PHOENIX-TALENT SCHOOLS

EXCELLENCE for EVERYONE

PHOENIX-TALENT ELEMENTARY SCHOOLS FAMILY/STUDENT HANDBOOK

2026-2027

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PHOENIX-TALENT SCHOOLS

EXCELLENCE for EVERYONE

SUPERINTENDENT'S WELCOME 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 Almeda 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, help our families support their child's academic needs at home, and be 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 or our school board, our district is committed to growing the connection and engagement from school to home.

Please feel free to contact my office to schedule an appointment with me or contact any of our schools to schedule an appointment with a principal. ***Together, PTS Rising will continue to rise above and the partnership with families is vital to this success.***

Sincerely,

Brent Barry

Superintendent



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.

PHOENIX-TALENT SCHOOLS & ADMINISTRATIVE CONTACTS

ORCHARD HILL ELEMENTARY SCHOOL
Kent Vallier, Principal
1011 La Loma Drive
Medford, OR 97504
Phone: 541.779.1766
FAX: 541.770.9037

PHOENIX ELEMENTARY SCHOOL
Shawna Schleif, Principal
P.O. Box 727
215 N. Rose Street
Phoenix, OR 97535
Phone: 541.535.3353
FAX: 541.535.7529

TALENT ELEMENTARY SCHOOL
Heather Lowe, Principal
P.O. Box 296
307 Wagner Avenue
Talent, OR 97540
Phone: 541.535-1531
FAX: 541.535.1858

TALENT MIDDLE SCHOOL
Casey Olmstead, Principal
P.O. Box 359
102 Christian Avenue
Talent, OR 97540
Phone: 541.535.1552
FAX: 541.535.7532

PHOENIX-TALENT RISING ACADEMY
Aaron Santi, Principal
P.O. Box 727
215 N. Rose Street
Phone: 541.897.5180

PHOENIX HIGH SCHOOL
Kalin Cross, Principal
P.O. Box 697
745 N. Rose Street
Phoenix, OR 97535
Phone: 541.535.1526
FAX: 541.535.7511

DISTRICT OFFICE
Brent Barry, Superintendent
P.O. Box 698
401 W. Fourth Street
Phoenix, OR 97535
Phone: 541.535.1511
FAX: 541.535.3928

PHOENIX-TALENT SCHOOL BOARD

Michael Campbell- Board Chair
Polly Farrimond
Nancy Castillo-McKinnis

Rebecca Weathers – Vice Chair
Richard Nagel
Dawn Watson

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, disability, marital or parental status, national origin, race, religion, or sex 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.



School Operations

School Hours

Kindergarten through Fifth Grade:

Monday, Tuesday, Thursday & Friday: 7:45 – 2:35 p.m.
Wednesday Only: 7:45 – 1:35 p.m. (one-hour early dismissal)

Emergency Closure

When there is an emergency closure, family/guardians will be contacted by phone, text and/or e-mail through our Automated Notification System. Please, if you see a missed call from the school, check your messages first before calling us. You may also listen to the radio or watch our local TV stations, beginning at 6:30 AM for information about delayed openings or school closures due to inclement weather. You may also check the district website www.phoenix.k12.or.us. Please do not call the school office. School telephone lines must be left open for school district information.

After School Itinerary Change

If you need to make changes from the normal way your child gets home from school, please notify the office before noon that day to allow for us to notify the student.

SCHOOL SUPPLIES

Our elementary schools purchase all supplies for classroom use.

Lost and Found

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

Student Records

Student records are confidential. Federal and State laws stipulate the persons who may see records and the procedures for release of records. Families 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.

- Student's name
- Date and place of birth
- Participation in officially recognized activities
- Weight and height of athletic team members
- Dates of attendance
- Degrees or awards received
- Most recent previous school or program attended
- 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 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), La Clinica (541-535-6239) or the School Based Health Center at Phoenix Elementary (541-535-1065). Permanent medical exemptions must be approved by Jackson County Health Department.

School Safety

Student Insurance

The District **does not** provide medical accident insurance for students for school-related injuries. However, the District does make available low-cost student accident insurance 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 may cause financial hardship for families. All costs related to paramedic transportation, x-ray, examination and/or treatment shall be the sole responsibility of the family.

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 guardian's responsibility. In the event of serious injury, emergency medical personnel will be called.

Health Services and Medication Administration

Written authorization by a guardian is required for school personnel to administer any medications, whether over the counter or prescription. A medication form, available in your school office, must be filled out prior to medication being distributed by the school and the guardian must bring the medication to the school office. Medications must be in their original package. State law mandates that schools cannot distribute any medication without a medication form signed by the guardian.

