



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting - 6:00 PM

Thursday, April 2, 2026

In-Person at Talent Middle School

https://www.google.com/url?q=https://us02web.zoom.us/j/89361405883?signature=3DjB0_enDZA0j9I9LLzDsWSDMJWn--

[kqZclhSljCww0&sa=D&source=calendar&ust=1773500245810212&usg=AOvVaw2bumeX2tHytdRUhREH](https://www.google.com/url?q=https://us02web.zoom.us/j/89361405883?signature=3DjB0_enDZA0j9I9LLzDsWSDMJWn--)
qyTO

Password: 708759

Agenda Español

Minutas Español

AGENDA

- A. **Regular Session Call to Order - 6:00 p.m.**
- B. **Student Representative Report**
- C. **Accentuate the Positive**
- D. **Citizen Comments**
- E. **PTEA/OSEA Association Updates**
- F. **Superintendent Report**
- G. **Consent Agenda**
 - 1. Approval of Agenda
 - 2. Approval of Minutes from 3/4/26 & 3/18/26
 - 3. Personnel Report
- H. **Information and Discussion**
 - 1. **Legislative / OSBA Update**
 - 2. **Committee Reports**
 - 3. **Superintendent Evaluation Summary**
 - 4. **PHS & TMS SRO Contracts 26-27**
 - 5. **Review Interdistrict Transfer Slots**
 - 6. **Board Meeting Calendar for 26-27**
 - 7. **Student Representative Process for 26-27**
 - 8. **Student Handbooks 26-27 Review**
 - 9. **Language Accessibility**
- I. **Recess**
- J. **Action Items**
 - 1. **Academic Calendar for 26-27**
- K. **Review of the Next Meeting Agenda**
- L. **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.



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Thursday, April 2, 2026
In-Person at Talent Middle School
ZOOM Link:

<https://us02web.zoom.us/j/89361405883?pwd=r4Efs9GWec7a1o6zJpIPXIBcebad6x.1>

Meeting ID: 893 6140 5883 Passcode: 708759

AGENDA

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- D. Accentuate the Positive
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 - 5. Review Interdistrict Transfers 26-27
 - 6. Board Meeting Calendar 26-27
 - 7. Student Representative Process 26-27
 - 8. Student Handbooks 26-27 Review
 - 9. Language Accessibility
- J. Recess
- K. Action Items
 - 1. Academic Calendar for 26-27
- L. Review of the Next Meeting Agenda
- M. Adjournment



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting
Wednesday, March 4, 2026 6:00 PM Pacific

Phoenix High School
745 N. 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. **Executive Session** - 4:30 p.m. — This session is closed to the public under ORS 192.660 (2)(b)(e)(i)

B. **Regular Session Call to Order** - The meeting was called to order at 6:05pm.

C. Student Representative Report

- Elia Santos said that the theater group presented the play CLUE, which played on Monday and Tuesday of this week. There will be a staff vs. students basketball game and a talent show in a couple of weeks as a fundraiser for our Sparrow Katy. On March 6th, there will be a drive-by donation place at PHS from 5:30-7:00pm where you can donate items. There will be a Spring Formal dance will be on March 14. This evening is the winter sports ceremony for all those who participated in winter sports and to recognize their accomplishments.
- Rachel Pepin said that we are wrapping up our winter sports season and tonight is the awards night. We had two wrestlers place at state, and we also had our two-time swim champion, Quin Davis, place really well in all of his events. Our seniors give a shout-out to all of our help from the Future Planning Center. Monday was a big day for us as it was the OSAC appeal date and it is for our biggest scholarships. The FPC was very busy and Sonya, Christian, and Maggie handled it like champs. As Elia mentioned earlier, this is our third year of having a staff vs. student basketball game for our Sparrow. Rachel invited everyone to come and support our Sparrow, Katie. This week is classified staff appreciation week and the leadership class got together after school today and made the classified staff muffins. Last Thursday, the leadership class went to the middle school and visited the eighth graders and answered a lot of their questions they had about starting high school.

D. Accentuate the Positive

PHS Principal Kalin Cross shared the following:

- We are almost at the end of our Classified Staff Appreciation Week. We could not do anything that we do without our amazing classified staff.
- Sara Crawford, who joined the PHS team this year as the office manager, is making magic happen. Sara is tightening systems and making things run more smoothly.
- We are wrapping up our second round of formal observations for teachers who are in probationary status. I was able to go into several classrooms and observe, and I want to give a shout-out to Moth Watkins, Aurelia Donnelly, Vanessa Vega, Leif Larsen, Monica Gonzalez and Alexis Wilson, who are rock-star teachers. They are engaging students in a multitude of ways.

- Ms. Cross gave a shout-out to Breeze Chapman, who is a fierce advocate for students in our Special Education programs, a PHS legacy and a true Pirate.

TMS Principal Casey Olmstead shared the following:

- Principal Olmstead gave a shout-out to the classified staff stating that our school would truly not run without them.
- We are in the middle of a Social Studies curriculum adoption review for 6-12, and I want to give a shout-out to Alyssum Barber and Kelly Soter for their support in this process.
- Mr. Olmstead gave a shout-out to Principal Cross at PHS. She and I have been having conversations about how we can collaborate more and do some more work together for 6-12. I appreciate her insight and looking forward to more work together to support our students.
- Asst. Principal Allison Hass and I started doing some work last year to create a Student Support Team. We are creating a better system of how we are talking about students who might be struggling or having a hard time. We now have a solid team in place to have these conversations and discuss supports and interventions.

OHES Principal Kent Vallier shared the following:

- Mr. Vallier expressed his appreciation of the classified staff.
- A huge thank you to Holly Swift and Katie McCormick for organizing our Oregon Battle of the Books (OBOB). Our championship team will be going to Central Point in a few weeks to compete.
- Mr. Vallier thanked Officer Camps and Sgt. Lehman for helping us with our lock-down drill last week.
- Mr. Vallier thanked Mari Martinen and Elizabeth Mayben, who are our special education teachers. They are truly there for all students, and it is a joy to watch them work with their students and staff.

PES Principal Shawna Schleif shared the following:

- Ms. Schleif echoed what everyone said about classified appreciation week. It has been such a fun week to be able to celebrate the great people who work in our schools.
- Ms. Schleif thanked special education behavior coaches Alison Bailey, Sarah Reiersen and Arica Casarotti for attending tonight's meeting for the special presentation.
- We had our OBOB on Friday and our fourth and fifth grade teams led the charge. Ms. Schleif gave a shout-out to Amy Hartley, Anna Leva, Elia Gima and Zoey Boyles for their leadership.
- Our Math Implementation Leadership Team (MILT) has started doing some peer coaching and peer observation. We are doing a lot of cross-district observations and learning from and with each other. Shout-out to Jamar Boyd for helping support and lead that.

PTRA Principal Aaron Santi shared the following:

- Mr. Santi is excited to honor Deni Goodwin as the heart of our operation on Classified Appreciation Week. She truly does it all at our school, from registering students, to arranging field trips, to purchasing supplies, among many, many other things. She makes all of our jobs easier and is a huge support for our families and students. She is an amazing employee and colleague.

TES Principal Heather Lowe shared the following via Shawna Schleif:

- Things at TES are moving and shaking as we launch into spring.
- Our mural project is under way. Students have been busy making ceramic salmon that will be a centerpiece of the project.
- The PTA is hosting our annual Family Dance this Friday at 6:00. The event is free, and we can't wait to boogie with our families on a Friday night.
- Our amazing music teacher, Sage Meadows, has planned an incredible Spring Concert that will take place at TMS next Tuesday, March 10th. Because these events are highly attended by our TES community, she has decided to offer two showcases. Kinder, 2nd, and 4th graders will perform first at 5:00-6:10. Then, 1st, 3rd, 5th, and ODP will perform 6:30-7:15. Please join us.
- Finally, our awesome PE teacher, Mr. Kyle Carson, is hosting a new event next week: Active Families Week. As part of his work on our Wellness Leadership Team, he has invited families to join their child's PE class. Active families are healthy families. Kudos to Kyle for this innovative idea.

Amy Honts-Stark, General Manager of Sodexo for PTS Schools shared the following:

- Ms. Honts-Stark thanked Joe Zavala & the elementary Office Managers (specifically Cheryl Joseph, Wendy Duffie & Dianne Wolff) for helping get the Future Chef sign-up information out. We ended with 15 submissions and 9 selected participants for the in-person event on March 19th.
- Friday is Employee Appreciation Day, so to thank the food service staff for all they do, they will be receiving a cookie treat.
- While we are just wrapping up the fall survey action items, it's almost time for the spring survey, so be on the lookout for that.
- KDRV is interested in featuring Phoenix Talent Schools Nutrition Program in a couple of upcoming stories.

Dr. Tiffanie Lambert, Asst Supt. Of Teaching and Learning, shared the following:

- Dr. Lambert thanked all the school's office staff and Charlene Patten at the district office. Last week was vaccine exclusion day, and that means that any student that doesn't have their state's required vaccines must be removed from school, and, of course, we want to focus on attendance, and we had, for the very first time since I've been here, zero exclusions.

Vice Chair Rebecca Weathers said that last Wednesday, she attended the CTE night at the high school with her daughter. It was very well attended and super fun. They were escorted by Student Representative Lincoln Potochnick and they visited all the different CTE programs and they really enjoyed their time learning.

Director Dawn Watson attended the high school play CLUE and said that it was one of the better ones she had seen in the last few years. Ms. Watson said there were so many community members who attended and supported the kids.

Chair Michael Campbell said that his wife attended the play last night, along with their nine-year-old daughter, and they both really enjoyed it.

