www.begreat4kids.com
Grants Pass - Illinois Valley - Talent - Phoenix - Ashland**



*This institution is an equal opportunity provider.
Boys & Girls Clubs of the Rogue Valley is a 501(c)(3) Charitable Organization. Federal Tax ID: 93-0588108*

Boys & Girls Clubs of the Rogue Valley | 203 SE 9th St | Grants Pass, OR 97526 US

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Board Meeting – 6:00 PM
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In-Person at Talent Middle School

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

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

REVISED AGENDA

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- N. Adjournment



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting
Thursday, October 16, 2025 Morning Meeting

Phoenix High School
745 North Rose Street
Phoenix, OR 97535

Michael Campbell:	Present	Diana Rasmussen:	Present
Nancy Castillo-McKinnis:	Present	Dawn Watson:	Present
Polly Farrimond:	Present	Rebecca Weathers:	Present
Rick Nagel:	Absent	Present: 6, Absent: 1	

A. PUBLIC MEETING on State Division 22 Standards & Compliance

- Chair Campbell called the public meeting to order at 10:00 a.m.
- Supt. Barry shared that we have met all the state requirements for Division 22 for the 2024-2025 school year. This is to ensure our commitment to providing a high-quality education for all students. One of the revisions for this year will be that the Educational Equity Advisory Committee is now a superintendent committee and not a board committee, so it does not have to follow public meeting laws, and we appreciate the legislature for making that recognition. There were no questions or comments from the public or those in attendance in person or online.
- The public meeting closed and the regular meeting is now in session.

B. Program Report PHS Students

Chair Campbell thanked the students from Ms. Robins' leadership class for attending the board meeting. The Board members and student representatives introduced themselves. The students were present to ask the board questions.

To hear all the questions and answers, please view our video on our website: [PTS School Board Meeting October 16, 2025](#)

Some of the questions asked of the board included:

- Is there a plan to integrate two-way immersion programs at TMS and PHS? — answered by Supt. Barry
- How do you make sure that teachers have support if they need it? — answered by Chair Campbell
- How does the district make sure the curriculum at each grade level is clear, well-organized, and challenging enough for students? — answered by Supt. Barry
- What is being done to address the needs of students who have a 504 plan or an IEP? — answered by Supt. Barry
- Where can the public find clear, easy to understand information about the budget? When are public hearings held to discuss budget proposals, if they are even held at all? — answered by Chair Campbell
- What is the plan with the new cell phone policy? — answered by Chair Campbell

- What can we do to inform parents more and be more involved? — answered by Principal Heather Lowe

Supt. Barry and Chair Campbell thanked the students for their participation in the meeting and stated that their questions were well-thought-out and show what is important to them.

C. Student Representative Report

- **Rachel Pepin** gave a shout-out to the seniors. We had an amazing night in competition last night for our he-man and powder-puff games for every grade. The pirate parade was phenomenal. The cheer team was a lot more organized in knowing where we needed to be. Everything was set and ready to go. Thank you to the community and all our officers that helped set that up. Tomorrow is our homecoming football game and it is the last home game. It is also our senior night and there will be a half-time performance where we will be announcing our homecoming court and recognizing all of our seniors.
- **Lincoln Potochnick** said that the he-man and powder-puff games went really well yesterday. The energy was high and many students participated who don't normally get involved in spirit events. The leadership team did a different fundraiser last night and sold homemade hamburgers that the fire department came and cooked for us. It was a lot of fun and a big hit with the students.
- **Elia Santos** said there was a lot of excitement for the underclassman, especially with homecoming tomorrow. On the 24th of this month, we will have a leadership symposium at SOU and some upperclassmen were invited to attend. There will also be scholarship opportunities for them.
- **Emily Emry** said that we are doing 'socktober' this month. Each grade level tries to get as many socks as they can to fit in a bin. The students feel good about being able to donate to other people in need.

D. Accentuate the Positive

PHS Principal Kalin Cross shared the following:

- Ms. Cross mentioned that we would be having the Great American Shake-out earthquake drill at 10:16.
- Ms. Cross thanked everyone who participated in the homecoming parade yesterday afternoon and gave a special shout out to the City of Phoenix, and the Phoenix Police Department. Ms. Cross also thanked her office manager, Sara Crawford, who helped make everything such a smooth experience.
- Ms. Cross gave a shout-out to all the student management staff and game supervision staff who were there until 11pm last night. We had some great competitive he-man volleyball games and powder-puff games where the seniors did shine.
- We have our volleyball senior night tonight. We will have a drive-through BBQ fundraiser for FFA on the 24th from 4:30-7:00 p.m.
- The boys' soccer team is third in Skyline Oregon Conference right now, and we are hosting the conference championships for cross-country.
- Ms. Cross gave a shout-out to the DECA team for making signs for the floats in the parade yesterday and to Brenda Selee, who is a lamination queen to make sure those signs last for years to come.

- We had a great professional development day on Monday. Alyssum Barber and Anne Zaky, were the brains behind that.
- Ms. Cross gave a shout-out to David Ford and John Barber and our culinary students who made pizzas in our new wood fire pizza oven outside.

TMS Asst. Principal Allison Hass shared the following:

- We want to start by recognizing the really incredible work coming out of our band with the music department. Our new band, music, and choir teacher, Kelly Case, has come in and really hit the ground running with a robust program for students. She sent out a message to our families last week, sharing the successes and highlights so far this year, and I wanted to include a few of those:
 - Our 6th-grade music class successfully spent time this quarter studying *The Star-Spangled Banner* and exploring rhythm and melody through singing and instruments.
 - Our brand-new choir of 19, 6-8th graders is already coming together, building healthy vocal technique, harmony, and blend.
 - Varsity Band is preparing for their first event of the year when they join PHS this Friday for the Homecoming Football game.
- Fall sports is wrapping up and we had a really successful season this year. We had about 100 athletes participate this season. Our teams worked hard, and we saw a lot of growth from our athletes. We want to thank the following people for their work this fall. Our volleyball coaches: Malcolm Munson, Carlin Stroud, Misty Hutsell and Alyssum Barber. Our Football Coaches: Brent Bowker, Adrik Lamar, Patrick Shed, and Hayden Evans and our Cross-Country coaches: Amber Jacobson, Isaias Monjaras, Jessica Morga, and Mike Davis. And all of our staff who have come out to run game operations: Vanessa Jimenez, Curran Wilson, Krisanne Hawse, Rhiannon Williams, Todd Sewell, Felipe Reyes, and Pilar De La Torre. Our SRO, Sgt Lehman. And lastly, our Athletic Director, Derek Rodman, for bringing it all together.
- We also want to acknowledge the greater community's support for our sports programs. This fall, we received a \$2500 grant from the Dave Kitchell foundation; last spring, we received a grant from Figaro's HELP program, and we have a number of community organizations that partner with us to make sure kids have the gear they need to play, including our own community care program. There is one program in particular, that is organized by our own cross-country coach, Amber Jacobson. Amber works with our local running community to raise money year-round to provide high-quality, brand-new shoes to any youth runner who needs shoes.

PES Principal Shawna Schleif shared the following:

- On Monday, we had a great professional development day, and I was privileged to lead all elementary grade level teams in a math overview.
- At the last board meeting, we spoke about our diagnostic testing, and I'm happy to report that our English Language Arts benchmark went up 6% in one year. In addition, our attendance has greatly improved as well. Ms. Schleif thanked all the teachers and staff who make great connections with the students and make them want to come to class.

Right now, we have a 90% attendance rate. Ms. Schleif recognized Lori Delgado for her tracking attendance and staying on top of it.

- Ms. Schleif recognized the entire Special Education staff for doing more inclusive practices. We redid our entire sensory room so that it is a purposeful place for our students to get their sensory needs met.

TES Principal Heather Lowe shared the following:

- Ms. Lowe wished Supt. Barry and the board a happy bosses' day.
- Ms. Lowe shared that she and Ms. Schleif traveled to New Orleans for the National Assembly for Family Engagement and Education, and it was a pleasure to sit alongside some of the experts in the field. They have been working with their teams about setting goals and instructional strategies that can be employed district wide.
- Ms. Lowe gave a shout-out to Chef Ryan Sweet for doing such a great job and for his willingness to participate in a meeting with a group of parents to talk about food and what they want to see in our food service.
- Ms. Lowe gave Ashley Quay, who is the behavioral specialist, kudos for her help in managing students and she is doing a phenomenal job.
- Last, but not least, tomorrow is our run, which we have renamed from our Fun Run to our Mustang Run. It is also our pink and denim day when staff and students dress in pink to support all of our friends and family who have survived cancer.