Video Surveillance

The Board authorizes the use of video cameras on District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Students or staff in violation of Board policies, administrative regulations, building rules or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies. Video recordings may become a part of a student's educational record. [Board Policy ECAC]

Media Release

Student photos, artwork, classroom activities or special events, may be posted on our school and/or District website, social media, associated publications or yearbook. Families are able to opt out their children from published photos during the registration process. Please see the school office for more information.

Closed Campus

ALL students are to remain on the school grounds during the school day. Students are not to leave for **any** reason without specific permission from office personnel. *The family must go to the school office to sign out their child.*

Meal Services

Sodexo Contracted Services

Phoenix Talents Schools are proud to partner with our food service partner, Sodexo. Sodexo provides our students with robust daily nutritional offerings including breakfast, fresh fruit/vegetables snacks and lunch. Click here for access to our daily menus.

Students may receive breakfast and lunch at NO CHARGE. Additional milk is available for purchase. Students are expected to pay for additional milk in advance – no charge accounts are permitted. Please contact the school office for prices. Monthly menus are provided for all students to take home. Those getting hot lunches are asked to eat items they choose.

Students are expected to eat in a socially acceptable manner. Students will eat their breakfast or lunch in the cafeteria unless otherwise directed. Students who demonstrate disruptive behavior may be asked to eat in another location. Children are expected to stay on campus for lunch as we have a "closed campus." Families are welcome to eat lunch with their children. Adult lunch prices are available by calling the school office.

Wellness Program

To ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the Superintendent has prepared and implemented a comprehensive district nutrition program consistent with state and federal requirements. The Wellness Program shall consist of 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 Phoenix-Talent District website.

FOOD SAFETY

The State of Oregon has strict rules regarding the use and preparation of food in public places such as schools. Classroom treats may only be commercially prepared. Foods must be wrapped in individual portions and cannot be shared between students. Students may not share food from their lunches that they bring from home.

Transportation Services

Phoenix Talents Schools are proud to partner with our transportation service provider, **First Student**. First Student is committed to offering safe transportation for all students. Click here for routes and other information.

Bus Rules

- Students being transported are under the authority of the driver.
- Fighting, wrestling or boisterous activity is prohibited on the bus.
- Students shall be on time for the bus both morning and afternoon.

- Students shall use the emergency door only in case of an emergency.
- Students shall not bring animals, firearms, weapons, skateboards or other potentially hazardous materials on the bus.
- Students shall remain seated while the bus is in motion.
- Students may be assigned seats by the driver.
- When necessary to cross the road, Students shall cross in front of the bus, or as instructed by the driver.
- Students shall not extend any part of their bodies out of the windows nor throw objects out the windows.
- Students shall have written permission to leave the bus other than at home or at school.
- Students may converse in normal tones; loud or vulgar language is prohibited.
- Students shall not open or close windows without permission of the driver.
- Students shall keep the bus clean and shall refrain from damaging it.
- Students shall be courteous to the driver, fellow students, and passers-by.
  Video cameras may be used on school buses to help monitor student behavior.

Bus Consequences

- If discipline problems occur on the school bus and requires the use of a student citation, the bus driver will write out the citation and give it to the student. Once a citation is issued, it is the responsibility of the student to have the citation signed by both the school principal and his/her guardian. Failure to do so may result in denial of transportation for a period of time. Additionally, a family conference may be required before reinstatement of bus riding privileges.

- *Citation consequence sequence:*

- 1st : Warning; 2nd: Three to five (3-5) days bus suspension; 3rd: Five to ten (5-10) days bus suspension; 4th: Suspension of bus privileges, possibly for the remainder of the school year.

- *This sequence is subject to alteration for student age/grade appropriateness and/or severity of offense.*

Attendance (English/ Español: 541-535-3353)

Regular school attendance is critical to student academic achievement. Phoenix-Talent Schools aligns with the State of Oregon expectation that students attend 90% or more of school days. Regular attendance is a habit and pattern established in school and carried into the student's adult work life. We encourage families, for the benefit of their child's education, to support regular school attendance.

Oregon law states 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 Process:

Call the attendance office at:

- Phoenix Elementary School (541) 535-3353
- Orchard Hill Elementary School (541) 779-1766
- Talent Elementary School (541) 535-1531

prior to any absence. You can leave a message at any time. If a student is not excused by 8:00 am, a safety call will be placed to all the student's contacts. If that is not possible, call and excuse the absence within 48 hours. If it is not called in, it will count as an unexcused absence. Students must be in attendance at school for the full day in order to participate in athletic or activity practices or competitive events (a student can still practice if they have pre-arranged a medical appointment that is not longer than one class period). Approved school activities are not counted as absences.