E. Citizen Comments - None

F. PTEA/OSEA Association Updates

- Linnaea Funk Morales spoke on behalf of PTEA. PTEA is excited about the collaboration and inclusive process that our members engaged in for the adoption of the 6-12 social studies curriculum. We are also happy to see that our feedback for next year's academic calendar has been incorporated by the superintendent, and we are hearing positive feedback from our membership.
- Ms. Funk Morales read a letter that was written by PTEA's Co-Presidents Laura Lathan and Sandra Tringolo. The letter expressed their dissatisfaction with the number of recommendations for probationary non-renewals.

G. Superintendent Report

- Supt. Barry echoed the classified appreciation week. It's great to see the colleagues honor their staff.
- Supt. Barry referenced the SOESD Blueprint and Beyond attachment.
- Supt. Barry said that ODE has been in communication with us regarding our cell phone Policy JFCEB per the attached correspondence. We will see about bringing it back to the board so we can decide how to respond in policy or next steps.

H. Program Report: Inclusive Practices

Dr. Tiffanie Lambert, Asst. Supt. Of Teaching and Learning, shared information on our district's inclusive journey stating that we are moving toward a framework of rightful presence. Rightful presence means a student with a disability does not have to earn their place in a general education classroom. They belong there because they are part of our community and part of their neighborhood school. In Phoenix-Talent Schools, we have been working to move away from seeing special education as a place, and instead recognize it as a service that follows the student. This work did not happen overnight. It reflects years of planning, professional learning, and collaboration among our educators. In fact, Phoenix-Talent Schools is currently the only district in southern Oregon intentionally challenging the historical segregation of students with disabilities in this way.

Initially, we had out-of-district placements for students with special needs. We then moved to district programs. Our initial model included having staff assigned to specific students, and we now have all students in general education including those students with special needs. Our inclusion model today involves case managers and no TLC labels.

Inclusion is showing love in the following ways:

- Attendance is one of our strongest indicators of belonging.
- Academic gains across the district, including those students with disabilities. Statistics for reading and math were provided.
- Elementary referrals are down substantially.
- Student-related staff injuries are down

How inclusion elevates all students:

Benefits for students with disabilities (SWD)

- Academic growth — higher standard achievement, access to general curriculum, diverse learning methods
- Social & emotional gains — development of friendships, increased self-confidence, sense of belonging (rightful presence)
- Prevention & engagement — reduced school anxiety/avoidance, better attendance, lower referral rates

Benefits for students without disabilities

- Stronger academic scores — universal design for learning benefits all, clearer routines, higher instructional variety.
- Critical life skills — increased empathy & understanding, patience and leadership growth, learning to collaborate with diverse peers
- Safer school community — less staff/student conflict, dramatically fewer injury reports, a more respectful environment

Dr. Lambert introduced Rosa Ochoa, whose son, Julian, is a freshman at PHS. Rosa spoke about her experience as a mom of a child with a disability who is included in a regular classroom. Rosa had seen her son grow socially, emotionally, and academically. Other parents, Judith Corona, Elias Chavez, and Suekaty Barrigan also spoke about their experience of inclusive learning. Special Education teachers Mari Martinen and Nony Bugarin and staff member Laura Millette also spoke about their experiences with students and families and

I. Recess

J. Consent Agenda

I move to approve the consent agenda as presented. This motion, made by Vice-Chair Rebecca Weathers and seconded by Diana Rasmussen. Being there were no objections, the consent agenda was approved.

- J.1. Approval of Agenda
- J.2. Approval of Minutes from 2/18/26
- J.3. Personnel Report

K. Information and Discussion

K.1. Legislative / OSBA Update

- Director Dawn Watson said that this is the last week of the legislative session and things are going fast. PACE Day is April 23 and if you plan to attend you may want to make your hotel reservations right away.
- SEI filings portal opens March 15 and closes April 15.
- Supt. Barry spoke about the state budget and said that they will not cut K12 funding for this biennium, but will utilize pulling funds from any carryover monies from a number of different areas. HB 4160A passed the senate today and it will require districts to provide AED's (automatic external defibrillators) in all schools. Fortunately, we are ahead of the game with Project Adam.

K.2. Committee Reports

- Director Rebecca Weathers attended the Safety Interagency Committee meeting this morning. There were about 15 people who attended. There were discussions surrounding

lockdown and secure drills. We discussed doing a door audit around the district to ensure the doors latch properly, as well as updating communication messaging during the drills. Bussing is continuing to install dash cams that are both front and driver-facing. The fire district has new devices that have the ability to shut down oxygen if they sense that there is a fire in the lines. They are working on distributing those through the community. There was an announcement of a reunification drill that would be happening in the Central Point School District on April 22. No more information is available at this time.

L. Action Items

M.1. Renewal of Teacher and Administrator Contracts

Supt. Barry said that this is the final list for admin and teacher renewals. He thanked the administrative team for ensuring that we have the best people moving forward.

I move to approve the renewals of teacher and administrator contracts as presented. This motion, made by Rebecca Weathers and seconded by Polly Farrimond, Carried.

Rick Nagel: Absent, Michael Campbell: Abstain (With Conflict), Nancy Castillo-McKinnis: Yea, Polly Farrimond: Yea, Diana Rasmussen: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea
Yea: 5, Nay: 0, Absent: 1, Abstain (With Conflict): 1

M.2. OSAA Cooperative Sponsorship for Softball with AHS

Supt. Barry said that we had about 8 girls who went out for softball and Ashland had about 10 or 12. We have had discussions for several weeks now between the two districts and decided that this avenue was the best to ensure that both teams can still play. There is still discussion about where to practice, what type of uniforms to wear. Coaches and staffing will most likely remain the same. This co-op does need board approval.

I move to approve the agreement for an OSAA Cooperative Sponsorship for softball between Phoenix High and Ashland High Schools for the 2026 season. This motion, made by Nancy Castillo-McKinnis and seconded by Diana Rasmussen, 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

M. Review of the Next Meeting Agenda - There were conversations regarding the Ashland students who lost their lives last week.

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

Michael Campbell, Chair

Brent Barry, Superintendent



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Work Session
Wednesday, March 18, 2026 6:00 PM Pacific

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

| | | | |
|--------------------------|---------|-----------------------|---------|
| Michael Campbell: | Present | Diana Rasmussen: | Absent |
| Nancy Castillo-McKinnis: | Absent | Dawn Watson: | Present |
| Polly Farrimond: | Present | Rebecca Weathers: | Present |
| Rick Nagel: | Absent | Present: 4, Absent: 3 | |

A. **Executive Session** - 4:30 p.m. — This session is closed to the public under ORS 192.660 (2)(e)(i)

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

C. **Presentation by David Williams of Piper Sandler & Co.**

David Williams from Piper Sandler discussed bond financing and PERS bonding for the school district. He explained the process of issuing General Obligation bonds, the importance of voter approval, and the impact of interest rates and assessed value on debt service. Williams highlighted the district's current debt of \$49.6 million and potential borrowing scenarios, including a \$6.13 million bond with a state match. He also addressed the district's PERS side account, noting its \$14.8 million bond issued in 2004, which has yielded significant savings. Future considerations include potential pension obligation bonds, contingent on interest rates and market conditions.

D. **Board Self-Evaluation**

Kristen Miles from OSBA joined the meeting via Zoom and discussed the board's self-evaluation results, highlighting strengths in roles and responsibilities, culture and climate, and effective leadership. Areas for improvement include innovation and creativity, cultural responsiveness, and data use. They proposed establishing a board progress scorecard, implementing a program impact review cycle, and incorporating an equity lens in policy reviews. The board also discussed the importance of consistent data review and communication with the public.

E. **Academic Calendar for 26-27**

Supt. Barry referred to the 26–27 academic calendar and said that it is very similar to last year with the following changes:

- Starting and ending the school year a week later (including high school graduation)
- Sept. 8th — Soft start for 1st - 5th grade students and grades 6 & 9 and all new students will start. Sept. 9th — First day for all students
- October 12th - Indigenous People's Day was traded for Thanksgiving in contract negotiations as a day off for licensed staff.
- There is not a fall in-service scheduled. This is a 172-student day contact calendar.

F. **Adjournment** – The meeting adjourned at 8:15 p.m.

Michael Campbell, Chair

Brent Barry, Superintendent

**INTERDISTRICT TRANSFER RECOMMENDATIONS
FOR 2026-2027
Report as of 3/18/26**

REQUESTS FOR A TRANSFER ADMISSION

| GRADE | Proposed Slots | REQUESTS | CURRENT STUDENT |
|--|----------------|----------|---|
| K | 40 | 2 | N/A |
| 1 | 10 | 0 | 0 |
| 2 | 5 | 0 | 0 |
| 3 | 5 | 0 | 0 |
| 4 | 5 | 1 | 0 |
| 5 | 5 | 0 | 0 |
| 6 | 10 | 1 | 0 |
| 7 | 10 | 1 | 1 |
| 8 | 6 | 0 | 0 |
| 9 | 10 | 0 | 0 |
| 10 | 5 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| TOTAL | 100 | 5 | 1 |
| TOTAL NONRESIDENT STUDENTS REQUESTING AN INCOMING TRANSFER: 5 | | | Note: All District programs and special services are reserved for resident students first. |

REQUESTS FOR A TRANSFER RELEASE

| GRADE | Proposed Slots | REQUESTS | CURRENT STUDENT |
|---|----------------|-----------|-----------------|
| K | 0 | 5 | N/A |
| 1 | 0 | 1 | 1 |
| 2 | 0 | 1 | 0 |
| 3 | 0 | 1 | 1 |
| 4 | 0 | 1 | 0 |
| 5 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 2 | 1 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| TOTAL | 0 | 11 | 3 |
| TOTAL NONRESIDENT STUDENTS REQUESTING AN OUTGOING TRANSFER: 11 | | | |