OHES Principal Kent Vallier shared the following:

- Mr. Vallier received a wonderful email from a parent whose son is new to our district this year, and he read it to the board:
Kent, I had a 504 meeting yesterday, and it went so well. It is so wonderful to have such a kind, caring, compassionate team for my son. Mari Martinen and Sarah Price are so wonderful and so willing to work hard for my son to get what he needs and not just labeling him as a badly-behaved child, but instead as the sweet, loving kid that he is with difficult neurological differences. It's hard for us to stop comparing this year to how horrible last year was for him, because we are just so pleased and even a little shocked that our son has people who care about him, communicate with us, and are willing to go a million extra miles for him.
Mr. Vallier thanked Mari Martinen, Sarah Price and all the staff in our district who go the extra mile in our district.
- Mr. Vallier thanked Stephanie Hayes, who is our PE teacher, for organizing our school's "5280" run. It's a mile run once per month and the kids love it and family members attend to cheer on their kids.
- Mr. Vallier thanked all of their instructional assistants at OHES. They have been working hard to help support our students to be successful in class.
- Last week, our office manager, Dianne Wolff, was honored with Kool FM's "Teacher of the Week". Holly Swift, who is here with me today and part of the front office staff, wrote a poem about Dianne and sent it in as part of her nomination process. Although Dianne is not a licensed teacher, she is a teacher of many things and to all of us in our building.

PTRA Principal Aaron Santi shared the following:

- Every year, families choose to home school their students through PTRA for a variety of personal reasons. And every year, we also work with students who are unable to attend in-person school due to serious medical needs or family situations. Without the flexible structure of PTRA, these students might have gone to other districts, or other home school or charter school models. We are proud to be able to keep those kids in our district and to provide that service to our families.
- Mr. Santi said that they are looking forward to their annual field trip to Pheasant Field Farms tomorrow. Every year, we have as many family members as we do students on this field trip. It's become a great way to make contact and stay connected with our families.

Director of Instructional Improvement and Strategic Plan Coordinator, Javier del Rio shared the following:

- Mr. del Rio thanked Jamar Boyd and Karinn Calhoun for spending many hours preparing for the in-service day we had on Monday.
- Mr. del Rio shared a story about position teaching and how they observed a teacher in the classroom setting and then provided feedback on their teaching style to better serve our students.

Amy Honts with Sodexo food service shared the following:

- Ms. Honts thanked Heather Lowe for helping to organize the meeting with Chef Ryan and their student families to discuss food options.
- We have had some farm-fresh special menu items from our local farms, including Fry Family Farms, Marvin Gardens, Rogue Valley Farm 2 School, Fox Run Farms.
- Ms. Honts shared some dates of upcoming events for food service.

E. Citizen Comments - There were none.

F. PTEA/OSEA Association Updates

Chair Campbell read the following on behalf of the Association:

Our members are looking forward to the full day at the end of quarter one to focus on grading and reporting, and we are glad this remains as part of our protected time in the CBA. One concern we have is the discrepancy in kindergarten class sizes across the district, particularly with TES having kinder class sizes of 27, which is well above the guidelines set in the contract. We are looking forward to continuing to work with the district to problem-solve this issue. We have had a good start to the year with building level and district level labor management, and appreciate the communication and problem-solving that occurs with this process.

G. Superintendent Report

- Supt. Barry thanked the Board for their support and advocacy in celebration of Boss's Day.
- Supt. Barry gave an update on out-of-state student activity trips, stating that Mike DeRoest is taking the Marching Band to Napa High School in Napa, CA November 7–9, 2025.

- Supt. Barry said that October is National Principal Month, and he thanked all the administrators in our buildings for all they do and for their leadership in helping carry out and support our mission every day.
- Supt. Barry provided a couple of handouts from First Student transportation.
- Supt. Barry provided documents prepared by PACE regarding Freedom of Speech rights for staff, students and board members.
- Supt. Barry shared highlights from Project Youth+ for PHS and TMS. Supt. Barry thanked them for their partnership and for providing our students with extended opportunities beyond high school.

H. Consent Agenda

Vice Chair Rebecca Weathers moved to approve the consent agenda and Director Nancy Castillo-McKinnis seconded the motion. Being there are no objections, the consent agenda is approved as presented.

H.1. Approval of Agenda; H.2. Approval of Minutes from 9/18/25; H.3. Personnel Report

I. Information and Discussion

I.1. Legislative / OSBA Update

- Director Watson said that OSBA sent out an email yesterday explaining that nominations for the OSBA Board of Directors positions cannot be appointed and that they do have to be nominated. There will be one month that it will be open for nominations from now until November 14th.
- Director Watson attended a pacific region meeting with the NSBA in Utah. It was for all the executive teams. We worked on creating solutions and to have a west coast voice.
- Director Watson reminded the board of the regional meeting on Monday in Ashland.
- Supt. Barry said that our legislative consultant, Greg Lemhouse, provided the Legislative Interim Session Report given to the board. In addition, he said that it sounds like there will absolutely not be any fiscal bills that will be allowed to get through the floor in the short session.

I.2. OSBA Legislative Policy Committee Nomination

- Director Watson mentioned that all three candidates for the southern region would most likely be present at the meeting on Monday. She encouraged the board members to speak with each one of them so that we would be able to nominate the best candidate at our next meeting.
- Director Castillo-McKinnis thanked Dawn for being such an incredible community mobilizer and representing our region so well. Nancy is grateful that Dawn has the time and capacity to do all that she volunteers to do.

I.3. Audit Committee Appointment

The board discussed that Director Rick Nagel had mentioned he would be happy to still be on the audit committee. Chair Campbell asked if anyone else wanted to be on that committee. It's about a one-hour meeting and is very informative. It was decided to bring the topic back once we know when the audit is completed and what the possible meeting date(s) is.

I.4. Interdistrict Transfer Report

Supt. Barry said that this was the best interdistrict transfer report we have had in years and shows some positive trends. Although many appeals went to the board, we were holding the line to the hardship requirements. Supt. Barry thanked the board for holding to the hardship standard. Chair Campbell said that we have really tried to be fair and consistent and do what was best for the families and students in making those decisions.

I.5. Board Meeting Calendar Review

Chair Campbell said that one of the requirements of his new job in a neighboring district is to attend their board meetings, which often conflict with our meeting dates. There are five dates (2 in Feb., 2 in March, and 1 in May) that he is requesting to change in order to accommodate his schedule and the request is to change the meetings from Thursdays to Wednesdays. There was some discussion about availability for the other members and most indicated that it would not be a problem. This will be up for action at the next meeting.

J. **Recess** - 11:30 - 11:40

K. Action Items

K.1. Waiver for Higher Ed & Career Path Skills Course Requirement

I move in approval of the application for a waiver, to grant a one-year extension of graduation requirements in implementing of Senate Bill 3. This motion, made by Diana Rasmussen and seconded by Rebecca Weathers, Carried.

Rick Nagel: Absent, Michael Campbell: Yea, Nancy Castillo-McKinnis: Yea, Polly Farrimond: Yea, Diana Rasmussen: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea
Yea: 6, Nay: 0, Absent: 1

Supt. Barry said that this is like an insurance policy for us as we don't know what our budget will be for the next biennium. We are going to teach financial literacy here next semester, and we plan on doing the Higher Education and Career Path Skill outline for our students, but we don't know what that will look like in a year or two, so we are hoping for a waiver just in case we have some challenges implementing that for the 2027 graduates.

K.2. Board Policy JFCEB - Personal Electronic Devices

I move to approve Board Policy JFCEB - Personal Electronic Devices as presented with the inclusion of 'may be stored on the student's person, but may not be used' in the last paragraph on page 1. This motion, made by Polly Farrimond and seconded by Michael Campbell, **Failed**.

Rick Nagel: Absent, Nancy Castillo-McKinnis: Nay, Diana Rasmussen: Nay, Dawn Watson: Nay, Rebecca Weathers: Nay, Michael Campbell: Yea, Polly Farrimond: Yea
Yea: 2, Nay: 4, Absent: 1

There was much discussion regarding multiple topics and concerns, including exceptions, implementation, enforcement, notification, to name a few. Student representatives made several suggestions, including having a phone in the front office for students to use to call their parents. Additional concerns mentioned was that this policy is an unfunded mandate, and we do not have the time or staff to oversee the requirements of this policy as mandated. In addition, there are equity concerns, and language barrier concerns.

K.3. Board Policy JFCEB-AR - Request for Personal Electronic Devices Exception
Since the main policy did not pass, the AR was not addressed.