Excused Absences

The following absences will be considered excused:

- Illness of the student
- Medical appointment (we encourage families to make appointments on non-school days, or after school in the afternoon)
- Death in the family
- Excused Pre-Arranged (see below)
- Religious observance

Prearranged Absences are arranged prior to the student's time away from school after deemed appropriate by the school's administrator and satisfactory arrangements have been made in advance of the absence. In accordance with State law, a prearranged absence may be denied, but they may be prearranged as excused if they meet the following criteria:

- Prolonged student medical issue (requires medical note)
- Serious illness of a member of the student's family
- Family emergency or bereavement
- Legal/court obligations
- Religious observation

Medical, Dental and Legal Appointments

Every effort should be made to schedule appointments outside the school day. To excuse an absence for a medical or dental appointment, please call or send your student with a note to the office on the day of the appointment. Students will be excused only for class periods missed during the appointment time, taking into account transportation to and from said appointment. The absence will not be excused until confirmation is received. The confirmation must be provided by the next school day. Missing class for off-campus lunches, hair and personal beauty appointments, vehicle repairs, babysitting or other appointments that are not of a medical or legal nature will be considered unexcused.

Unexcused Absences

Students may not miss school, and will be marked unexcused, for the following reasons (not an exhaustive list):

- Vacation
- Sleeping in or missing the bus
- Providing care for younger or ill siblings/family members
- Off-campus lunches

- Hair and personal beauty appointments
- Vehicle repairs or car problems
- Sports activities that are not sponsored by the school
- Other appointments that are not of a medical or legal nature will be considered unexcused.

Truancy Process

Any student not meeting the requirements for school attendance (attending at least 90% of the school days) as defined by ORS 339.065 will be considered truant. Please note, truancy (10% absenteeism or more) may be as little as one excused or unexcused absence per month.

Step 1: Truancy warning letter with attendance summary (and phone call when appropriate)

Step 2: Mandatory attendance meeting (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).

Educational Program

<u>Core Instructional Programs</u>

Phoenix Talent Elementary Schools provide rigorous core curriculum that are aligned to common core state standards. Our curriculum are adopted through a collaborative process from state-approved options. Below you find links to our core curriculum resources:

Language Arts

- Amplify CKLA (English Language Arts)
- Amplify Caminos (Spanish Language Arts)

Math

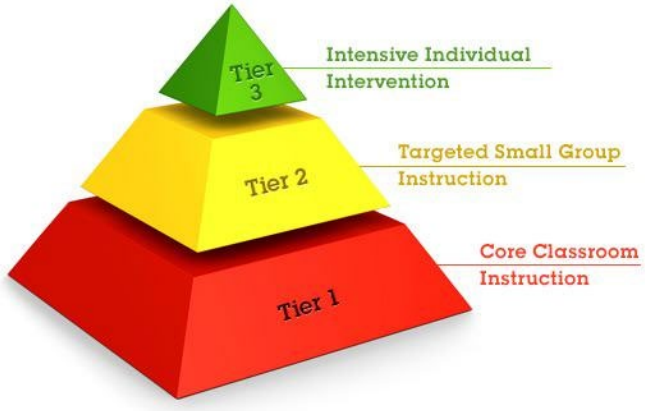
- Ready Math

Science

- Amplify Science

<u>Multi-Tiered System of Support</u>

Our elementary schools utilize a multi-tiered system of support framework to meet the needs of all learners. This approach includes addressing needs in the areas of academics, behavior/social-emotional learning, and attendance.



3 Tiers of Support

- Student Progress Assessments
    - Progress will be reported as it relates to each student's progress in learning the state curriculum. Progress will be reported on a District approved report card. Individual kindergarten-fifth grade student progress towards the standards in reading and mathematics are evaluated in the fall, winter and spring using iReady diagnostic assessments. Statewide assessments are administered in the spring for students in grades 3-5.

- Homework
    - It is essential to the educational process that a child develops the discipline to complete assignments outside of the regular school day. While homework may not be assigned every night, families are encouraged to provide a regular time and place for children to complete homework. Most assignments can be completed with little or no family assistance. However, students tend to feel encouraged and more enthusiastic about schoolwork when families show an interest. There are times when children struggle with a homework assignment and family may become frustrated and to expedite matters do the work for the child. When children work through frustration or are assisted through frustration, sense of accomplishment follows, as well as the building of a strong "can do" attitude. Reading every night is highly recommended. A nice way to end a busy day is to read for 20 minutes each school night.

- Interventions

  As part of our MTSS processes we provide small group and individual interventions for reading, math and behavior as determined by regular screening data and school level team recommendations. If students are recommended for intervention, families will be notified.

- Individualized Support

  An additional part of our MTSS processes might require recommendation for more intensive intervention and/or an evaluation for special education services.