**PHOENIX-TALENT SCHOOLS
2026-2027 – DRAFT
School Board Meeting Dates**

| <i>Date</i> | <i>Meeting</i> | <i>Place</i> | <i>Time</i> |
|-----------------------|-----------------------|-------------------|-------------------|
| JULY 2026 | | | |
| July 16 | Regular Board Meeting | Dist. Off. | 6:00 p.m. |
| July 30 | Board Work Session | *TBD | 5:00 p.m. |
| AUGUST 2026 | | | |
| August 13 | Regular Board Meeting | OHES | 6:00 p.m. |
| SEPTEMBER 2026 | | | |
| September 10 | Regular Board Meeting | PES | 6:00 p.m. |
| September 24 | Regular Board Meeting | PES | 6:00 p.m. |
| OCTOBER 2026 | | | |
| October 8 | Regular Board Meeting | PHS | 6:00 p.m. |
| October 22 | Regular Board Meeting | PHS | 10:00 a.m. |
| NOVEMBER 2026 | | | |
| *November 5 | Regular Board Meeting | TMS | 6:00 p.m. |
| *November 19 | Board Work Session | Dist. Off | 5:00 p.m. |
| DECEMBER 2026 | | | |
| December 10 | Regular Board Meeting | TES | 6:00 p.m. |
| JANUARY 2027 | | | |
| January 14 | Regular Board Meeting | PES | 6:00 p.m. |
| January 28 | JAB Work Session | PHS | 5:00 p.m. |
| FEBRUARY 2027 | | | |
| February 11 | Regular Board Meeting | OHES | 6:00 p.m. |
| February 25 | Regular Board Meeting | OHES | 6:00 p.m. |
| MARCH 2027 | | | |
| March 4 | Regular Board Meeting | PHS | 6:00 p.m. |
| March 18 | Board Work Session | Dist. Off | 5:00 p.m. |
| APRIL 2027 | | | |
| April 8 | Regular Board Meeting | TMS | 6:00 p.m. |
| April 22 | Regular Board Meeting | TMS | 10:00 a.m. |
| MAY 2027 | | | |
| May 13 | Regular Board Meeting | TES | 6:00 p.m. |
| May 27 | Regular Board Meeting | TES | 6:00 p.m. |
| JUNE 2027 | | | |
| June 10 | Regular Board Meeting | PES | 6:00 p.m. |
| June 24 | Regular Board Meeting | PES | 6:00 p.m. |

NOTE: Executive Session may precede Regular Board Meetings

*TBD: To Be Determined

*November – used the 1st & 3rd weeks due to Thanksgiving holiday



We are The Phoenix!

FAMILY HANDBOOK

<https://ptr.phoenix.k12.or.us/>
www.facebook.com/PTRisingAcademy

1011 La Loma Drive
Medford, OR 97504
541.897.5108

Aaron Santi, Principal

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HAVE FUN

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BE SAFE, BE RESPECTFUL, BE RESPONSIBLE

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PTS DISCLAIMER

27



SUPERINTENDENT'S LETTER

Dear Families:

Thank you for allowing us to be a part of your child's life and we look forward to a great year, partnering with our families. We value this partnership and research shows the stronger this partnership is, the more successful our students are. As we continue to recover from the Alameda fire and serve in a post-pandemic capacity, our focus is to provide opportunities for families to engage in our district. Based on feedback, we are committed to engaging families in two-way communication, helping our families support their child's academic needs at home, and being available for families. This is our promise to you.

Our District remains committed to "Excellence for Everyone", which includes our students, staff and families. We know you are your child's first and most important teacher. Working together we can achieve successful outcomes for all of our students. With the support of our school board, our district is committed to growing the connection and engagement from school to home.

Together, PTS Rising will continue to rise above and the partnership with families is vital to this success.

Sincerely,
Brent Barry
Superintendent

PHOENIX-TALENT SCHOOL DISTRICT VISION

**Together, we shall meet the challenges of preparing
responsible, creative, life-long learners.**

We believe...

- Education is the joint responsibility of the community, school, family, and students.
- Our schools must provide a safe, secure environment where healthy values, minds, and bodies can grow.
- Everyone can learn.
- The needs, interests, feelings, and developmental stages of each individual deserve recognition.
- It is our responsibility to encourage the development of self-worth and the full potential of each individual.
- Our educational program shall provide a core of knowledge that cultivates personal excellence for success in a global environment.

PRINCIPAL'S LETTER

Students and Families,

Welcome to Phoenix-Talent School District's newest school, Phoenix-Talent Rising Academy (PTRA). We are a kindergarten through 8th-grade school offering educational opportunities in a hybrid online/in-person environment. Our goal is to provide maximum flexibility, combined with a strong menu of academic offerings to help students grow academically, and optional in-person learning and activities to help them grow socially.

PTRA is an excellent educational solution for families considering homeschooling or charter schools. We provide the high-quality, rigorous instruction that you expect from your local neighborhood school while maintaining the flexibility and parental control of at-home learning. Additionally, families stay connected to their neighborhood educational community and receive academic, social-emotional, and technology support from our friendly local staff. Unlike charter schools located in distant districts, PTRA students have full access to all of the services and programs offered to our district's elementary and middle school students: sports, clubs, health services, and more.

Our kindergarten through 5th-grade program is designed to allow families to teach their students at home with the added support of a licensed teacher providing curriculum, direct instruction, assessments, and coordinated in-person social opportunities. Our teachers can also provide extra resources for families that wish to go above and beyond required learning. Families are free to create their own schedule for their students to learn in a way that works for their lifestyle.

While our middle school classes are online and self-paced, students have a licensed teacher available to them via Google Meet, email, or phone. We also offer weekly in-person opportunities for students to come into the classroom for help with their courses, for a quiet place to study, and for social activities. Additionally, we offer electives such as Rise Up & Rebuild that are not possible through traditional schooling.

At PTRA, families are directly involved in charting their students' educational direction and progress every day with the knowledge and support of our professional staff. We're glad you've decided to come along on an educational journey with us! We are the PTRA Phoenix and we are Rising!

Professionally,



Aaron Santi, Principal
Phoenix-Talent Rising Academy

PHOENIX-TALENT SCHOOLS

ORCHARD HILL ELEMENTARY SCHOOL

Kent Vallier, Principal

1011 La Loma Drive

Medford, OR 97504

Phone: 541-779-1766 / Fax: 541-770-9037

ohe.phoenix.k12.or.us/

PHOENIX ELEMENTARY SCHOOL

Shawna Schleif, Principal

PO Box 727 / 215 North Rose Street

Phoenix, OR 97535

Phone: 541-535-3353 / Fax: 541-535-7529

pes.phoenix.k12.or.us/

PHOENIX HIGH SCHOOL

Kalin Cross, Principal

PO Box 697 / 745 North Rose Street

Phoenix, OR 97535

Phone: 541-535-1526 / Fax: 541-535-7511

phs.phoenix.k12.or.us/

PHOENIX-TALENT RISING ACADEMY

Aaron Santi, Principal

PO Box 698 / 1011 La Loma Drive

Medford, OR 97504

Phone: 541-897-5108 / Fax: 541-535-7529

ptr.a.phoenix.k12.or.us/

TALENT ELEMENTARY SCHOOL

Heather Lowe, Principal

PO Box 296 / 307 Wagner Creek Road

Talent, OR 97540

Phone: 541-535-1531 / Fax: 541-535-1858

tes.phoenix.k12.or.us/

TALENT MIDDLE SCHOOL

Casey Olmstead, Principal

PO Box 359 / 102 Christian Avenue

Talent, OR 97540

Phone: 541-535-1552 / Fax: 541-535-7532

tms.phoenix.k12.or.us/

DISTRICT OFFICE

Brent Barry, Superintendent

PO Box 698 / 401 W. Fourth Street

Phoenix, OR 97535

Phone: 541-535-1511 / Fax: 541-535-3928

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PHOENIX-TALENT SCHOOL BOARD

Michael Campbell

Nancy Castillo-McKinnis

Polly Farrimond

Rick Nagel

Diana Rasmussen

Dawn Watson

Rebecca Weathers

www.phoenix.k12.or.us/school-board12

PHOENIX-TALENT RISING ACADEMY STAFF

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Deni Goodwin – Office Manager

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SCHOOL HOURS

School hours for contacting staff are 8:00 am - 4:00 pm Monday through Friday, not including holidays. We are available by email, text, call, and Meet during school hours. Email is the easiest for us to reply to between classes. We try to respond within 24 hours on school days.

Our classroom/office is on the Orchard Hill Elementary School campus, and we are available in person for students and families by appointment.

COMMUNICATION

Information about school events, meetings, and activities will be shared through email, our Facebook page www.facebook.com/PT Rising Academy, or our website ptr.phoenix.k12.or.us/.

Information about changes in curriculum and student instructional programs will be communicated through email or the BrightArrow Notification System.

Assessment results will be shared during teacher conferences and at parent/caregiver's request. School performance will be presented using Oregon Department of Education standards and/or District checklists.

EVERY STUDENT BELONGS

Phoenix-Talent Schools believes in and is committed to honoring the inherent worth and dignity of every human being. We believe in and are committed to creating an inclusive culture where every student, staff member, and family feels seen, heard, and validated in their existence as a human being. We believe in and are committed to fostering a culture of belonging where people can show up as their full and authentic selves. In short, we believe in and are committed to creating and maintaining an antiracist and equitable school environment.

All students and employees in public schools are entitled to learn and work in an environment that is safe and free from discrimination, harassment, and intimidation based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

The district prohibits derogatory language or behavior or symbols of hate on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin, including the noose, symbols of neo-Nazi ideology, and the battle flag of the Confederacy. (See Board Policy [ACB](#) for exact policy verbiage)

ORIENTATION MEETINGS

All students and parents/caregivers must attend an orientation meeting every year. Group orientation meetings are held every September, and individual orientation meetings are held for mid-year transfers to talk about attendance, parent/caregiver involvement, and student expectations.