L. Review of the Next Meeting Agenda

M. Adjournment - The meeting was adjourned at 12:35 p.m.

Michael Campbell, Chair

Brent Barry, Superintendent

DRAFT

Phoenix-Talent Schools District 4

Code: IF
Adopted: 2/03/83
Revised/Readopted: 8/11/22
Orig. Code(s): IF

District Curriculum Development

The Board believes it is necessary to continually develop and modify the district’s curriculum to meet changing needs in technology and fields of knowledge and to assure the full, rounded and continuing development of students. While keeping with the requirements of state law, the Board authorizes the superintendent, in consultation with staff, parents and the community, to review the curriculum and to advise the Board on needed curriculum changes. [Decision making within the curriculum review process should also be based on reliable data collected through a comprehensive assessment of needs. The assessment should include, but is not limited to, evaluation of student performance using appropriate measurement tools and procedures, surveys of parent perceptions] and professional staff recommendations.] ~~periodically and to advise the Board on needed curriculum changes.~~

The Board or a committee or administrator responsible for making a decision for regarding the use of textbooks or other instructional materials must not prohibit the use of or refuse to approve the use of textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260.

END OF POLICY

Legal Reference(s):

ORS 243.650	ORS 659.850	OAR 581-022-2250
ORS 332.075(1)	OAR 581-021-0045	OAR 581-022-2300
ORS 336.035	OAR 581-021-0046	OAR 581-022-2305
ORS 336.067	OAR 581-022-2000	OAR 581-022-2310
ORS 337.260	OAR 581-022-2030	OAR 581-022-2315

Senate Bill 1098 (2025)

Phoenix-Talent Schools District 4

Code: IGBAB/JO -AR
Adopted: 10/03/13
Revised/Readopted: 8/11/22
Orig. Code(s): IGBAB/JO -AR

Education Records/Records of Students with Disabilities Management

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, which relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of ~~their~~ status as a student, are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of ~~post-secondary~~ ~~post-secondary~~ education, that are:
 - (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in a ~~their~~ professional capacity or assisting in a paraprofessional capacity;
 - (2) Made, maintained or used only in connection with treatment of the student; and
 - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after ~~the individual is they are~~ no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;
- c. ~~Student's Student~~ birth date ~~and place of birth~~;
- d. ~~Name Names~~ of parents/guardians;

- e. Date of entry ~~into the~~ ~~in~~ school;
- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; ~~and~~
- k. Date of withdrawal from school.; ~~and~~
- ~~l. Such additional information as the district may prescribe.~~

The district may ~~also~~ request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request.~~ The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

2. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of ~~post-secondary~~ ~~post-secondary~~ education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

4. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing¹;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

¹ Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their expense, ~~choose have those records reviewed by a physician or other appropriate professional~~ **and have those records reviewed.** ~~of their choice.~~

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The administrator/principal or designee shall be the person responsible for maintaining and releasing the education records.

5. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill ~~their his or her~~ professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to authorized representatives of:

The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
 - (1) Determine eligibility for the aid;
 - (2) Determine the amount of the aid;
 - (3) Determine the conditions for the aid; or
 - (4) Enforce the terms and condition of the aid.

As used in this section “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
 - (1) Develop, validate or administer predictive tests;
 - (2) Administer student aid programs; or
 - (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

- (1) Designates the individual or entity as an authorized representative;
 - (2) Specifies the personally identifiable information being disclosed;
 - (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
 - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
 - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
 - (6) Identifies the time period in which the personally identifiable information must be destroyed; and
 - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- g. The disclosure is to accrediting organizations to carry out their accrediting functions;
- h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
- i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
- j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
- k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;

- l. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);

- m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;
- n. The disclosure is to officials of another school, school system, institution of ~~post-secondary~~ **postsecondary** education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term “receives services” includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- o. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
- p. The disclosure is to a caseworker or other representative, who has the right to access the student’s case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

6. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or ~~their~~ assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student’s personally identifiable information:

- a. The parent(s) or an eligible student;
- b. The school official or ~~their~~ assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

7. Request for Amendment of Student’s Education Record

If an eligible student or student’s parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student’s rights of privacy or other rights, **the student or parent(s)** ~~they~~ may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

8. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within 10 working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at ~~their~~ own expense, ~~choose be assisted or represented by~~ one or more individuals ~~to assist or represent them of their own choice~~, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within 10 working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than 10 working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why ~~there is disagreement~~ ~~they disagree~~ with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

9. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

10. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Disclosure Statement

Required for use in collecting personally identifiable information
related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

Phoenix-Talent Schools District 4

Code: JO/IGBAB-AR
Adopted: 10/03/13
Revised/Readopted: 9/01/22
Orig. Code: JO/IGBAB-AR

Education Records/Records of Students with Disabilities Management

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, which relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of ~~their~~ status as a student, are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
 - (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in ~~a their~~ professional capacity or assisting in a paraprofessional capacity;
 - (2) Made, maintained or used only in connection with treatment of the student; and
 - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after ~~the individual is they are~~ no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;
- c. ~~Student's Student~~ birth date ~~and place of birth~~;
- d. ~~Name Names~~ of parents/guardians;

- e. Date of entry ~~into the~~ ~~in~~ school;
- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; ~~and~~
- k. Date of withdrawal from school. ~~;~~ ~~and~~
- ~~l. Such additional information as the district may prescribe.~~

The district may ~~also~~ request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request.~~ The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

2. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

4. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing¹;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

¹ Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their expense, ~~choose have those records reviewed by a physician or other appropriate professional~~ **and have those records reviewed.** ~~of their choice.~~

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The administrator or designee shall be the person responsible for maintaining and releasing the education records.

5. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill ~~their~~ **his or her** professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to authorized representatives of:

The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
 - (1) Determine eligibility for the aid;
 - (2) Determine the amount of the aid;
 - (3) Determine the conditions for the aid; or
 - (4) Enforce the terms and condition of the aid.

As used in this section “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
 - (1) Develop, validate or administer predictive tests;
 - (2) Administer student aid programs; or
 - (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

- (1) Designates the individual or entity as an authorized representative;
 - (2) Specifies the personally identifiable information being disclosed;
 - (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
 - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
 - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
 - (6) Identifies the time period in which the personally identifiable information must be destroyed; and
 - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- g. The disclosure is to accrediting organizations to carry out their accrediting functions;
- h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
- i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
- j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
- k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;

- l. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
- m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;

- n. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term “receives services” includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- o. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
- p. The disclosure is to a caseworker or other representative, who has the right to access the student’s case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

6. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or ~~their~~ assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student’s personally identifiable information:

- a. The parent(s) or an eligible student;
- b. The school official or ~~their~~ assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

7. Request for Amendment of Student’s Education Record

If an eligible student or student’s parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student’s rights of privacy or other rights, **the student or parent(s)** ~~they~~ may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of ~~a their~~ right to appeal the decision by requesting a hearing.

8. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within 10 working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at ~~their~~ own expense, ~~choose be assisted or represented by~~ one or more individuals ~~to assist or represent them of their own choice~~, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within 10 working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than 10 working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why ~~there is disagreement they disagree~~ with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- d. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
- e. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

9. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

10. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Disclosure Statement

Required for use in collecting personally identifiable information related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

Phoenix-Talent Schools District 4

Code: IIA
Adopted:

Instructional Materials** (Version 2)

The Board believes proper care and judgment should be exercised in selecting core and supplemental instructional materials and library materials in school and classroom libraries, and that those materials should be inclusive of populations represented in a global society.

Any person responsible for the adoption of textbooks or the approval of instructional materials may not prohibit the use of, or refuse to approve the use of, textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e) ~~[, i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender].~~

Any person responsible for the selection or retention of library materials may not prohibit the selection or retention of, or refuse to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by any individual or group against whom discrimination is prohibited under ORS 659.850 ~~[, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability].~~

A material involved with a reconsideration request will remain available throughout the reconsideration process. Materials will not be removed for discriminatory reasons. A request for reconsideration of materials may be processed through established procedures found in accompanying administrative regulations. Meetings of reconsideration committees may be subject to Public Meetings Law. Records regarding reconsideration procedures are subject to Public Records Law.

This policy is not intended to cover classroom activities. Complaints regarding classroom activities unrelated to materials can be filed using other established district complaint procedures.

The term “instructional material” includes core instructional materials, supplemental materials, and library materials made available in classroom or school libraries as defined below.

Some materials may fall into more than one of the following categories. If there is a question regarding selection or reconsideration, the district administration may select which procedure to use.

Definitions

“Core instructional material,”¹ sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such

¹ This comes from OAR 581-011-0050(1), referring to instructional materials which must be adopted by local school boards.

instructional materials as a hardbound or a softbound book or books or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

“Supplemental instructional materials” means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

“Library materials” includes educational or literary materials that are nonfiction or fiction and that are available in print or an electronic format. “Library materials” does not include textbooks or instructional materials that are selected under ORS 337.120, 337.141 or 337.260.

“School library” means any collection of library materials made available to students at school, either at a central location of the school, at a common area for one or more grades of the school, or through an online remote education program. The use of these materials may not be required for a particular class, but they may be selected by students to use. These materials are not adopted by the Board.