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 family or guardians of a student taking an alternate assessment. If you have any questions, please contact your building principal.

Field Trips

-Field trips, in general, are an extension of classroom instruction. On-site visits give children knowledge they can use in further classroom work. Information will be sent home regarding each field trip. Please promptly sign and return all permission slips. If a child does not have a returned permission slip, an effort will be made to get permission over the phone. If no one can be reached, the child will remain at school.

Instructional Media Center

-The library serves students in many ways. Children are encouraged to use the media center for checking out books, research, and study. Children are responsible for those items they check out. If books are lost or damaged, families will be expected to pay for the loss or damage. Students are assisted with proper selection until they are able to make their own choices.

Internet and Computer Usage

The Phoenix-Talent School District is networked and students may have the opportunity to learn via computer. However, using technology as a learning tool is a privilege accompanied by serious responsibility. The school's intent is to provide Internet access directly related to classroom educational goals and objectives. We will monitor on-line activities, including the use of "filtering" software and computer history files. Still, the student users and their family are ultimately responsible for the students' appropriate educational use of the Internet.

Elementary and middle school students may not use the Internet without teacher permission and supervision.

School computer users should have no expectation of privacy in e-mail 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.

Clubs and Organizations

Students *may not* form private clubs or groups. All clubs or groups formed at school must have administrative approval and are *open to all* students. This policy refers to extra-curricular activities.

Special Programs

-Orchard Hill, Phoenix, and Talent Elementary Schools are Title I Schools. All employees are highly qualified. Title I is a Federal program. Students may receive assistance with language arts or math as appropriate. Programs vary from school to school. If you have questions, please call your elementary school and ask for the Reading Specialist.

Special education programs are available to students with disabilities. Students may be referred for an evaluation by staff or by family. 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 will be developed by school staff and family. Students will receive instruction and services that best meet their educational needs. For additional information, call and ask for your child's teacher, the speech/language therapist or the educational resource teacher.

Services are available for students who are not proficient in English as a primary language. For more information, please call your principal.

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 District Office at 541-535-7520.

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 which may include the following:

- When two or more severe disciplinary problems occur within a three-year period;
- When attendance is so erratic the student is not benefiting from the educational program;
- When a student's family or guardian or emancipated student applies for exemption from compulsory attendance on a semiannual basis;
- When an expulsion is being considered;
- When a student is expelled.

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

Private School Placement

- While families 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 family wishes for

the District to consider a publicly funded private placement or private services, the family 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 family 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 family's intent to obtain private services, the family's rejection of the educational program offered by the District, and the family'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.

Children Attending Private Schools

- Limitation on Services: Children who are enrolled by their family 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: School districts are not required to pay for the cost of education, including special education-related services, of a child with a disability at a private school facility if the school district made a free and appropriate public education available to the child and the family chose instead to place the child in a private school facility.

- When Reimbursement May Be Required: A court or hearing officer may require a school district to reimburse family 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
- - Family provided notice removing the child from public school.
- For further information: Call the Assistant Superintendent of Teaching and Learning, at 541-535-7502.

Communication *(School Status Connect, BrightArrow, Newsletters, Social Media)*

-Information about school programs, meetings, and other activities will be communicated in English and Spanish to families through informative fliers sent home with students, as well as the bi-monthly school newsletter sent electronically by email, text, and posted online. Families will receive early notice of significant changes in curriculum, staffing, and other components of the instructional program in which their child is involved via our automated communication system.

Each grade level may utilize “Family information” materials from the core program and other sources to inform families about relevant math and reading concerns. Families will be informed about classroom

instruction through homework, home-based activities, and up-to-date assessment results shared as soon as possible following a significant assessment and during family conferences. Family communication regarding mathematics, writing, and reading achievement will be presented in the context of current ODE standards and/or district checklists.

Contacting student during school day

In order to avoid undue classroom disruptions, families may leave messages for their students rather than calling them out of class. Student use of the office phones requires teacher approval. Students are not allowed to use school phones for social arrangements.

Class Placement

-A family may request a teacher for their child. Family requests are honored when possible. Each elementary school has a slightly different process for placing students. Placement requires much thought and planning and many factors are taken into account when assigning students to classes. We strive to create balanced classrooms with a range of student skills and abilities. Please contact the school for more information.

Retention

-If retention is a consideration, the family will be notified. A conference will be scheduled with the teacher and the principal. Any decision to retain a student is made with the assurance that it is the best method for a student to acquire the academic and/or social skills necessary for future success in school. If retention is a consideration, it is normally considered in kindergarten or first grade.