HOW YOU CAN HELP

PARENT/CAREGIVER ROLE IN PTRA

Parents/caregivers are essential partners in their child's education. Younger students need more intensive support—the parent/guardian will be their main instructor, assisted by a PTRA teacher. Older students need parent/guardian encouragement and regular monitoring of their progress.

Parents/caregivers can support their child's education in several ways:

- 1–Ensure consistent daily schoolwork
 - a–Set aside a time and place for schoolwork
 - b–Regularly monitor your student's progress online
- 2–Attend Teacher Conferences and school events
- 3–Communicate with, and reply to communications from, your teacher and the school
- 4–Talk about the importance of a good education with your student

The school will provide materials and training to help parents/caregivers work with their student to improve their student's progress on request.

PARENT/CAREGIVER-SCHOOL COMPACT

Phoenix-Talent Rising Academy works with parents/caregivers as equal partners in their student's education. Our Parent/Caregiver-School Compact talks about:

- 1-PTRA's responsibility to provide high-quality curriculum and instruction,
- 2-Parent/caregiver's responsibility to instruct and support their student's learning,
- 3-Parent/caregiver's responsibility to communicate regularly with teachers,
- 4-Student, parent/caregiver, and teacher's shared responsibility for student success.

This compact will be discussed and signed at the Orientation Meeting.

PARTICIPATION

Parents/caregivers can participate in school-wide decision-making at Orientation Meetings and Parent/Caregiver-Teacher Conferences.

Phoenix-Talent Rising Academy will provide full opportunities for the participation of parents/caregivers with limited English proficiency, parents/caregivers with disabilities, parents/caregivers of homeless students, and parents/caregivers of migratory students. Information and school reports will be provided in a format and language parents/caregivers understand. Barriers to parent/caregiver participation, including transportation, language, and other barriers, will be addressed on a case-by-case basis. Phoenix-Talent Rising Academy will, if necessary, arrange school meetings at a variety of times and conduct conferences online to maximize parent/caregiver involvement and participation.

SCHOOL SUPPLIES

PTRA provides students with necessary and appropriate school supplies.

VISITORS

Student safety is our first concern. Anyone who is not a PTRA student or school district employee **MUST** stop at the Orchard Hill Elementary office and sign in to receive a visitor pass before going anywhere in the school.

Visits to our classroom/office need to be arranged in advance. Parent/Caregiver-Teacher conferences need to be arranged with the teacher. Anyone requested to leave the school grounds by the Principal must leave immediately.

VOLUNTEER PROCEDURES

A school volunteer is someone who has been invited by staff to serve under their supervision and direction to perform specific tasks to enhance school programs. School volunteers are expected to maintain a professional demeanor and respect confidentiality, like all school employees. Volunteers are considered employees of the District for Worker's Compensation insurance purposes. Volunteers cannot have children with them while volunteering.

For student safety, all volunteers are required to fill out a background check form and submit ID for verification. Volunteer paperwork needs to be turned in to the office at least two weeks before volunteering. Volunteer forms need to be renewed every other year. Volunteers are required to sign in before going to their work areas and to wear a name badge.



EVERY DAY COUNTS

ATTENDANCE

Regular school attendance is essential for success in school and is a pattern that will carry into the student's adult work life. We ask parents/caregivers to support regular school attendance.

Oregon laws [ORS 339.010](#) and [ORS 339.095](#) state that a child between 7 and 18 years of age, who has not completed the 12th grade, is required to regularly attend a public full-time school of the school district in which the child resides.

Attendance

PTRA students are expected to check in with their teacher every school day for 100% attendance. Attendance is marked when a student (or parent/guardian, for elementary students) checks in with the teacher via school-approved methods. Doing their work is how students earn a grade; checking in with the teacher is how students "show up" for attendance.

Absence Process

If possible, please call or email your student's teacher or the school office before the absence. If that is not possible, call or email within 48 hours. If it is not called in, it will be counted as unexcused.

Excused Absences may be considered for:

- Student illness/mental health/medical emergency
- Death in the family
- Family emergency
- Religious observance
- Armed Forces dependents

Prearranged Absences, under state law, may be considered Excused only if 1-satisfactory arrangements are made before the absence, 2-they are deemed appropriate by the school administrator, and 3-they meet one of the following criteria:

- Prolonged student medical issue (requires medical note)
- Serious illness of student's family member
- Family bereavement
- Legal/court obligations
- Religious observance

Unexcused Absences are absences that have not been called in within 48 hours or absences that were denied. PTRA is an online-based school utilizing portable electronic devices, and students can check in and do schoolwork any time of the day, so absences due to vacations or appointments not listed above are considered unexcused.

Truancy Process

Four or more unexcused absences in any four-week period (20% absenteeism) are considered irregular attendance, as defined by [ORS 339.065](#).

Step 1: Truancy warning letter with attendance summary, and phone call when appropriate
Step 2: Mandatory attendance meeting and interventions to help support student attendance

Oregon State law [OAR 581.023.0006](#) requires the district to withdraw the student from school when a student reaches 10 consecutive days absent (excused or unexcused).

EXPECTATIONS AND MINIMUM REQUIREMENTS

PTRA students have to be actively engaged in their schoolwork to learn. Our expectations and requirements are designed to help our students succeed.

We outline our expectations in our Intake Meetings, Attendance Agreements, and Welcome emails. Students who make this effort are more likely to do well in school.

All students are expected to have–

- 100% Daily Attendance
- 90% Meet Attendance
- 45 minutes in iReady Reading and 45 minutes in iReady Math weekly
- All iReady Diagnostics completed

Middle School students are also expected to have–

- 20 hours in Edmentum weekly

We want all of our students to meet our expectations every month. However, meeting our minimum requirements is enough for students to stay in PTRA. It shows they made some effort in their education.

The minimum that students must do to stay in PTRA is–

- 90% Daily Attendance
- 50% Meet Attendance
- 25 minutes in iReady Reading and 25 minutes in iReady Math weekly
- All iReady Diagnostics completed

Middle School students are also required to have–

- 10 hours in Edmentum monthly

We review student attendance and work each month. Students who haven't met the minimum requirements must meet them the next month. If they don't, they may be required to return to in-person school.

We work hard to make PTRA a place where students can learn and grow. If a student isn't making progress with us, they likely need to be in a school with hands-on in-person assistance.

CALENDAR

Our calendar is on our [website](#).

EMERGENCY CLOSURE

If there is a delayed start or emergency closure, parents/guardians will be contacted by phone, text, and/or email through our automated notification system, BrightArrow. When BrightArrow calls, it will leave a message if you are unable to answer. If you see a missed call from the school, check your messages. You may also check local news beginning at 6:30 am for information about school closures due to inclement weather. DO NOT call the school office. School telephone lines must be left open for school district information.

If there is a delayed start, in-person activities for that day will be canceled.

PARENT/GUARDIAN-TEACHER CONFERENCES

Parent/guardian-teacher conferences are scheduled throughout the year—see the school calendar on our [website](#) for current dates. Parent/guardian-teacher conferences are important to students' education and it is important for you and your student to attend.

PROGRESS ASSESSMENTS

Progress reports or report cards are issued at the end of each grading period. Students' progress toward meeting the Oregon State Standards will be reported and may include student work samples and scores. Progress will be reported on a District-approved report card and may include student work sample scores. Older students will help to report their progress during conferences.

RETENTION

If retention is a consideration, parents/guardians will be notified. A conference will be scheduled with the teacher and the principal. The decision to retain a student is made in the student's best interest to help them gain the academic and/or social skills they need for success in school.



LET US GET TO KNOW YOU

STUDENT RECORDS

Student records are confidential. Federal and State laws specify who may see student records and the procedures for release of records. Parents/guardians have the right to examine their child's records. Your school principal will be happy to assist you.

Directory information is information contained in a student's educational record that is not generally considered harmful or an invasion of privacy if released. The following categories are designated as directory information. This information may be released to the public through the appropriate procedures.

- 1-Student's name.
- 2-Date and place of birth.
- 3-Participation in officially recognized sports and/or activities.
- 4-Weight and height of athletic team members.
- 5-Dates of attendance.
- 6-Degrees or awards received.
- 7-Most recent previous school or program attended.

REGISTRATION

Registration is required each school year to update your student's records and to let the school know you will be returning. Students are required to have a birth certificate and immunization record on file at the school.

TRANSFERS

Phoenix-Talent School District students may request to attend PTRA by contacting us directly. Students from other Oregon school districts may begin the process by contacting the administration at their current school and obtaining an interdistrict transfer request form signed by their school district. Then, parents/caregivers may contact PTRA for an intake meeting. Transfers into or out of PTRA are preferred to be done at the beginning/end of school quarters, however, special circumstances will be looked at on an individual basis.

Notify the school office as soon as you know your child will be transferring out of the school or district, and ensure all school materials including Chromebook and charger are returned to school. Records will be transferred upon request from the receiving school.

STAY WELL

ACCIDENTS

It is the District's intent, in the event of an accident, to provide first aid. If further medical attention is required, it is the parent/guardian's responsibility. In the event of serious injury, emergency medical personnel will be called.

COUNSELING

Counseling services are available at the elementary schools on a limited basis. We have a psychologist who visits the schools periodically. Please contact the Principal for information on available services.

HEALTH SCREENINGS

Teachers and parents/guardians can request Speech/Language/Hearing screenings throughout the year. The screening takes a few minutes and is used to help determine if further testing is needed. Please contact our office to request a screening. A teacher will contact you for consent if they would like your child to be screened. Vision screening is performed every fall by the Lions Club, and dental screening and treatments are provided by La Clinica. Information will be emailed home before the screenings. If you would like your child to be screened and/or receive treatment, please contact our office for an appointment. If further screening is needed, the parent/guardian will be informed.