“Classroom library” means any collection of library materials made available to students in a single classroom or a common area accessible by two or more classrooms in district schools. The use of these materials is not required for the class, but they may be selected by students to use. These materials are not adopted by the Board.

Core Instructional Materials

The Board retains the authority to approve core instructional materials used in district schools and authorizes the superintendent or designee to develop and implement administrative regulations governing selection and adoption of such materials. Procedures will provide for involvement of administrators, staff, parents, students, and community members; will use established selection criteria to contribute to the attainment of district, program, and course or grade-level goals; and will reflect recent knowledge, trends, and technology in the field.

The district will review core instructional materials in accordance with the State Board of Education adoption cycle. Each core instructional program and its instructional materials will be reviewed on a seven-year cycle, and any resulting recommendations will be issued by district administration to the Board for approval. All recommended core instructional materials shall be approved by the Board prior to use. The adoption of textbooks for American history and government by the Board and any committee shall be done in a manner compliant with ORS 337.260. The district will establish a process and timeline for regularly determining and considering whether core instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge. All requests for reconsideration of core instructional materials may be considered under administrative regulation IIA-AR(2) - Reconsideration of Core Instructional Materials.

The district may choose to independently adopt core instructional materials which are not on the state-approved list, using state-approved selection criteria. (See administrative regulation IIA-AR(5) – Independent Adoption of Core Instructional Materials)

Supplemental Instructional Materials

All supplemental instructional materials will be selected by [teachers, principals, librarians, and/or others, as determined appropriate] [~~which may not be through any formal selection procedure~~]. Decisions regarding the use of, or refusal to approve the use of, supplemental instructional materials shall be made in a manner compliant with ORS 337.260. Such materials will contain suitable readability levels and support the district’s adopted curriculum content. Materials will be used for their intended audience.

~~[All requests for reconsideration of supplemental instructional materials may be considered under administrative regulation IIA-AR(*)-Reconsideration of Supplemental Instructional Materials.]~~

School Library Materials

All school library materials will be selected by a librarian using established selection criteria. The selection or retention of library materials in a school library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). Such materials will contain suitable readability levels. [~~All requests for reconsideration of school library materials may be considered under administrative regulation IIA-AR(3)-Reconsideration Library Materials in a School or Classroom Library.~~]

Classroom Library Materials

All classroom library materials will be selected by a classroom teacher and/or others, with no formal selection procedure. The selection or retention of library materials in a classroom library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). Such materials will contain suitable readability levels. Teachers are responsible for knowing the available materials in their classroom library. All requests for reconsideration of classroom library materials may be considered under administrative regulation IIA-AR(3) - Reconsideration Library Materials in a School or Classroom Library.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 332.107](#)
[ORS 336.035](#)
[ORS 336.082](#)
[ORS 336.840](#)
[ORS 337.120](#)
[ORS 337.141](#)

[ORS 337.150](#)
[ORS 337.260](#)
[ORS 337.511](#)
[ORS 339.155](#)
[ORS 659.850](#)

[OAR 581-011-0050 - 0117](#)

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-2310](#)
[OAR 581-022-2340](#)
[OAR 581-022-2350](#)
[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2024).
Title VI of the Civil Rights Act, 42 U.S.C. § 2000d (2024); 28 C.F.R. §§ 42.101-42.106 (2024).
Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2024); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2024); 29 C.F.R. Part 1630 (2024); 28 C.F.R. Part 35 (2024).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2024).
Senate Bill 1098 (2025).

Phoenix-Talent Schools District 4

Code: IIA-AR(1)
Revised/Reviewed: 2/17/22; 8/11/22; 1/09/25
Orig. Code(s): IIA-AR

Instructional Materials

Core Instructional Materials¹

The Board selects core instructional materials. The responsibility to ensure procedures on selection and recommendations for core instructional materials are followed rests with the superintendent. The responsibility for coordinating the distribution of core instructional materials to classes also rests with the superintendent. It is the principal's responsibility to implement and maintain the core instructional materials, and teachers are expected to use selected core instructional materials in the classroom.

Any person responsible for the adoption of textbooks may not prohibit the use of, or refuse to approve the use of, textbooks on the basis that the textbooks include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e) [~~i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender~~].

Materials selection committees will be appointed by the administration at the time necessary adoption areas are determined. The committee will review the materials and the general criteria for materials selection and provide a recommendation to the superintendent. The superintendent may make changes to the recommendation and shall submit a recommendation(s) to the Board for adoption prior to use. [~~The meetings of a selection committee for core instructional materials will follow Public Meetings Law.~~]

If the district chooses to adopt core instructional materials which are not on the state-approved list, the rules outlined in OAR 581-022-2350 will apply and are represented in administrative regulation IIA-AR(5) - Independent Adoption of Core Instructional Materials.

Supplemental Instructional Materials²

The responsibility for evaluating and selecting supplemental instructional materials is delegated to [teachers, principals, librarians, and/or others, as determined appropriate], who may collaborate as part of the process. Other authoritative matter experts may be included when practicable, as determined by the district.

¹ "Core instructional material," sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

² "Supplemental instructional materials" means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

Anyone responsible for the approval of supplemental instructional materials may not prohibit the use of, or refuse to approve the use of, textbooks on the basis that the textbooks include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e) [~~, i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender~~].

1. Materials will contain suitable readability levels and support the district’s adopted curriculum content.
2. Recommendations for selection may be solicited from staff and may include students.
3. Donated materials will be evaluated using the district’s selection criteria and will be accepted or rejected based on those criteria.
4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

School Library Materials³

1. ~~When making decisions on selection or retention of~~ ~~In selecting~~ materials for the school library⁴ or media center, a librarian, under supervision of the principal, will evaluate the existing collection and the curriculum needs. The librarian will consult reputable, professionally prepared selection aids and other professional sources. Materials will contain suitable readability levels. ~~The librarian or other staff may not prohibit the selection or retention of, or refusal to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by, any individual or group against whom discrimination is prohibited under ORS 659.850[~~ ~~, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability~~].
2. Recommendations for selection may be solicited from staff and students.
3. Donated materials will be evaluated using the established selection criteria and will be accepted or rejected based on those criteria.
4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

Classroom Library Materials⁵

³ ~~“School library materials” means materials that are kept in the school library for student selection and use. The use of these materials may not be required for a particular class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc. These materials are not adopted by the Board.~~

⁴ ~~“School library” means any collection of library materials (as defined in policy), made available to students at school, either at a central location of the school, at a common area for one or more grades of school, or through an online remote education program. The use of these materials may not be required for a particular class, but they may be selected by students to use. These materials are not adopted by the Board.~~

⁵ ~~“Classroom library” means any collection of library materials (as defined~~ ~~means materials that are kept~~ in policy) made available to students in a single ~~the~~ classroom or a common area accessible by two or more classrooms in district schools ~~for~~

1. When selecting **or retaining** materials for a classroom library, the teacher may consult staff and/or accept recommendations from staff and students. **The teacher or other staff may not prohibit the selection or retention of, or refusal to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by, any individual or group against whom discrimination is prohibited under ORS 659.850[**, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability].
2. Donated materials will be evaluated and may be accepted or rejected by the teacher.
3. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria.

~~student selection and use~~. The use of these materials is not required for the class, but they may be selected by students to use. ~~These may include books, media, newspapers, magazines, videos, etc.~~ These materials are not adopted by the Board.

Phoenix-Talent Schools District 4

Code: IIA-AR(2)
Revised/Reviewed: 1/09/25

Reconsideration of Core Instructional Materials

The Board, a ~~Any~~ staff member of the district, ~~student~~ or a ~~their~~ parent or guardian of a student of a school, ~~or resident~~ of the district may raise concern about core instructional materials¹ used in the district's educational program. ~~Access to, or use of, This procedure is meant to provide a forum for those persons in the schools and the community who are not directly involved in the selection process. Access to~~ materials under reconsideration will not be restricted during the reconsideration process.

Complaints alleging a material constitutes protected-class discrimination should be submitted through the district's discrimination complaint policy and procedures.

This reconsideration process will be completed in its entirety and not subverted or ended prematurely. The person making a request for reconsideration may withdraw their request at any time during the process.

1. Concern

- a. Concerns about core instructional materials should be submitted to the principal. If a staff member receives an informal inquiry, the staff member is to forward the inquiry to the principal.
- b. Any concern made to the principal about core instructional materials by any person(s) will be made known to the staff member(s) most directly involved with its use.
- c. The principal will arrange to meet with the person(s) with the concern, and may include the staff member(s) most directly involved with its use, in an effort to resolve the issue informally, within 15 days of receipt of the concern.
 - (1) The principal initially receiving a concern will explain to the person the district's selection procedure.
 - (2) The principal initially receiving a concern will explain to their best ability the particular place the material in question occupies in the educational program and its intended educational usefulness or include someone who can identify and explain the use of the material.
- d. The principal will inform the person(s) submitting the concern that if they are not satisfied with the outcome of the informal inquiry process above, they may file a written request for reconsideration of the material within 10 days of the conclusion of 1.c. The initial contact from

¹ "Core instructional material," sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

Concerns and requests for reconsideration of supplementary instructional materials or school or classroom library materials will be processed in accordance with the applicable administrative regulation.

the person and any outcome of a meeting or conversation will be documented and maintained by the principal.