Transferring

-If you expect to transfer your child out of the school or district during the course of the school year, please notify the school office prior to the transfer. A transfer sheet is prepared to ensure all books and materials are returned to school and that the student has all their school supplies. Records will be transferred only upon request from the receiving school.

Engaging with Families

- Caregiver Role in Education

Families are an integral partner in their child's education. Family can support the education of their child in a number of ways:

1. Join your school's Parent Teacher Association (PTA) or Site Team
2. Attend School Functions
3. Demonstrate at home that education is important:
    a) Ensure consistent and punctual attendance
    b) Discuss the school day
    c) Talk about the importance of a good education
    d) Check child's backpack for important notices sent from school
    e) Set aside study time
    f) Support your child's teacher
4. Volunteer in the classroom.
5. Volunteer for field trips and/or special programs

6. Volunteer for school or district-level committees

- Family Conferences & Engagement Nights
    - Family conferences are scheduled on a regular basis throughout the year (see the school calendar). Invitations are sent home by teachers. These meetings and conferences are instrumental to the education of each child and are important for you to attend. No classes are held during November conference days.
    - Because the school and family partnership is crucial to student success, please know teachers are available to conference with you outside of formally scheduled conferences. Should you wish to conference with your student's teacher, simply email them or call the school office to arrange a meeting.

- Parental Involvement Policy
    - Phoenix-Talent teachers, principal, and staff recognize the value and utility of the contributions of family, and we strive to reach out to, communicate, and work with families as equal partners. This Family Involvement Policy has been developed and agreed upon by the Site Team. Additional suggestions from family, teachers, or community members are welcome and will be considered for further revision. This Family Involvement Policy will be posted in the school office, sent to all families in the school newsletter, available on the school website, and included in the Phoenix-Talent School District Elementary Family-Student Handbook.

- Participation

  Families will have the opportunity to participate in school-wide decision-making at Open Houses, Family Conferences, and by participating as a member of PTA/PTO and/or Site Team.

  At least once per year, Title I staff will provide assistance to families in understanding such topics as the State's academic content standards, state student academic achievement standards, Title I plan requirements, State and local academic assessments and how to monitor a student's progress and work with educators to improve the achievement of their student.

  Phoenix-Talent Schools will provide full opportunities for the participation of families with limited English proficiency, families with disabilities, families of homeless students, and families of migratory students. Information and school reports will be provided in a format and language families understand. Childcare will be provided, using Title I dollars, at all family involvement activities where appropriate. Barriers to family participation, including transportation, language, and other barriers, will be addressed on a case-by-case basis and the removal of such barriers may be funded with Title I dollars. Phoenix-Talent Schools will, if necessary, arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators in order to maximize family involvement and participation.

FAMILIES AS TEACHERS

Within established parameters, families are encouraged to observe instruction and other school activities involving their child. Families are encouraged to volunteer and help at school in their child's classroom. Upon request, the school will provide materials and training to help families work with their students to improve

their student's achievement, such as literacy training and using technology. Phoenix-Talent Schools will provide other reasonable support for family involvement activities as families may request, consistent with Title I requirements.

- Annual Meeting



  - Phoenix-Talent Schools recognizes that Family involvement is vital to achieve maximum educational growth for students. Therefore, in compliance with Federal Law and Oregon Department of Education guidelines, our school will meet with families to provide information about participation in the Title I program and its requirements. These meetings will be held annually and at a convenient time. All families will be invited to attend. Title I funds will be used to provide transportation, childcare, home visits or other family involvement services as necessary. Families will be informed of their right to be involved in the development of our Family Involvement Policy, Title I plans, and our Family-School Compact.

<u>Building Improvement Plan</u>

A Building Improvement Plan will be developed, with family involvement, through the Site Team. This plan will promote activities that support a partnership among the school, family and the community, and promote the improvement of student achievement.

<u>Compact</u>

A Family-School Compact will be developed. This plan will:

- Describe the school's responsibility to provide high-quality curriculum and instruction;
- Describe the ways in which each family will be responsible for supporting their student's learning;
- Stress the importance of ongoing communication between teachers and families.

The Family-School Compact outlines how students, families, teachers, and principals will share in the responsibility for improved student achievement. This Compact will be discussed by all stakeholders, signed at the fall family/teacher conference, and be used as the basis of communication between teachers and families. Families are encouraged to offer ideas or suggestions for the continuing improvement of the Family-School Compact.