IMMUNIZATIONS

Oregon law requires that each student be immunized against certain communicable diseases before attending classes. Students may be denied the privilege of attending school in person until accurate records are presented to the school. Immunizations may be obtained quickly and at reduced cost through Jackson County Health Department (541-776-7300).

MEDICATIONS

State law mandates that schools cannot distribute any medication without a medication form signed by the parent/guardian, whether over-the-counter or prescription. The medication form is available in the school office and must be filled out before medication is distributed by the school. Medications must be in their original package.

STUDENT INSURANCE

The District does not provide medical accident insurance for students for school-related injuries. However, the District does make low-cost student accident insurance available for voluntary purchase. If you do not have medical coverage, we highly recommend purchasing this insurance for your child. While we work hard to attend to your child's safety, accidents can and do happen. Accident-related injuries to uninsured students can cause financial hardship

for families. All costs related to paramedic transportation, x-rays, examinations, and/or treatment are the sole responsibility of the family.

SUICIDE PREVENTION AND INTERVENTION

Schools are exceptionally resilient and resourceful organizations, whose staff members may be called upon to deal with a crisis on any given day. Schools can be a source of support and stability for students and community members when a crisis occurs in their community. Accordingly, the Suicide Prevention and Intervention Plan is intended to help school staff understand their role and to provide accessible and effective tools. The entire plan can be found on our [District website](#).

WELLNESS PROGRAM

To ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the district created a Wellness Program consistent with state and federal requirements. The Wellness Program includes nutrition education, serving healthy and appealing foods, developing food-use guidelines, and establishing liaisons with nutrition service providers. A complete copy of the Wellness Program is located on the [District website](#).



HAVE FUN

FIELD TRIPS

Field trips, in general, are an extension of classroom instruction. Information will be emailed home regarding each field trip. Families provide transportation and accompany their students on PTRA field trips. Children who are not enrolled in PTRA must be accompanied by their parent/guardian.

MEDIA CENTER (LIBRARY)

Students may use the PES/TMS media centers to check out books, do research, and study. Students are responsible for the items they check out. If books are lost or damaged, students are expected to pay for the loss or damage. PES has parenting information to check out.

ELEMENTARY SPORTS

Opportunities for elementary students to participate in sports are offered through our community partners, such as Little League baseball, Pop Warner football, and local soccer leagues. Parents/guardians will be informed of these opportunities through email as they arise.

MIDDLE SCHOOL ATHLETICS & ACTIVITIES

Middle School sports are available through Talent Middle School (TMS). PTRA students who join TMS sports teams need to provide their own transportation to/from TMS. There is a \$35 charge per varsity sport with a family maximum of \$200, including fees paid for PHS students.

Sports available at TMS

- Cross Country
- Volleyball
- Football
- Basketball
- Wrestling
- Track and Field
- Band

TMS sports eligibility policy

TMS athletics are offered to all 6th, 7th, and 8th-grade Phoenix-Talent students. Participating students must have all of the following: completed online registration, current sports physical, and health insurance. Please see the [Athletics & Activities section of the TMS website](#) for more information.

MIDDLE SCHOOL CLUBS & GROUPS

PTRA students interested in TMS clubs and groups should ask TMS about them. Families are expected to provide transportation to and from club meetings and events.

BE SAFE, BE RESPECTFUL, BE RESPONSIBLE

SCHOOL RULES

Be safe!

- No fighting.
- Use problem-solving skills and strategies to solve problems.
- Walk in the building and on the sidewalks.
- Bicycles, skateboards, and skates are not to be used on school grounds.
- No use of drugs, alcohol, or tobacco.

Be respectful!

- Be kind and inclusive.
- Show respect to self and others
- No swearing.
- Avoid inappropriate intimate behavior.

Be responsible!

- Follow the directions of all school staff.
- Obey classroom rules.
- Personal items that may cause a distraction are not allowed at school.
- Cell phones will be turned off and put away or stored in the classroom cell phone organizer while on campus. Responsible use may be allowed at the teacher's discretion. They will be confiscated if misused. Phoenix-Talent School District is not responsible if they are broken, lost, or stolen.

PLAYGROUND RULES

1. Only throw balls or items intended to be thrown.
2. Swing sitting down, and only swing back and forth.
3. Use the equipment safely.
4. Do not climb on anything not made for that purpose.
5. All students may play any school-authorized game.
6. No contact sports.
7. No play or pretend fighting, shooting, karate, or wrestling.
8. When a whistle blows, stop and look in the direction of the whistle.
9. Obey game rules and take care of equipment.
10. Play in designated areas only.

DRESS CODE

Responsibility for dress rests primarily with students and their families; however, the district expects student dress to meet standards that ensure the following conditions do not exist:

- Disruption or interference with the classroom learning environment.
- Threat to the health and/or safety of the student concerned or of other students.

The district's dress code is established to promote safety, prevent disruption, and support healthy hygiene habits.

- Dress and footwear should be suitable for the work students do. Special classes may require special dress for safety reasons.
- Students have freedom of expression in their dress as long as it is not inappropriate and does not put any student in danger, disrupt the classroom environment, or interfere with another student(s) access to education. *
- Wearing clothing or accessories displaying drug, alcohol, tobacco, marijuana, or gang symbols, hate speech, obscenities, or sexual innuendo is prohibited.
- Clothing should cover from armpits to mid-thigh. Underwear and undergarments should be concealed.

If a student is not dressed appropriately, we will work with the student to correct their outfit as necessary.

*See [Every Student Belongs Policy](#)

BUS RULES

All students who ride a school bus must abide by the following Code of Conduct:

1. Students shall be under the authority of the bus driver.
2. Students shall refrain from fighting, wrestling, or boisterous activity.
3. Students shall use the emergency door only in case of emergency.
4. Students shall be on time for the bus both morning and evening.
5. Students shall not bring animals, firearms, weapons, or other potentially hazardous materials on the bus.
6. Students shall remain seated while the bus is in motion.
7. Students may be assigned seats by the bus driver.
8. Students shall cross in front of the bus or as instructed by the bus driver when necessary to cross the road.
9. Students shall not extend their hands, arms, or heads through bus windows.
10. Students shall have written permission in order to leave the bus other than at home or school.
11. Students shall converse in normal tones; loud or vulgar language is prohibited.
12. Students shall not open or close windows without permission of the driver.
13. Students shall keep the bus clean, and must refrain from damaging it.
14. Students shall be courteous to the driver, fellow pupils, and passers-by.
15. Students shall forfeit their privilege to ride on the buses if they refuse to promptly obey the directions of the driver or refuse to obey.

Riding the school bus is a privilege and disciplinary action will be taken when students do not follow the bus rules. Video cameras may be used on the buses to help monitor student behavior; students will not be notified when the camera is being used.

The bus driver may issue students violating the Code of Conduct a citation. Consequences include warning, assigned seating, family conference, behavior contract, etc., and/or suspensions of up to 10 days, or expulsion (for the remainder of the semester or year) from the bus privilege. Any time bus riding privileges are suspended, the bus supervisor shall notify the

families. The third (3rd) citation and any “severe” citations will result in suspension (up to 10 days). The fourth (4th) citation will revoke bus-riding privileges for a minimum of two (2) weeks or the balance of the school year. Consequences for citations may be appealed by the student and family to the Superintendent and the Board. Students are reminded that buses are equipped with video cameras, which record student behavior. Citations may be issued on the basis of video information.

INTERNET AND COMPUTER USAGE

The Phoenix-Talent School District is networked, and students have the opportunity to learn via computer. However, using technology as a learning tool is a privilege accompanied by serious responsibility. Our intent is to provide Internet access directly related to classroom educational goals and objectives. We will monitor online activities, including the use of “filtering” software and computer history files. Still, student users and their parents/guardians are ultimately responsible for the students’ appropriate educational use of the Internet.

School computer users should have no expectation of privacy in email or any other computer use. Teachers and other network staff will review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect files stored on school servers to be private.

Actions including, but not limited to, the following are not permitted:

- 1–sending, receiving, or displaying offensive messages or pictures
- 2–using obscene language
- 3–harassing, insulting, or attacking others
- 4–damaging computers, computer systems, or computer networks
- 5–violating copyright laws
- 6–using another’s password
- 7–trespassing in another’s folder, work, or files
- 8–intentionally wasting limited resources
- 9–using the network for commercial purposes (no buying or selling)
- 10–giving out any personal information via the Internet (address, phone number, etc.)
- 11–any use of the Internet that would be considered inappropriate with any other form of media at school
- 12–downloading or installing any information or software that has no directly related educational purpose.

Any violations of the intent of the above policy will be cause for disciplinary action, including monetary restitution for any damages caused by the student’s inappropriate computer use.

AI AND CHATGPT

Students should ensure their work is entirely their own, avoiding plagiarism and respecting copyright laws. Resources like AI or ChatGPT can be used to learn and find information, but they should not be used to complete schoolwork. Using AI tools to do schoolwork is against

school rules. Students must submit only original work that reflects their own effort and knowledge.

BEHAVIORAL SUPPORT

We believe that good citizenship and good academic performance are naturally related. The goal is for students to become independent, self-directed learners.

Positive Behavioral Interventions and Support (PBIS)

We believe focusing on positive behavior creates a positive school. Students must know the rules, be responsible for following these rules, and be aware of the consequences when they are broken.

Collaborative Problem Solving (CPS)

Collaborative Problem Solving is used to walk students through their situation and come up with strategies they could use to prevent the problem from happening again. We approach misbehaviors as an opportunity to teach wanted behaviors. We believe all students want to do the right thing and if they are not, then they may need a particular skill developed.

Restorative Practices

We embrace a restorative practices approach. When harm is caused, all parties are afforded an opportunity to share impact, take accountability, express needs, and repair harm through mutual agreements.