2. Request for Reconsideration

- a. A staff member ~~of the district, student or a their~~ parent or guardian ~~of a student of a school, or resident~~ of the district wishing to file a request for reconsideration of core instructional materials must complete Step 1 above prior to filing a request for reconsideration.
- b. **Only requests for reconsideration from the Board, committee or administrator responsible for the adoption of textbooks or instructional materials, a staff member of the district or a parent or guardian of a student of the district will be considered.** All requests for reconsideration will be in writing on the form prepared for this purpose, signed by the **person making the request complainant**, and must be submitted to the superintendent. All school offices will make forms available.
- c. Upon receipt of a written request for reconsideration, the superintendent or designee will appoint a reconsideration committee.
- d. The reconsideration committee will be made up of at least five members:
 - (1) Two teachers designated by the superintendent or designee;
 - (2) Assistant Superintendent of Teaching and Learning;
 - (3) One administrator designated by the superintendent or designee;
 - (4) One to two members from the community having expressed willingness to serve on this committee appointed annually by the Board;

The reconsideration committee may include other designated district personnel in discussions about complaints which relate to an underrepresented group or a protected class.

- e. The use of the material identified in the request for reconsideration will not be suspended **and shall not be removed** during the reconsideration process. Materials will not be removed for discriminatory reasons.
- f. The reconsideration committee will convene to consider the request for reconsideration received by the district. The committee will receive the request for reconsideration and copies of related materials and instructions on procedure during this committee meeting.

3. Procedures for the Reconsideration Committee

- a. The procedures for the reconsideration committee are as follows:
 - (1) Select a chair. The chair of the committee will be an employee of the district.;
 - (2) Be responsible for documenting all proceedings; adhering to Public Meetings Law, when required; **adhering to and** established **policies**, procedures and guidelines; and preparing and representing the recommendations to the superintendent;
 - (3) Establish a calendar for review of the material;
 - (4) Review copies of the request for reconsideration;
 - (5) Review applicable materials such as a copy of the district or school mission statement; professional reviews of the materials being reconsidered, when available; state standards; and curriculum planning;
 - (6) Review copies of material being reconsidered, as available;
 - (7) Consider the material's suitability in the context of the original use and the context in which the request for reconsideration was made;

- (8) Review the material under reconsideration in its entirety, considering the theme, concept, vocabulary, and illustrations as they apply to:
 - (a) The suitability of the material for the instructional objectives established for the lesson(s) in which it was used, including its presentation and follow-up;
 - (b) The material's level of difficulty; and
 - (c) The age group(s) with which it was used.
- b. An opportunity will be provided to the person who filed the request and staff member(s) involved to offer oral or written testimony on the reconsideration; outside consultants, lay people, other staff members, or other individuals may be offered an opportunity to provide offer oral or written testimony on the reconsideration within such procedures and limitations as may be established by the chair with the consensus of the committee.
- c. The person who made the request for reconsideration will be kept informed by the superintendent or designee concerning the status of the request throughout the committee process. The person and known interested parties will be given notice of committee meetings.
- d. Every request for reconsideration will be acted upon by the committee. However, the committee may consider requests with similar concerns together.
- e. Review and discuss possible options for decision, including:
 - (1) Continued use of the material as used, with no restrictions;
 - (2) Restricted or modified use of the material in terms of subject area, grade level, and/or districtwide, related to the specific request for reconsideration; or
 - (3) Removal of the material from the educational setting in which it was used.

Any decision to prohibit the use of, or refusal to approve the use of materials, on the basis that the materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260 (1)[, i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent; have disabilities; are immigrants or refugees; or are lesbian, gay, bisexual or transgender] is prohibited.

The reconsideration committee will consider the material's suitability in the context in which the request for reconsideration was made.

Following the discussion and review of possible options for recommendation, a committee member may offer a motion outlining the committee's recommendation. Action will be taken on the motion and any subsequent motions within the procedures outlined above and consistent with Oregon law.

~~f. The reconsideration committee's final recommendation will be issued within 45 days of receipt of the request by the district.~~

~~The written recommendation and its justification from the committee will be forwarded to the superintendent within seven days of issuance of the recommendation. Within seven days of receipt of the recommendation by the superintendent, a copy of the recommendation will be sent by the superintendent or designee to the person who requested the reconsideration and to the Board.~~

~~g.f.~~ Procedures for voting:

- (1) A quorum² will be present to act upon any business to come before the committee.
- (2) All outcomes of motions and votes by name will be recorded and reported in the minutes of the meeting(s).
- (3) Only votes of the members present at the time of the vote will be recorded³.
- (4) A vote in the affirmative from a majority of those present is required for a motion to pass.

The committee's recommendation will be issued within [45] days of receipt of the request by the district.

The written recommendation and its justification⁴ from the committee will be forwarded by the superintendent or designee to the person who requested the reconsideration and to the Board within [five] days of the recommendation.

4. Board Review

The Board will review the committee's recommendation and make a final ~~recommendation and announce its~~ decision at a Board meeting within [30] days of receipt of ~~the Board's decision is contrary to the~~ committee's recommendation, ~~the reasons will be communicated, in writing, to the superintendent.~~ The Board's decision, at minimum, should include a reference to grade level and subject area, for which the subject material can be used, if any, and a written explanation of the decision. ~~The Board will issue a decision within 30 days of receipt of the reconsideration committee's recommendation.~~ The district will provide a copy of the Board's decision to the person who requested the reconsideration, and it will be made available to the public. The committee's recommendation and explanation will be made available to the public prior to any removal.

The timelines may be modified by the district based on the availability of staff and/or committee participants. Notice of a modified timeline must be provided to the person who made the request, and the staff member(s) involved.

Requests for reconsideration of the same material will not be accepted for at least [two] calendar year[s]~~years~~ following issuance of a decision on said material.

² A "quorum" is a majority (one-half of an odd number of members rounded up to the next whole number; one-half of an even number of members plus one). A quorum of a five-member committee is three; a quorum of a six-member committee is four; a quorum of a seven-member committee is four.

³ Committee members may attend virtually. Members attending virtually are considered present for quorum and voting purposes.

⁴ Includes an explanation supporting the recommendation.

Phoenix-Talent Schools District 4

Code: IIA-AR(3)
Revised/Reviewed: 1/09/25

Reconsideration of School or Classroom Library Materials

~~Student choice reading is endorsed by the district as a key component of literacy and reading instruction. Students select reading materials with the understanding that parents or guardians will discuss concerns and expectations with them.~~

~~Any staff member, student or their parent or guardian, or resident of the district~~ **A staff member of the district or a parent or guardian of a student of a school of their district** may raise concerns about the materials available to students through the district's school and classroom libraries. ~~This procedure is to provide a forum for those persons in the schools and the community who are not directly involved in the selection process.~~ Access to, **or use of**, materials under reconsideration will not be restricted during the reconsideration process.

Complaints~~Concerns and requests for reconsideration~~ alleging a material constitutes protected-class discrimination may be submitted through ~~and will be processed in accordance with~~ the district's discrimination complaint policy and procedures.

~~Meetings of the reconsideration committee are subject to Public Meeting Law.~~

This reconsideration process will be completed in its entirety and not subverted or ended prematurely. The person **making a filing the** request **for reconsideration** may withdraw their reconsideration request at any time during the process.

1. **Concern**

2. ~~Concerns about School or Classroom Library Materials~~

- a. ~~Any concern made regarding school or classroom library materials by any staff member, student or their parent or guardian, or resident of the district will be made known to the person responsible for the selection. For school library materials, share concerns with the teacher. For classroom library materials, share concerns with the to resolve the issue informally days of receipt of the concern.classroom teacher.~~
- b. ~~The person responsible for the selection of the material in question will respond and attempt. Alternatively, the person responsible for selection may move the concern to the principal in 1.d. An initial response will be provided within 15~~
- c. ~~If the person who made the inquiry is not satisfied, they can request a meeting with the principal.~~
- d. ~~The principal will meet with the person, attempt to resolve the concern, and document the meeting. The staff member responsible for selection may be requested to attend this meeting. The principal will issue a follow-up communication about the outcome of the meeting to the person who made the informal inquiry and relevant staff within 10 days of receipt in 1.c.~~
- e. ~~If the person who made the request is not satisfied with the outcome of the informal inquiry, they may file a written request for reconsideration within 10 days of the conclusion in 1.d. The~~

~~initial contact from the person and any outcome of a meeting or conversation will be documented and maintained by the principal.~~

~~f.a. No materials will be removed or restricted from use as a result of an informal concern.~~

~~g.b. Any concern made regarding supplemental instructional materials by any staff member, student or their parent or guardian, or resident of the district will be made known to the [principal].~~

~~h.c. The [principal] will arrange to meet with the person(s) with the concern [, and may include the staff member(s) most directly involved with its use,] in an effort to resolve the issue informally, within 15 days of receipt of the concern.~~

The [principal or staff member] will explain to their best ability the particular place the material in question occupies in the educational program and its intended educational usefulness or include someone who can identify and explain the use of the material.