- Volunteers

  - A school volunteer is a person who is invited by, and serves under the supervision and direction of school personnel *to perform specific tasks* in order to enhance school programs. A school volunteer is expected to maintain a professional demeanor and respect confidentiality as is expected of all school employees. Unsalaried volunteers shall be considered employees of the District for Worker's Compensation insurance purposes. Preschool children, and those children not enrolled in your elementary school, are not covered by the provision and *may not accompany volunteers on campus.* To ensure student safety, all volunteers will be required to fill out a background check form, submit, submit ID for verification and provide insurance

information if they wish to drive on field trips. All volunteers must complete the application packet at least two weeks prior to the trip:

- ***English***
- ***Spanish***

- Volunteer forms need to be renewed every other year and Driver's Insurance every year. *Please understand our concern for all our children's safety.*

- Visitors

  - Children's safety is our first concern. While we encourage family and community members to visit our school, we must be prudent and take every precaution to prevent children from being harmed in any way.

  - Immediately upon entering any school building or the school grounds, *any person* who is not a student of the school, or an officer or employee of the school, shall, when school is in session, *report their presence and the purpose for visiting the school to the main office* and sign in to receive a visitor pass by completing a background check with the Raptor online system. Visitors must bring a valid form of photo identification, such as their driver's license. Visits to the classroom and/or school grounds should be arranged with the teacher or principal. Family conferences will be arranged in advance with the teacher. *Visits to the classrooms and other school grounds shall be limited to 20 minutes* at the elementary level. Longer visits shall be made by special arrangement with building administration. Any person requested to leave the school grounds by the Principal shall promptly comply. **Visiting students are not allowed in the classroom**.

Behavioral Success Systems

<u>Beliefs</u>

Discipline comes from the word "disciple" which means to teach. In Phoenix-Talent Schools, we approach misbehaviors as an opportunity to teach pro social skills. We believe all students want to do the right thing and if they are not, then something must be getting in the way. Many times it is because the student is lacking a skill or needs a particular skill developed. Some common skills that may need to be strengthened are:

- Language/Communication Skills (Difficulty communicating with adults or peers)
- Attention/Working Memory Skills (Difficulty maintaining focus or remembering procedures)
- Emotion/Self-Regulation Skills (Difficulty keeping body and/or emotions in control)
- Cognitive Flexibility Skills (Difficulty with change or willingness to work it out)
- Social Thinking Skills (Difficulty recognizing social cues or hints)

The goal for the discipline process is to get a change in behavior. The first steps of this process include asking the student to stop the unwanted behavior and demonstrate the correct behavior.

If the student continues to struggle, the next step would be to work collaboratively with the student to identify the unwanted behaviors. If they are aware of the expected behavior, we need to then find out why they are not following it.

The next step is to collaboratively come up with solution(s) that would prevent this behavior from happening again.

The last step in the process is to restore relationships that may have been damaged and repair/replace items that may have been damaged.

Every Student Belongs

-The Oregon Legislature has determined that a person may not be subjected to discrimination in any public elementary, secondary, or community college education program or service, school or interschool activity or in any higher education program or service, school or interschool activity where the program, service, school or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly. It is the policy of the State Board of Education that students, employees, and visitors in public schools are entitled to learn, work, and participate in an environment that is safe and free from discrimination, harassment, and intimidation.

The presence of 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 or the battle flag of the Confederacy create a material and substantial disruption in school activities and the learning environment by creating an atmosphere of fear and intimidation and interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school. These symbols are not allowed at Phoenix-Talent Schools, and displaying, drawing, or sharing them with others may result in student discipline.

Phoenix-Talent Schools' students are expected to be safe, respectful, and responsible. Students are expected to act in a way that allows teachers to teach and students to learn.

PBIS

Phoenix Talent Elementary Schools are PBIS Schools. We design our functions of school-wide expectations to center around positive procedures. Each student is taught what is expected and reinforced for positive choices. Expectations are clear, consistent, and enforced school-wide in a positive approach.

Common Expectations

- Children will follow the directions of all school staff.
- When the bell rings, stop playing and line up in an orderly fashion.
- When a whistle blows, stop and look in the direction of the whistle.
- Obey all game rules and take care of equipment.
- Obey classroom rules.
- Show respect to self and others
- No fighting or swearing.
- Use problem-solving skills and strategies to solve problems.
- Play in designated areas only.
- Walk while in the building and on sidewalks.
- Chewing gum, radios, games, toys, trading cards or other personal items from home are **NOT** allowed at school.

- Bicycles are to be walked on school grounds.
- Skateboards or skates are not to be used on school grounds.
- Cell phones, electronic music players, video games and other electronic devices from home need to be turned off, out of sight (preferably in a backpack) and never used during school hours from 7:30AM to 2:30PM. The first violation of this policy will result in the item being confiscated and returned to the student at the end of the day. The second violation will result in the item being held in the office until the family/guardian comes to school to claim it. The third violation will result in the loss of the privilege of bringing the item to school for the remainder of the school year.
- Invitations to parties should never be passed out at school.