HARASSMENT & BULLYING

Hazing, harassment, intimidation, bullying, menacing, cyberbullying, and teen dating violence by students, staff, or third parties is strictly prohibited and will not be tolerated in this school or district. Each student has the right to a safe learning environment.

Harassment on the basis of race, religion, sex, national origin, disability, parental or marital status, or age means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb, or trouble students. Demeaning jokes, stories, or activities directed at a student are considered forms of harassment.

Sexual harassment includes demands or requests for sexual favors in exchange for benefits; unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal that interferes with a student's education or a staff member's ability to do their job or creates an intimidating, offensive, or hostile environment; assault when sexual contact occurs without consent; and other verbal or physical conduct of a sexual nature, but does not include conduct necessary to a staff member's job.

The School and/or District will promptly and reasonably investigate allegations of harassment. Any student or staff who has knowledge of or feels they are a victim of harassment should immediately report their concerns to either of the assistant superintendents.

Violation of this policy may result in discipline, up to and including suspension and expulsion. The School/District has the authority to report students in violation of this policy to law enforcement officials. Retaliation against a person who is a victim of, is thought to have reported, files a complaint, or participates in an investigation or inquiry is strictly prohibited. (See Board Policy [JBA/GBN](#) and [JFCF](#) for exact policy verbiage)

SEVERE DISRUPTIONS

Serious misbehavior including fighting, vandalism, abusive language or gestures, harassment (including pantsing), refusal to follow directions, or use of drugs, alcohol, or tobacco will result in the student being sent immediately to the office and may lead to a parent/guardian conference and/or a suspension from school. In these cases, parents/guardians will be contacted immediately, even at work. Law enforcement agencies may also be involved in violations of this type. Repeated violations may result in expulsion from school.

SEARCH AND SEIZURE

District officials may search a student's person and property when they have reasonable suspicion to believe that a student is in possession of an item that poses an immediate risk or serious harm to the student, school officials, or others at the school or school-sponsored activity.

- 1- Searches shall be reasonable in scope.
 - 2- District property including desks, shelves, and cabinets may be searched at any time.
 - 3- Drug-detection dogs and metal detectors, or similar devices, may be used only with the superintendent's authorization.
 - 4- Student searches by law enforcement officials ordinarily shall be based upon a warrant. District officials will attempt to notify the student's parent(s) in advance and will be present for all such searches, whenever possible.
 - 5-Any item in violation of law, Board policy, or school rules may be seized.
- (See Board Policy [JFG](#) for exact policy verbiage)

SUSPENSION/EXPULSION

Oregon law [OAR 581-21-055](#) established the following guidelines for discipline— Students shall comply with the written rules of the school district board, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials, and conduct themselves in an orderly fashion. Students shall be liable to discipline, suspension, or expulsion for misconduct, including but not limited to:

- 1--Theft
- 2--Disruption of the school
- 3--Damage or destruction of school property, or private property on school premises or during a school activity
- 4--Assault or threat of harm
- 5--Possession or use of weapons, including but not limited to firearms, knives, metal knuckles, poisons, etc., and replicas of such is prohibited. Consequences for disregarding this rule may

include seizure of the item, expulsion, and/or referral to local law enforcement. (See Board Policy [JFCJ](#) for exact policy verbiage)

6–Possession or use of drugs, alcohol, tobacco, or inhalant delivery systems. Consequences for disregarding this rule include discipline up to and including expulsion, and/or involvement of local law enforcement. (See Board Policies [JFCG-AR/JFCG/JFCH/JFCI](#) for exact policy verbiage)

7–Persistent failure to comply with rules or the lawful directions of teachers or school officials

Suspension is a serious consequence reserved for misbehaviors including but not limited to fighting, physical, sexual, verbal, or cyber harassment, serious defiance or disrespect, using or bringing illegal items to school, vandalism, etc. If your child is suspended, you will be contacted at home or work and, if necessary, be asked to pick your child up from school as soon as possible. Students are to keep up with schoolwork during the suspension, but may not attend or participate in any school activities such as sports, dances, parties, etc.

All suspensions are done under Oregon law [OAR 581-21-0065](#). Suspensions will be no longer than 10 school days. A written notice of suspension will be given and parents/guardians will be notified in accordance with Oregon law. A copy of the law will be available upon request.

Expulsion is a last resort in cases of repeated or extreme misbehavior. Oregon law [OAR 581-21-0070](#) sets the guidelines used for expulsion. Written notice will given to the student and parent/guardian in person or by certified mail. The notice will include details about the charges and supporting facts, and information about the student’s right to a hearing, including when and where it will happen. It will also let the student know they can have a lawyer or someone else to help them. The district offers expelled students alternative educational opportunities. (See Board Policies [JGD/JGE](#) for exact policy verbiage)

USE OF PHYSICAL FORCE

Oregon law ORS 339.250 authorizes an individual who is a teacher, administrator, school employee, or school volunteer to use reasonable physical force upon a student when and to the extent the application of force is consistent with [ORS 339.285](#) to [339.303](#), and the individual reasonably believes it is necessary to maintain order in the school or at a school activity or event, whether or not it is held on school property.



YOU SHOULD KNOW

PRIVATE CLUBS

Private clubs or groups are not allowed at school. All clubs or groups formed at school must have administrative approval and be open to all students. This policy also refers to extra-curricular activities.

LOST AND FOUND

All items that your child brings or wears to school should be marked with the child's name. Parents/guardians need to check Lost and Found periodically for lost items. Items left unclaimed for 90 days will be donated to a charitable organization.

PHOTO POLICY

Student photos, artwork, and photos of classroom activities or events may be posted on our [school](#) or [district website](#), social media, associated publications, or yearbook. Parents/guardians can opt out their student from published photos in their enrollment forms or by completing a Photo Permission Form. Please see the school office for more information.

VIDEO SURVEILLANCE

The district uses video cameras on its property to help keep everyone—staff, students, and visitors—safe, and to protect its facilities and equipment. Students who don't follow district policies, rules, or laws might face disciplinary actions, including law enforcement involvement if necessary. Video recordings may become a part of a student's educational record. (See Board Policy [ECAC](#) for exact policy verbiage)



WE ALL RISE TOGETHER

ALTERNATIVE EDUCATION PROGRAMS

Alternative education program options have been established and approved by the Board to meet the individual needs of students. These programs will be made available to students who are unable to succeed in the regular programs because of alternate learning styles or needs, or when:

- Two or more severe disciplinary problems occur within a three-year period;
- Attendance is so erratic the student is not benefiting from the education program;
- A student's parent/guardian or an emancipated student applies for exemption from compulsory attendance on a semiannual basis;
- An expulsion is being considered or a student is expelled.

Examples of alternative education program options could include: online coursework, independent study, and tutorial instruction. Individual notification of alternative education shall be hand-delivered or sent by certified mail. Every effort shall be made to provide parents/guardians with individual notification prior to an actual alternative school placement.

DIPLOMA OPTIONS

The District will ensure that students have access to the appropriate resources to achieve a standard diploma, modified diploma, extended diploma, or alternative certificate at the high school level. Beginning in grade five, the District will provide information annually of the availability of a modified diploma, an extended diploma, and an alternative certificate to the parents/guardians or guardians of a student taking an alternate assessment.

Modified Diploma

[OAR 581-022-2010](#) defines the requirements for awarding, and eligibility criteria for receiving a modified diploma. A school shall grant eligibility for a modified diploma to a student who has:

- 1—a documented history of an inability to maintain grade-level achievement due to significant learning and instructional barriers inherent in the student, or
- 2—a documented history of a medical condition that creates a barrier to achievement.

A student and the parent/guardian shall be informed about diploma options when the student is in the fifth grade, but the decision to work toward a modified diploma cannot be made until the end of the 6th grade and no later than 2 years before the student's anticipated exit from high school. The decision is made by the school team, which should include the student and **MUST** include a parent/guardian. When a student working toward a modified diploma completes the 8th grade, the school team must review the modified diploma information annually. If you have any questions, contact your principal.

EQUAL EDUCATIONAL OPPORTUNITY

Equal educational opportunity and treatment shall be provided to all students. No student legally enrolled in the district shall, on the basis of age, sex, race, religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture,

socioeconomic status, capability, or geographic location, be excluded from the participation in, be denied the benefits of, or subjected to discrimination under any educational program activity administered or authorized by the Board of Education.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

Under the McKinney-Vento Act, homeless children and youth are entitled to immediate public-school enrollment, immediate access to the free meal program as well as other benefits. Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence. It includes children and youth who:

- Are sharing the housing of other persons due to loss of housing, economic hardship or similar reason;
- Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- Are living in emergency or transitional shelters;
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodation for human beings.

If you wish to schedule a meeting to discuss your concerns please contact the principal or the Director of Community Care/Homeless Education Liaison at 541-897-3730.

PRIVATE SCHOOLING

Placement

While parents/guardians have the option of placing their children in a private school or obtaining additional services (such as tutoring) from a private individual or organization, the District is not obligated to cover resulting tuition or costs. The District will not pay for private services or tuition for any student unless required to do so by state or federal law. If a parent/guardian wishes for the District to consider a publicly funded private placement or private services, the parent/guardian must give the District notice and opportunity to propose other options available within the public-school system before the private placement or services are obtained.

Therefore, for any regular education, 504, or IDEA student, a parent/guardian must give notice either at the last IEP or 504 meeting prior to obtaining private services, or in writing at least ten business days prior to obtaining private services. The notice must include the parent/guardian's intent to obtain private services, the parent/guardian's rejection of the educational program offered by the District, and the parent/guardian's request that the private services be funded by the District. Failure to provide notice may result in a denial of any subsequent reimbursement request.