~~i.d. The [principal] will inform the person(s) submitting the concern that if the person is not satisfied with the outcome of the informal inquiry, they may file a written request for reconsideration within [10] days of the conclusion in 1.b. The initial contact from the person and any outcome of a meeting or conversation will be documented and maintained by the [principal].~~

~~Request for Reconsideration of School or Classroom Library Materials~~

~~a. A staff member of the district or parent or guardian of a , student of a school or their parent or guardian, or resident of the district wishing to file a request for reconsideration of supplemental instructional school or classroom library materials must complete Step 1 above, prior to filing a request for reconsideration.~~

~~b. Only requests for reconsideration from district staff or parent or guardian of a student of a school of the district will be considered. All requests for reconsideration will be in writing on the form prepared for this purpose, signed by the person making the request complainant, and must be submitted to the [principal]. If a request for reconsideration involves more than one material, a separate form must be completed for each material. A request to reconsider multiple titles in a series may be submitted on a single form. All school offices will make forms available.~~

~~c. Upon receipt of a written request for reconsideration request, the [principal] will notify all staff member(s) who are directly involved in the request , and forward the request to the Assistant Superintendent of Teaching and Learning; a copy will be forwarded to the superintendent or designee. The curriculum director will, within 15 days, appoint a reconsideration committee.~~

~~j.e. Use of the material identified in the request for reconsideration will not be suspended and shall not be removed during the reconsideration process. Materials will not be removed for discriminatory reasons.~~

~~k.f. The reconsideration committee will convene to consider the request for reconsideration received by the district. The committee will receive the request for reconsideration and copies of related materials and instructions on procedure during this committee meeting.~~

~~3-2. Reconsideration Committee~~

~~a. The reconsideration committee shall will be made up of at least five members:~~

- ~~(1) Two teachers designated by the principal;~~
- ~~(2) Assistant Superintendent of Teaching and Learning;~~
- ~~(3) One administrator designated by the superintendent;~~

- (4) One to Two members from the community.

The reconsideration committee may include equity, Title IX, and/or Section 504 personnel in discussions about **concerns which** ~~requests that~~ relate to an underrepresented group or a protected class.

The committee selected will only serve to consider the material, which is the subject of the request for reconsideration, unless otherwise specified. ~~After completion of the reconsideration committee's responsibilities, committee members will be returned to the pool.~~

4.3. Procedures for the Reconsideration Committee

- a. Designate a committee member to keep minutes of the committee.
- b. Every request for reconsideration will be acted upon by the committee. However, the committee may consider requests with similar concerns together.
- c. Review applicable materials such as a copy of the district **or school mission** statement, ~~and~~ professional reviews of the materials being reconsidered, when available, **state standards and curriculum planning**.
- d. Be responsible for documenting all proceedings; adhering to established **policies**, procedures and guidelines; and preparing and **presenting** ~~representing~~ the recommendations to the principal.
- e. Review the material under reconsideration in its entirety, considering the theme, concept, vocabulary, and illustrations (if any) as they apply to:
 - (1) The material's availability for student selection from the school or classroom library;
 - (2) The alignment of the material with the **standards and curriculum** ~~school or classroom library material selection criteria~~;
 - (3) The material's reading level and intended audience (literary level to comprehend the words as opposed to **difficult** ~~controversial~~ topics);
 - (4) The suitability of the material for the students it **was used with** ~~is available for~~; and
 - (5) Professional review sources for the title/material, when available.
- f. An opportunity will be provided to the person who filed the request and staff member(s) involved to offer oral or written testimony on the reconsideration; outside consultants, lay people, other staff members, or other individuals may be offered an opportunity to provide oral or written testimony on the reconsideration within such procedures and limitations as may be established by the committee.
- g. The person who made the request will be kept informed by the principal or designee concerning the status of the request throughout the committee process. The person and known interested parties will be given notice of such meetings.
- h. Review and discuss possible options for ~~a~~ decision, including:
 - (1) Continued use of the material as used, with no restrictions;
 - (2) Restricted or modified use of the material in terms of subject area, grade level, **districtwide**, ~~district wide~~ related to the specific request; or
 - (3) Removal of the material from the educational setting **in which it was used**.

The reconsideration committee will consider the material's suitability in the context in which the request for reconsideration was made.

Following the discussion and review of possible options ~~for recommendation~~, a committee member may offer a motion outlining the committee's ~~[recommendation]~~ ~~[decision]~~.¹ Action will be taken on the motion and any subsequent motions within the procedures outlined above and consistent with Oregon law.

~~The written recommendation and its justification from the committee will be forwarded to the principal within seven days of issuance of the recommendation. Within seven days of receipt of the recommendation by the principal, a copy of the recommendation will be sent by the principal or designee to the person who requested the reconsideration and to the Board.~~

i. Procedures for voting:

- (1) A quorum¹ will be present to act upon any business to come before the committee.
- (2) All outcomes of motions and votes will be recorded and reported in the minutes of the meeting(s).
- (3) Only votes of the members present at the time of the vote will be recorded².
- (4) A vote in the affirmative from a majority of those present is required for a motion to pass.

j. **The recommendation** from the reconsideration committee will be issued within 45 days of receipt of the written request for reconsideration by the principal. **The recommendation** ~~The response to the request for reconsideration will be in writing and~~ include the committee's **justification**. ~~The recommendation~~ ~~decision and information regarding an appeal to the superintendent.~~ ~~The decision~~ will be **provided** ~~copied~~ to the involved parties, including the principal.

~~5.4.~~ **The committee's recommendation will be provided to the [superintendent] [Board] for a final decision of the district. All materials from the reconsideration committee meetings will be made available to the [superintendent] [Board]. [The superintendent will issue a written decision to the involved parties within [30] days of receipt of the committee's recommendation.] [The Board will review the recommendation and issue a written decision at a Board meeting, within [30] days of receipt of the recommendation.] The decision of the [superintendent] [Board] is final.**

~~6.5.~~ Appeal to the Superintendent

A decision from the reconsideration committee may be appealed by the person who requested the reconsideration to the superintendent by submission of the appeal to the superintendent within 10 days from issuance of the committee's decision. A copy of all procedural documents, recommendations, and decisions will be made available to the superintendent. The superintendent should review whether the correct procedure was followed. If the correct procedure was followed, **the decision of the committee should be affirmed.** ~~the superintendent should affirm the decision of~~

¹ A quorum is a majority (one-half of an odd number of members rounded up to the next whole number; one-half of an even number of members plus one). A quorum of a five-member committee is three; a quorum of a six-member committee is four; a quorum of a seven-member committee **if is** four.

² Committee members may attend virtually. Members attending virtually are considered present for quorum and voting purposes.

~~the committee.~~ The superintendent will issue a written decision **to the involved parties** within 30 days of receipt of the appeal ~~to the involved parties.~~

An item approved for removal shall not be removed until a written explanation from the committee (if the committee agreed to removal) is made available to the public.

~~If an appeal is made, the decision made by the reconsideration committee remains in effect until the appeal is decided by the superintendent.~~

The timelines in this administrative regulation may be modified by the district based on the availability of staff and/or committee participants. Notice of a modified timeline must be provided to the person who **made requested** the **request reconsideration** and staff member(s) involved.

Requests for reconsideration of the same materials will not be accepted for at least two calendar years following issuance of a decision on those materials.

Phoenix-Talent Schools District 4

Code: IIA-AR(3)
Revised/Reviewed: 1/09/25

Reconsideration of School or Classroom Library Materials

~~Student choice reading is endorsed by the district as a key component of literacy and reading instruction. Students select reading materials with the understanding that parents or guardians will discuss concerns and expectations with them.~~

~~Any staff member, student or their parent or guardian, or resident of the district~~ **A staff member of the district or a parent or guardian of a student of a school of their district** may raise concerns about the materials available to students through the district's school and classroom libraries. ~~This procedure is to provide a forum for those persons in the schools and the community who are not directly involved in the selection process.~~ Access to, **or use of**, materials under reconsideration will not be restricted during the reconsideration process.