School Rules *(playground)*

- Students are to throw only those balls or items provided by the school that are intended to be thrown.
- Students are to swing sitting down and only go back and forth. (Side to side, twirling, or jumping out is not acceptable.)
- Students are to use the equipment in a safe manner.
- Students shall not climb on anything not made for that purpose. (Fences, buildings, or the tops of the equipment are not acceptable.)
- Students are to use the bathrooms in a timely and orderly manner.
- **All** students may play any school authorized game.
- Contact sports of any kind are not allowed.
- Students are *not to play in any fashion* that involves **play or pretend** fighting, karate or wrestling.

Dress Code

Responsibility for dress and grooming rests primarily with students and their caregivers; however, the district expects student dress and grooming to meet standards that ensure that either of 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 appropriate grooming and hygiene, prevent disruption, and avoid safety hazards.

Dress should be appropriate for the work students do in each classroom setting.

Students have the right of freedom of expression in their dress as long as it is not inappropriate, puts any student in danger, disrupts the classroom environment, and does not interfere with another student(s) access to education.

Dress should also appropriately cover the body.

Dress should be suitable for the classroom environment.

Students who represent the school in a voluntary activity may be required to conform to dress and grooming standards and may be denied the opportunity to participate if those standards are not met.

If your child is wearing an outfit that is considered inappropriate by an adult at the school, they may call you to bring appropriate clothes to school or choose to exchange the top or bottom with an appropriate article provided by the school for the day.

Definition Matrix

Through a collaborative district effort, our PBIS teams have established a common matrix to inform decision making regarding student level of need.

See appendix for more information.

Continuum of Discipline

Each elementary school has a school-wide behavior plan called Positive Behavioral Interventions and Support (PBIS) that is designed to foster a climate of cooperation, academic excellence, respect, and safety. The school rules are simple and easy to remember: **BE SAFE, BE RESPECTFUL, BE RESPONSIBLE**. We believe this focus on positive behavior will help foster a healthy climate in our schools.

Students must know the rules and regulations, be responsible for their part in maintaining these regulations, and be aware of the consequences when they are broken. We believe that good citizenship and good academic performance are intrinsically related. The goal of our discipline plan is for students to become independent and self-directed learners.

- Restorative Practices

Phoenix Talents Schools embraces a restorative practices approach. These practices are deeply rooted in prevention that stems from community building in our classrooms, schools and wider community. In instances where harm is caused, all parties are afforded an opportunity to share impact, take accountability, express needs and repair harm through mutual agreements.

SEVERE DISRUPTION CLAUSE

Serious misbehavior such as fighting or openly defying adult authority will result in the child being sent immediately to the office and may result in suspension. The appropriate disciplinary actions will be taken and the family notified. A family conference may be requested if serious misbehavior continues. We want each of our students and staff to feel safe and supported. We've created a framework that is evidence-based, trauma-informed, and culturally responsive. As there are extenuating circumstances in, the building administrator has the discretion to assign appropriate consequences on an individual basis.

THREATS

When a student threatens violence or harm, the administrator may consider and implement any of the following:

● Immediately removing from the classroom setting any student who has threatened to injure another person or to severely damage school property.

● Placing the student in a setting where the behaviors will receive immediate attention, including, but not limited to, the office of the school principal or the HUGS room.

● The school Threat Assessment Team will follow the threat assessment protocol and conduct a threat assessment. The Threat Assessment Team may develop a safety plan, which the student will be required to follow or be possibly subject to further disciplinary action, or refer the student to the Jackson County Threat Assessment Team.

The administrator, working in tandem with the Central Office Administrator who oversees the school and and district team responsible for responding to incidents of threat, has 12 hours to notify the parents or guardians of the student who is the subject of a threat by phone. They must notify the parents or guardians of the incident by writing within 24 hours in alignment with district guidelines.

SUSPENSION/DISCIPLINE

The purpose of discipline is to get a change of behavior. Collaborative Problem Solving is used to walk students through the situation and come up with strategies the student could use to prevent the problem from recurring. There may also be consequences for misbehavior which may include detention (loss of recess, time after school, or time out from class), cleaning up or repairing damage, in school suspension (time in the office lasting longer than 1 hour), conference with principal and/or family. Students may be placed on a "plan of assistance" or contract to modify their inappropriate behavior. Conflict resolution or mediation may be chosen in many cases for students to work out problems they may have with other students. (See the "Oregon Administrative Regulations 581-21-055" section of this handbook.)

Suspension may be used for the following reasons.

- The student causes serious physical harm to a student or school employee through non-accidental conduct.
- An administrator determines that the student's behavior poses a direct threat to the health or safety of students or school employees.
- When required by law. ORS 339.250(2)(d)

EXPULSION

Expulsion is used only in extreme cases to exclude a child from school for a long period of time. The rights of students include a hearing before the Superintendent, representation, records being kept of the hearing, notice of expulsion, right to waive a hearing. For more information, contact your school principal.