Limitation on Services

Children who are enrolled by their parents/guardians in private schools may participate in publicly funded special education and related services. Federal law allows school districts to limit the amount they spend for these services. If your child is to receive special education services under this provision, the school district will meet with you to develop a service plan describing the services to be provided to your child. Services may be provided on-site at the

private school or at a public school; the District must offer transportation for the child to access these services.

When Reimbursement Is Not Required

If a student with a disability has a free appropriate public education available to him/her and the parents choose to place the student in a private school, the district is not required to pay the cost of the student's education, including special education and related services, at the private school.

When Reimbursement May Be Required

A court or hearing officer may require a school district to reimburse parents/guardians for the cost of private school placement made without the consent of or referral by the school district only if:

- The child received special education and related services under the authority of a public agency before enrolling in the private school; the court or hearing officer finds that at that time, the school district did not make a free appropriate public education available to the child in a timely manner; and
- Parent/guardian provided notice removing the child from public school.

For further information, call the Assistant Superintendent of Teaching and Learning at 541-535-7502.

SPECIAL PROGRAMS

Due to the online nature of PTRAs, special education services are limited. Parents may inquire as to the availability of service for their identified special-needs student. In some cases, parents may need to choose to decline services in order to have their student attend PTRAs.

All school employees are highly qualified. Students may receive assistance with language arts or math as appropriate. Students may be referred for an evaluation by staff or by parents/guardians. Parents/guardians are asked to give written permission for evaluation of the student's abilities and performance. If a student is eligible for services, an Individualized Education Program (IEP) will be developed by school staff and parents/guardians. Depending on available services, students will receive instruction and services that best meet their educational needs. For additional information, call your child's teacher or principal.

Services are available for students who are not proficient in English as a primary language.

If you suspect that your child may have a disability, you may request a meeting with school staff to discuss the possibility of obtaining an evaluation to determine your child's eligibility under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. You may obtain additional information on both of these programs by contacting the District Special Education Director, the building principal, or the Oregon Department of Education. If you wish to schedule a meeting to discuss your concerns please contact the Principal of your child's school or the Director of Special Education at 541-535-7522.

PTS DISCLAIMER

Please note that the information provided in this student handbook is intended for general guidance and informational purposes only. While every effort has been made to ensure the accuracy and currency of the content, the school or institution assumes no responsibility or liability for any errors, omissions, or outdated information.

The policies, rules, regulations, and procedures outlined in this handbook are subject to change without notice, and students are advised to verify any important information with the relevant school authorities or official sources.

Furthermore, this handbook is not intended to be a substitute for professional advice or individualized guidance. Students or parents should consult with appropriate faculty members, advisors, or administrators for specific inquiries or concerns related to academic, administrative, or other matters.

By using this student handbook, you acknowledge that you have read, understood, and agreed to the terms of this disclaimer. The school or institution reserves the right to update, modify, or remove content from this handbook as deemed necessary and appropriate.





PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

PTS Rising Early Learning Center FAMILY HANDBOOK

Welcome to PTS Rising Early Learning Center

At PTS Rising Early Learning Center, our goal is to provide a safe, welcoming space where every child can grow and thrive. We believe children learn best through play and hands-on experiences, guided by caring adults who understand their needs. Our staff help children grow socially, emotionally, and intellectually in ways that support their natural curiosity.

We focus on building strong relationships with children and families. Our team of trained educators creates fun and engaging learning experiences, helping children gain skills that prepare them for school and life. We value each child's unique abilities and encourage them to express themselves, solve problems, and work well with others.

Our Commitment to Inclusion

All children belong at PTS Rising. Our program welcomes children of all abilities, backgrounds, cultures, and family types. Every child is respected and supported, and our classrooms reflect our belief in equity and fairness.

We partner with families and early childhood special education providers to make sure each child receives the support they need. Children who qualify for special education under the Individuals with Disabilities Education Act (IDEA) are fully included in all classroom activities. Our staff create learning plans that match each child's needs and celebrate each child's strengths.

If a child has behavior challenges, we work closely with families to create support plans. We do not suspend or expel children. Instead, we use positive behavior strategies, calm communication, and teamwork to help children feel safe and successful. Teachers receive training in restorative practices and individual behavior supports.

When needed, we also connect families with mental health services, early intervention programs, and other community support. Our goal is to ensure every child thrives in our learning community.

We believe in:

- Providing fair opportunities for all children to learn and grow
- Helping children build strong relationships and emotional skills
- Partnering with families and specialists to meet each child's needs

By creating an inclusive and supportive environment, PTS Rising helps every child feel valued, connected, and ready to learn.

What We Do Every Day

Each day at PTS Rising is filled with opportunities for children to explore, discover, and build confidence. Our teachers use fun, age-appropriate lessons that support learning in all areas of development. These include language, math, science, creativity, movement, and social-emotional skills.

Children learn by doing. Whether they're building with blocks, painting, pretending to be doctors or chefs, or talking with friends, they are developing important life skills. We also help children:

- Express themselves in healthy ways
- Make their own choices
- Solve problems and take responsibility
- Grow independent thinking and creativity

Our staff use warm, respectful communication to guide children through the day. We listen to their ideas, ask open-ended questions, and help them make sense of the world around them. Learning happens both indoors and outdoors, and our classrooms are designed to support exploration and play.

Our program follows the Oregon Early Learning and Kindergarten Guidelines and uses the [Frog Street Pre-K](#) curriculum. This curriculum includes fun, hands-on activities and a strong focus on social-emotional learning. We also use the Second Step program to help children learn about emotions, friendships, and solving problems together.

Our teachers are highly qualified and trained through the Department of Early Learning and Care (DELIC).

About Our Program

Our preschool is for children who are 3 years old by September 1st. We offer a free preschool experience through the Preschool Promise program. We also serve families who qualify for employee-related day care.

At this time, we do not offer before or after school care. It's important that families plan for

timely drop-off and pick-up.

We believe in equity and inclusivity in everything we do. That belief shows up in our classroom routines, activities, and family communication. Our staff participate in ongoing training and use our resources wisely to support every child's success.

We work as a team with each child's family and any support providers. By planning together, we meet the individual needs of children and make sure everyone is included. Our care is shaped by what we know about how children grow and learn best.

Program Hours and Attendance

PTS Rising Early Learning Center is open Monday through Friday and follows the Phoenix-Talent School District calendar. Please see the school year calendar for important dates.

- **Program Hours:** 8:00 AM – 2:00 PM
- **Drop-off:** 8:00 – 8:15 AM
- **Pick-up:** 2:00 PM

We are not able to provide transportation at this time. Families must plan for timely drop-off and pick-up each day. If we cannot reach anyone within 30 minutes after dismissal time, we are required to contact community support services to ensure your child's safety. We always try to avoid this and will work with you to find solutions.

A Safe and Secure School

The Early Learning Center building is a locked facility. We greet families at drop-off and pick-up. For other times, please call ahead or schedule an appointment with the director. Visitors will be buzzed in during drop-in visits.

School Closures

- **Holidays and Breaks:** We are closed on Federal Holidays and follow the Phoenix-Talent School District schedule for summer, winter, and spring breaks.
 - **Weather Closures:** If there is dangerous weather, the ELC Director will decide on closures or delays. These decisions are based on local weather and school district guidance. We will use the phone number you provide on your enrollment form to send alerts.
-

Enrollment and Orientation

Enrollment Process

Families applying through Preschool Promise begin enrollment with the Southern Oregon Early Learning Hub. After placement, we will reach out to begin enrollment at PTS Rising. Other families may start enrollment using our school's registration system. Our staff is available to help walk you through any part of the process.

Orientation Conference

All families will schedule a meeting with our team before school starts. At this intake and orientation conference, we'll learn about your child's interests, strengths, and needs. We'll also answer questions and explain daily routines. We are happy to schedule a time that works for your family.

Health and Safety Policies

Immunizations: Oregon law requires all children to be up-to-date on vaccines. Families must provide immunization records during enrollment. If your child receives an exclusion notice from the state, we cannot provide care until updated immunization records or a legal exemption form is submitted.

Sick Policy: To protect all children, we follow health rules based on state guidance. Please keep your child home if they show signs of illness, such as:

- Fever over 100.4°F
- Vomiting or diarrhea
- Cough that won't stop
- Unusual rash or skin issues
- Breathing trouble or wheezing
- Complaints of serious pain

If your child gets sick at school, we will call you to pick them up. Children must be free from fever and vomiting for 24 hours before returning to school.

Medications: We can give prescription medication at school if:

- The medicine is in the original container
- It's labeled with your child's name and dosage
- You fill out and sign a medication form

Parents must also provide any needed tools like droppers or cups.

Emergency Care: You'll sign a medical consent form during enrollment. In an emergency, we will provide first aid, call 911 if needed, and contact you or your emergency contact. A staff

member may accompany your child to the hospital if necessary.

Back-Up Care: We maintain safe adult-to-child ratios. If we are short-staffed and can't meet these ratios, we may have to close for the day. We ask families to plan in advance for alternate care if needed.

Family Engagement

We value family partnerships and invite you to take part in your child's learning. Throughout the year, we host family events, activities, and opportunities for you to share ideas or volunteer. If you'd like to volunteer in the classroom, you'll need to complete a volunteer packet and follow school district rules.

[Volunteer Packet - English](#)

[Volunteer Packet - Spanish](#)

Family conferences are held three times a year. You can also ask for additional meetings anytime. These are great chances to talk about your child's progress, goals, and needs.

Daily Routine and Classroom Practices

Our daily schedule includes activities that help children build routines, feel safe, and enjoy learning. Children will take part in:

- Morning greetings and circle time
- Meals and snacks with friends
- Hands-on activities and free play
- Outdoor learning and large motor play
- Group projects, stories, and quiet time

Cultivating Curious Learners

At PTS Rising, we believe children are naturally curious and learn best through play and hands-on experiences. Our classrooms are designed to encourage children to explore, ask questions, and try new things.