Complaints~~Concerns and requests for reconsideration~~ alleging a material constitutes protected-class discrimination may be submitted through ~~and will be processed in accordance with~~ the district's discrimination complaint policy and procedures.

~~Meetings of the reconsideration committee are subject to Public Meeting Law.~~

This reconsideration process will be completed in its entirety and not subverted or ended prematurely. The person **making a filing the** request **for reconsideration** may withdraw their reconsideration request at any time during the process.

1. Concern

2. ~~Concerns about School or Classroom Library Materials~~

- a. ~~Any concern made regarding school or classroom library materials by any staff member, student or their parent or guardian, or resident of the district will be made known to the person responsible for the selection. For school library materials, share concerns with the teacher. For classroom library materials, share concerns with the to resolve the issue informally days of receipt of the concern.classroom teacher.~~
- b. ~~The person responsible for the selection of the material in question will respond and attempt. Alternatively, the person responsible for selection may move the concern to the principal in 1.d. An initial response will be provided within 15~~
- c. ~~If the person who made the inquiry is not satisfied, they can request a meeting with the principal.~~
- d. ~~The principal will meet with the person, attempt to resolve the concern, and document the meeting. The staff member responsible for selection may be requested to attend this meeting. The principal will issue a follow-up communication about the outcome of the meeting to the person who made the informal inquiry and relevant staff within 10 days of receipt in 1.c.~~
- e. ~~If the person who made the request is not satisfied with the outcome of the informal inquiry, they may file a written request for reconsideration within 10 days of the conclusion in 1.d. The~~

~~initial contact from the person and any outcome of a meeting or conversation will be documented and maintained by the principal.~~

~~f.a. No materials will be removed or restricted from use as a result of an informal concern.~~

~~g.b. Any concern made regarding supplemental instructional materials by any staff member, student or their parent or guardian, or resident of the district will be made known to the [principal].~~

~~h.c. The [principal] will arrange to meet with the person(s) with the concern [, and may include the staff member(s) most directly involved with its use,] in an effort to resolve the issue informally, within 15 days of receipt of the concern.~~

The [principal or staff member] will explain to their best ability the particular place the material in question occupies in the educational program and its intended educational usefulness or include someone who can identify and explain the use of the material.

~~i.d. The [principal] will inform the person(s) submitting the concern that if the person is not satisfied with the outcome of the informal inquiry, they may file a written request for reconsideration within [10] days of the conclusion in 1.b. The initial contact from the person and any outcome of a meeting or conversation will be documented and maintained by the [principal].~~

~~Request for Reconsideration of School or Classroom Library Materials~~

~~a. A staff member of the district or parent or guardian of a , student of a school or their parent or guardian, or resident of the district wishing to file a request for reconsideration of supplemental instructional school or classroom library materials must complete Step 1 above, prior to filing a request for reconsideration.~~

~~b. Only requests for reconsideration from district staff or parent or guardian of a student of a school of the district will be considered. All requests for reconsideration will be in writing on the form prepared for this purpose, signed by the person making the request complainant, and must be submitted to the [principal]. If a request for reconsideration involves more than one material, a separate form must be completed for each material. A request to reconsider multiple titles in a series may be submitted on a single form. All school offices will make forms available.~~

~~c. Upon receipt of a written request for reconsideration request, the [principal] will notify all staff member(s) who are directly involved in the request, and forward the request to the Assistant Superintendent of Teaching and Learning; a copy will be forwarded to the superintendent or designee. The curriculum director will, within 15 days, appoint a reconsideration committee.~~

~~j.e. Use of the material identified in the request for reconsideration will not be suspended and shall not be removed during the reconsideration process. Materials will not be removed for discriminatory reasons.~~

~~k.f. The reconsideration committee will convene to consider the request for reconsideration received by the district. The committee will receive the request for reconsideration and copies of related materials and instructions on procedure during this committee meeting.~~

~~3-2. Reconsideration Committee~~

~~a. The reconsideration committee shall will be made up of at least five members:~~

- ~~(1) Two teachers designated by the principal;~~
- ~~(2) Assistant Superintendent of Teaching and Learning;~~
- ~~(3) One administrator designated by the superintendent;~~

- (4) One to Two members from the community.

The reconsideration committee may include equity, Title IX, and/or Section 504 personnel in discussions about **concerns which** ~~requests that~~ relate to an underrepresented group or a protected class.

The committee selected will only serve to consider the material, which is the subject of the request for reconsideration, unless otherwise specified. ~~After completion of the reconsideration committee's responsibilities, committee members will be returned to the pool.~~

4.3. Procedures for the Reconsideration Committee

- a. Designate a committee member to keep minutes of the committee.
- b. Every request for reconsideration will be acted upon by the committee. However, the committee may consider requests with similar concerns together.
- c. Review applicable materials such as a copy of the district **or school mission** statement, ~~and~~ professional reviews of the materials being reconsidered, when available, **state standards and curriculum planning**.
- d. Be responsible for documenting all proceedings; adhering to established **policies**, procedures and guidelines; and preparing and **presenting** ~~representing~~ the recommendations to the principal.
- e. Review the material under reconsideration in its entirety, considering the theme, concept, vocabulary, and illustrations (if any) as they apply to:
 - (1) The material's availability for student selection from the school or classroom library;
 - (2) The alignment of the material with the **standards and curriculum** ~~school or classroom library material selection criteria~~;
 - (3) The material's reading level and intended audience (literary level to comprehend the words as opposed to **difficult** ~~controversial~~ topics);
 - (4) The suitability of the material for the students it **was used with** ~~is available for~~; and
 - (5) Professional review sources for the title/material, when available.
- f. An opportunity will be provided to the person who filed the request and staff member(s) involved to offer oral or written testimony on the reconsideration; outside consultants, lay people, other staff members, or other individuals may be offered an opportunity to provide oral or written testimony on the reconsideration within such procedures and limitations as may be established by the committee.
- g. The person who made the request will be kept informed by the principal or designee concerning the status of the request throughout the committee process. The person and known interested parties will be given notice of such meetings.
- h. Review and discuss possible options for ~~a~~ decision, including:
 - (1) Continued use of the material as used, with no restrictions;
 - (2) Restricted or modified use of the material in terms of subject area, grade level, **districtwide**, ~~district wide~~ related to the specific request; or
 - (3) Removal of the material from the educational setting **in which it was used**.

The reconsideration committee will consider the material's suitability in the context in which the request for reconsideration was made.

Following the discussion and review of possible options ~~for recommendation~~, a committee member may offer a motion outlining the committee's ~~[recommendation]~~ ~~[decision]~~. Action will be taken on the motion and any subsequent motions within the procedures outlined above and consistent with Oregon law.

~~The written recommendation and its justification from the committee will be forwarded to the principal within seven days of issuance of the recommendation. Within seven days of receipt of the recommendation by the principal, a copy of the recommendation will be sent by the principal or designee to the person who requested the reconsideration and to the Board.~~

i. Procedures for voting:

- (1) A quorum¹ will be present to act upon any business to come before the committee.
- (2) All outcomes of motions and votes will be recorded and reported in the minutes of the meeting(s).
- (3) Only votes of the members present at the time of the vote will be recorded².
- (4) A vote in the affirmative from a majority of those present is required for a motion to pass.

j. **The recommendation** from the reconsideration committee will be issued within 45 days of receipt of the written request for reconsideration by the principal. **The recommendation** ~~The response to the request for reconsideration will be in writing and~~ include the committee's **justification**. ~~The recommendation decision and information regarding an appeal to the superintendent. The decision~~ will be **provided** ~~copied~~ to the involved parties, including the principal.

~~5.4.~~ **The committee's recommendation will be provided to the [superintendent] [Board] for a final decision of the district. All materials from the reconsideration committee meetings will be made available to the [superintendent] [Board]. [The superintendent will issue a written decision to the involved parties within [30] days of receipt of the committee's recommendation.] [The Board will review the recommendation and issue a written decision at a Board meeting, within [30] days of receipt of the recommendation.] The decision of the [superintendent] [Board] is final.**

~~6.5.~~ Appeal to the Superintendent

A decision from the reconsideration committee may be appealed by the person who requested the reconsideration to the superintendent by submission of the appeal to the superintendent within 10 days from issuance of the committee's decision. A copy of all procedural documents, recommendations, and decisions will be made available to the superintendent. The superintendent should review whether the correct procedure was followed. If the correct procedure was followed, **the decision of the committee should be affirmed.** ~~the superintendent should affirm the decision of~~

¹ A quorum is a majority (one-half of an odd number of members rounded up to the next whole number; one-half of an even number of members plus one). A quorum of a five-member committee is three; a quorum of a six-member committee is four; a quorum of a seven-member committee ~~if is~~ four.

² Committee members may attend virtually. Members attending virtually are considered present for quorum and voting purposes.