We support curious learners by:

- Encouraging children to explore materials and ideas in their own way
- Asking open-ended questions like "What do you think will happen?"
- Giving children time to experiment, problem-solve, and discover
- Celebrating effort, creativity, and persistence

Learning may look like building, pretending, painting, digging, mixing, or exploring outdoors.

All of these experiences help children grow and learn.

Learning Can Get Messy!

Hands-on learning sometimes means children will get messy—and that's okay! Activities like painting, sensory play, outdoor exploration, and cooking are important parts of learning.

To help your child stay comfortable, please:

- Dress your child in clothes that can get messy
- Send an extra set of clothing (including socks and underwear) in your child's backpack
- Check and replace extra clothes as the seasons change

Messy play helps children build creativity, confidence, and problem-solving skills.

Children should also bring:

- A water bottle
- Weather-appropriate gear
- Extra clothes (including socks and underwear)
- Stuffed animals or blankets for rest time are welcome.

We do not allow toys, candy, or money from home.

For birthdays, we celebrate in the classroom without food treats from home. Non-food items like stickers or small toys are okay if there's one for every classmate. Invitations for outside parties may be placed at the sign-in table if all classmates are invited.

Early Learning Center Staff

Our team includes caring, experienced early childhood educators who are passionate about working with young children. We maintain the appropriate child-to-staff ratio and often have additional educators in classrooms to support learning and specialized services. Questions about staff can be directed to our Early Learning Director at kelly.soter@phoenix.k12.or.us or 541-535-1517.

Attendance and Communication

Absences: If your child will be absent due to illness or another reason, please notify the office using the official communication tool (not social media or text). We track symptoms to protect other children and staff. Preschool Promise families will be disenrolled after 15 days of consecutive absences. The Early Learning Center can be reached at 541-897-5210.

At PTS Rising, we use **School Connect** as our main communication tool. Through School

Connect, families can:

- Receive classroom newsletters with updates about what children are learning
- View photos and highlights from your child's day
- Get reminders about events, schedule changes, and important announcements
- Communicate directly with your child's teacher

Teachers use School Connect to share meaningful moments from the classroom and keep families connected to their child's learning. We encourage families to check messages regularly and reach out with any questions or updates about their child.

School Connect is the best way to communicate during the school day, as phone lines may not always be monitored in real time.

Hygiene and Toilet Training

Hand Washing: Children wash hands at key points throughout the day: upon arrival, before meals and snacks, after using the bathroom, and after coughing or sneezing. We teach children about germs and how to stay healthy.

Toilet Training: Children are never denied enrollment based on toilet training. We work with families to support respectful and developmentally appropriate toilet learning. Accidents are handled with care and without shame. Toileting takes place in clean, private areas, and staff follow hygiene guidelines. Please let us know if your child needs a toileting plan during our orientation meeting.

Meals and Food Safety

We follow USDA guidelines for meals and snacks. Children receive breakfast, lunch, and an afternoon snack. Meals are spaced no more than 3.5 hours apart. Staff sit with children during meals to model healthy habits and encourage conversation.

Water: Available throughout the day. Each child has their own cup provided by the center.

Bringing Food from Home:

- Must be ready to eat and nut-free
 - Must be labeled with your child's name
 - No refrigeration is available, so all items must be shelf-stable
 - Unopened food will be sent home; opened/served items will be discarded
-

Assessment and Screening

We observe each child's development and adjust instruction to meet their needs. We use the Ages and Stages Questionnaires (ASQ) to track growth in communication, motor skills, problem-solving, and personal-social development.

If screenings show typical development, we provide activities to support continued growth. If concerns arise, we'll discuss next steps with you and may refer your child to the Phoenix-Talent School District, SOESD, or Early Intervention/Early Childhood Special Education (EI/ECSE) services.

Suspension and Expulsion Prevention

PTS Rising follows a no-suspension, no-expulsion policy. We use positive behavior supports, collaboration with families, and referrals to specialists as needed. We involve parents in planning and decision-making and provide written documentation of observations and recommended services.

Support steps may include:

- Behavior observations
- Team meetings with family input
- Referrals to ECSE or Early Learning Hub services
- Adjustments to classroom routines and supports

Transfers to a different program for better fit are not considered expulsions.

Special Education and Early Intervention

We work with local ECSE providers to ensure children receive the support they need. This includes:

- ASQ screenings and follow-up evaluations
- Individualized learning plans
- Speech, occupational, and behavioral therapies

We coordinate with healthcare providers and community partners to make sure families receive wraparound services. All support plans are developed with input from families and delivered in a respectful, inclusive way.

Behavior Guidance

Children learn best in a caring, respectful environment where they feel safe. We support children by helping them understand emotions, solve problems, and build friendships. Staff

guide behavior by:

- Offering choices and clear expectations
- Redirecting and offering calm-down time
- Modeling how to handle conflict
- Helping children name and manage feelings
- Encouraging empathy and kindness

We know that some children need extra help. When this happens, we meet with families to create support plans. If needed, we may bring in specialists to help. We work together to make sure your child succeeds without being removed from the program.

Emergency Procedures

We practice monthly fire drills and regularly practice other emergency routines, like lockdowns and evacuations. If we ever need to evacuate, we will go next door to the PTS Facilities Building. Families will be notified as quickly as possible.

If a lockdown happens, no one can enter or leave the building until authorities say it is safe. We follow the school district's emergency procedures.

Final Policies and Acknowledgment

We respect your family's privacy. All information about your child is kept confidential unless required by law. If your child's custody situation affects school pick-up, please share any legal documents with us.

We are mandatory reporters. If staff suspect child abuse or neglect, we are required to report it to the Oregon Department of Human Services.

We will not release a child to anyone who appears to be under the influence of drugs or alcohol. We may call emergency contacts or law enforcement to keep your child safe.

Photos of children may be used in school newsletters or social media with parent permission. You may opt out during enrollment.

We work hard to create a welcoming, caring space for your family. If you have questions or concerns, please contact the director.

Family Handbook Acknowledgement

Dear Families,

Please sign this acknowledgment, detach it from the handbook, and return it to the center before enrollment.

This handbook may be updated from time to time, and notice will be provided as updates are made.

Thank you for acknowledging and following the policies and procedures we have established for the safety and care of all children in our program. We look forward to getting to know you and your family.

I have received the Early Learning Program Family Handbook. It is my responsibility to understand and familiarize myself with the Family Handbook and to ask center management for clarification of any policy, procedure or information contained in the PTS Rising Early Learning Program Family Handbook that I do not understand.

Parent/Guardian (First/Last Name) (PLEASE PRINT)

Phone Number of Parent/Guardian

Parent/Guardian Signature

Date

**Phoenix Talent Schools
2026-2027 Academic Calendar - DRAFT**

| July 2026 | | | | | | |
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| S | M | T | W | Th | F | S |
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| October 2026 | | | | | | |
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| November 2026 | | | | | | |
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| December 2026 | | | | | | |
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| 27 | 28 | 29 | 30 | 31 | | |

| July 2026 | |
|-----------|--|
| 3 | Independence Day Observation |
| | Schools Closed - Some staff per contracts |

| August 2026 | |
|-------------|--|
| | Schools Closed - Some staff per contracts |
| 27 | New Staff In Service Day |
| 31 | Teacher Inservice (No Classes) |

| September 2026 | |
|----------------|---|
| 1-4 | Teacher Inservice (No Classes) |
| 7 | Labor Day |
| 8 | 1st-5th grade Students 1st day of school (K soft) Grades 6 & 9 and all new students |
| 9 | First Day for All Students |

| October 2026 | |
|--------------|------------------------|
| 12 | Indigenous Peoples Day |

| November 2026 | |
|---------------|--|
| 6 | End of QTR 1 (Teacher Inservice, No Classes) |
| 11 | Veteran's Day |
| 23-24 | Parent - Teacher Conferences |
| 25-27 | Non - Contract Day (No Classes) |

| December 2026 | |
|---------------|----------------------------|
| 21-31 | Winter Recess (No Classes) |
| 25 | Christmas Day |

| January 2027 | | | | | | |
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| February 2027 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

| March 2027 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| April 2027 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| May 2027 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| June 2027 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| January 2027 | |
|--------------|---|
| 1 | New Years Day |
| 18 | Martin Luther King Jr. Day (No Classes - Non Contract) |
| 29 | End of Qtr 2 (Teacher Inservice, No Classes) |

| February 2027 | |
|---------------|--|
| 15 | President's Day (No Classes - Non Contract) |

| March 2027 | |
|------------|----------------------------|
| 18-26 | Spring Recess (No Classes) |

| April 2027 | |
|------------|--------------------------------|
| 12 | Teacher Inservice (No Classes) |

| May 2027 | |
|----------|--------------|
| 24 | Memorial Day |

| 7 June 2026 | |
|-------------|--|
| 12 | PHS Graduation |
| 16 | TMS 8th Grade Recognition |
| 17 | Last Day of School (Minimum Day) |
| 18 | Teacher Inservice (No Classes) |
| 21 | Juneteenth 6/19 Observation (Year round employees) |
| | Schools Closed - Some staff per contracts |

COLOR CODE REFERENCE:

| | | | |
|-------------|--|--------------|---|
| Orange | District Closed - Holiday | Light Blue | Parent-Teacher Conferences - All Schools - No Classes |
| Yellow | Different Schedules | Purple | PHS Graduation Ceremony/TMS 8th Grade Recognition |
| Green | Teacher Inservice Day - No Classes - All Schools | Dark Blue | No Classes - Holiday Break or Spring Recess and/or Non Contract Day |
| White | Regular School Day For All Schools | Dark Blue | All Students Return to School |
| Cyan | All Schools - Minimum Day | Light Orange | Schools Closed - Some Staff per Contracts |
| Light Green | End of Quarter 2 | Light Purple | NEW Staff Inservice Day |