~~the committee.~~ The superintendent will issue a written decision **to the involved parties** within 30 days of receipt of the appeal ~~to the involved parties.~~

An item approved for removal shall not be removed until a written explanation from the committee (if the committee agreed to removal) is made available to the public.

~~If an appeal is made, the decision made by the reconsideration committee remains in effect until the appeal is decided by the superintendent.~~

The timelines in this administrative regulation may be modified by the district based on the availability of staff and/or committee participants. Notice of a modified timeline must be provided to the person who **made requested** the **request reconsideration** and staff member(s) involved.

Requests for reconsideration of the same materials will not be accepted for at least two calendar years following issuance of a decision on those materials.

OSBA Model Sample Administrative Regulation

Code: IIA-AR(5)
Revised/Reviewed:

Independent Adoption of Core Instructional Materials

This administrative regulation applies to independent adoption of core instructional materials—materials which are not included on the state-approved list and are not supplemental, school library, or classroom library materials. The committee will include relevant subject area criteria published by the Oregon Department of Education.

1. Prior to an adoption study, teachers, administrators, parents, community members, and students may suggest materials they feel should be considered for adoption. Their specific suggestions or recommendations should be submitted to the Assistant Superintendent of Teaching and Learning of the content area to be reviewed.
2. The Assistant Superintendent of Teaching and Learning will compile and present all suggestions listed in Step 1 to a review committee. The review committee will be comprised of at least five members including the Assistant Superintendent of Teaching and Learning, two teachers, two parents of students in the district selected by the Assistant Superintendent of Teaching and Learning to represent elementary and secondary levels and a district administrator, as deemed appropriate.
3. In order to inform constituents who may wish to volunteer for the review process, an announcement will be made at a regular Board meeting, a public notice will be written, and affected parents will be notified at each building within one month of the committee's first meeting.
4. The committee will conduct a preliminary study of materials suitable for basic adoption. Publishers and curriculum consultants may be invited to participate in the study. Material under consideration for adoption by the committee will be available for review by district constituents upon request. An evaluation/rating instrument will be employed for all program/instructional materials considerations.

The decision to use, or refuse to approve the use of, materials on the basis that the materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260 (1)[, i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender] is prohibited.

The committee will decide whether to first initiate a pilot or trial use of a particular series or text or to proceed directly with an adoption. Any trial use or pilot should be coordinated and compatible with the proposed revisions in the curriculum guide. The proposed pilot or trial use must have approval of the principal and the teachers involved.

5. After a trial use or pilot in the classroom and/or committee review, the committee will release results of its evaluation of the instructional materials studied to the superintendent. Specific recommendations will be prepared and forwarded to the superintendent. The committee must show evidence of having used an evaluation or instrument to ensure conformity with curriculum program goals.

6. The superintendent or designee will review the recommended adoption and ensure that:

- a. Appropriate procedures have been complied with;
- b. Compatibility exists with other texts or skills presented at the same grade level in other curriculum areas;
- c. The cost is within budgeted amounts.

The superintendent or designee will issue a recommendation either endorsing the adoption proposal and forwarding it to the Board for approval or referring it back to the committee for revision or further study.

7. The Board may rule on the adoption recommendation or direct the superintendent to further action as it deems appropriate or conducive to reach established goals and objectives.

It is a principal's responsibility to implement and maintain the district-adopted instructional materials. The district must not prohibit the use of, or refuse to approve the use of, materials on the basis that the materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260 (1).

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Phoenix-Talent Schools District 4

Code: IKF
Adopted: 10/03/19
Revised/Readopted: 8/11/22; 12/08/22; 1/09/25
Orig. Code(s): IKF

Graduation Requirements**

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. In foster care¹;
2. Experiencing houselessness²;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;
or
7. ³Enrolled in an approved recovery school under ORS 336.680.

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

¹ "Foster child" is defined in ORS 30.297.

² ORS 329.451(2) and OAR 581-022-use the term "homeless." See OAR 581-022-2000 for additional information.

³ Applies to high school diplomas awarded on or after January 1, 2026.

⁴ "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts⁵ (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 unit of US civics⁶ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and ⁷financial literacy);
5. ⁸One-half credit of higher education and career path skills;
6. ⁹One-half credit of personal financial education;
7. One credit in health education;
8. One credit in physical education; and
9. Three credits in career and technical education, the arts or world languages¹⁰ (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined above, a student must:

⁵ "Language arts" includes reading, writing and other communications in any language, including English.

⁶ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁷ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

⁸ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

⁹ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹⁰ "World languages" includes sign language, heritage languages and languages other than a student's primary language.

1. ¹¹Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. ¹²One-half credit in personal financial education;
6. ¹³One-half credit in higher education and career path skills;
7. One credit in health education;
8. One credit in physical education; and

¹¹ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

¹² This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹³ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. ¹⁴Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified statewide assessment.

A student's school team (which must include an adult student, parent/guardian of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

¹⁴ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, **extended diplomas** and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and
 - g. One credit in the arts or a world language; and
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, **extended diplomas** and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Certificate of Attendance

A certificate of attendance¹⁵ will be awarded to students who:

1. Have maintained regular full-time attendance¹⁶ for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history¹⁷.

For students with a documented history¹⁸, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, **extended diplomas** and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the district. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district must

¹⁵ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

¹⁶ "Regular full-time attendance" means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences will not be counted against a student.

¹⁷ "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

¹⁸ "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or certificate of attendance is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form¹⁹ and submitting the form to the district.

¹⁹ Oregon Department of Education page for: [30-day notice and opt-out form](#)

The district will issue a high school diploma to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

[ORS 329.007](#)
[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 336.585](#)
[ORS 336.590](#)

[ORS 339.115](#)
[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-0102](#)
[OAR 581-022-2000](#)
[OAR 581-022-2005](#)

[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON DEPARTMENT OF EDUCATION.

Cross Reference(s):

IKFB - Graduation Exercises
IL - Assessment Program

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

<i>Date</i>	<i>Meeting</i>	<i>Place</i>	<i>Time</i>
JULY 2025			
July 10	Regular Board Meeting	Dist. Off.	6:00 p.m.
July 24	Board Work Session	*TBD	5:00 p.m.
AUGUST 2025			
August 14	Regular Board Meeting	OHES	6:00 p.m.
SEPTEMBER 2025			
September 4	Regular Board Meeting	PES	6:00 p.m.
September 18	Regular Board Meeting	PES	6:00 p.m.
OCTOBER 2025			
October 2	Regular Board Meeting	PHS	6:00 p.m.
October 16	Regular Board Meeting	PHS	10:00 a.m.
NOVEMBER 2025			
November 13	Regular Board Meeting	TMS	6:00 p.m.
November 20	Board Work Session	Dist. Off	5:00 p.m.
DECEMBER 2025			
December 11	Regular Board Meeting	TES	6:00 p.m.
JANUARY 2026			
January 8	Regular Board Meeting	PES	6:00 p.m.
January 22	JAB Work Session	PHS	5:00 p.m.
FEBRUARY 2026			
February 5 4 (Wed)	Regular Board Meeting	OHES	6:00 p.m.
February 19 18 (Wed)	Regular Board Meeting	OHES	6:00 p.m.
MARCH 2026			
March 5 4 (Wed)	Regular Board Meeting	PHS	6:00 p.m.
March 19 18 (Wed)	Board Work Session	Dist. Off	5:00 p.m.
APRIL 2026			
April 2	Regular Board Meeting	TMS	6:00 p.m.
April 16	Regular Board Meeting	TMS	10:00 a.m.
MAY 2026			
May 7	Regular Board Meeting	TES	6:00 p.m.
May 21 20 (Wed)	Regular Board Meeting	TES	6:00 p.m.
JUNE 2026			
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)¹.]~~

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.^[2] 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;³
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);⁴
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.⁵

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.

¹ 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.}

² [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.”]

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

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

⁵ 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. ^{6}]. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.⁷ [~~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 and 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. ^{8}~~

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 devices⁹ that support academic activities and independent communications¹⁰, 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.

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

⁷ 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.

⁸ {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.}

⁹ 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.

¹⁰ “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

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09

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: _____¹

Signed: _____ Date: _____

Parent or guardian name: _____

Parent or guardian phone: _____ Email: _____

For Completion by School Administration

Request: Granted Expiration of exemption: _____

¹ 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 Work Session - 5:00 PM
Thursday, November 20, 2025
In-Person at Phoenix-Talent Schools District Office
Join the Zoom Meeting:

<https://us02web.zoom.us/j/83791237919?pwd=cPnABbxkuaAptXj1yau5GOr5axNOg2.1>

Meeting ID: 837 9123 7919

Passcode: 397986

AGENDA

- A. Call to Order - 5:00 p.m.
- B. OSBA Debrief
- C. Budget Update
- D. Strategic Plan Update
- E. 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.