OREGON ADMINISTRATIVE REGULATIONS 581-21-055

Reasons students may be suspended or expelled from school:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
3. Unlawfully possessed, used, sold or otherwise furnished, or have been under the influence of any controlled substance.
4. Unlawfully offered, arranged or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind.
5. Committed or attempted to commit robbery or extortion.
6. Stolen or attempted to steal school property or private property.
7. Caused or attempted to cause damage to school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine, including possession of vaping products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawful possession of, or unlawfully offered, arranged or negotiated to sell drug paraphernalia.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school officials, or other school personnel.
12. Knowingly received stolen school property or private property.
13. Harassment, including verbal aggression, emotional and/or physical aggression, intimidation, sexual, racial or written.

All suspensions or expulsions will follow the due process rules of law. Suspensions will last no longer than ten (10) days. Appeals to suspension may be made to the superintendent; however, suspension will not be postponed pending appeal. The family will be notified of all suspensions. In the case that a student is a threat to themself or others they may be suspended under “emergency” rules without due process. A due process hearing will be held as soon as practicable and in accordance with State Law and Administrative Rules.

SEARCH AND SEIZURE

School employees, generally the Principal, may conduct searches when there is reason to believe that a student is concealing contraband or the health, safety or welfare of students is in question. The following guidelines are followed:

1. School property including desks, shelves, and cabinets may be searched at any time.

2. A general search of personal belongings may be done when school personnel have reasonable suspicion that contraband is being concealed.

3. Any item that is considered a threat to students or school personnel or that may interfere with the educational process may be seized.

4. Items that are not allowed at school, but are not dangerous, such as toys, may be temporarily held at school.

5. A student's person may be searched by school employees when there is reasonable suspicion that the student has on his/her person illegal items or other items that may interfere with the educational process. *Family will be contacted, when possible, prior to such a search taking place. A student will not be asked to remove clothing unless a guardian or designee is present or unless there is a clear and present danger to students or school employees or there is suspicion of child abuse*.

6. Motor vehicles parked on school property may be searched by school employees when there is reasonable suspicion that the health or safety of students or staff may be in jeopardy.

USE OF PHYSICAL FORCE

Oregon Law, ORS 339-250 authorizes the use of reasonable physical force. "…an individual who is a teacher, administrator, school employee or school volunteer may use reasonable physical force upon a student when and to the extent the individual reasonably believes it necessary to maintain order in the school or at a school activity or event, whether or not it is held on school property."

HARASSMENT OF STUDENTS

(See Board Policy JBB)

Harassment of students by a member of the staff to a student, by a student to another student or by a student to a District staff member will not be tolerated in this school or in this District. Harassment by Board members, family, vendors and others in this School District is prohibited.

Harassment

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 the student are considered forms of harassment.

Sexual Harassment

Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Examples: verbal or written harassment or abuse; repeated remarks to a person with sexual or demeaning implications; unwelcome touching.

The School and/or District will promptly and reasonably investigate allegations of harassment. Any student who has knowledge of or feels they are a victim of harassment should immediately report their concerns to the building administration or the Superintendent if the principal is the subject of the complaint. 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 student who has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding is prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to discipline up to and including suspension and expulsion.

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of gender in all education programs and activities. Title IX keeps kids safe and in school by reducing barriers and protecting students from environments that may interfere with learning or that create an intimidating, offensive, or hostile educational climate.

The following person has been designated to handle inquiries and complaints regarding the district's non-discrimination policies and compliance: Kelly Soter, Director of Community Care, 401 W. 4th Street, Phoenix, OR 97535 (541) 897-3730, titleix@phoenix.k12.or.us

ELEMENTARY EXPECTATIONS
Be Safe
Be Respectful
Be Responsible



La Clinica School Based Health Centers

Phoenix Talent Schools is proud to partner with La Clinica to offer school based health center at each school. Services provided by La Clinica include nursing, immunizations, mental health counseling and behavioral skills training.

COUNSELING/BEHAVIOR INTERVENTION SPECIALIST

Counseling services are available at the elementary schools on a limited basis. We have a psychologist who visits our schools periodically, usually for academic testing, who is available for emergency or trauma counseling. Please contact the Principal for information on services available through your child's school.

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.

HOMELESS ASSISTANCE (McKinney-Vento Act)

Under the McKinney-Vento Act, homeless children and youth are entitled to immediate public school enrollment, immediate access to the free lunch program as well as other benefits. Homeless children and youth mean 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 a 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 a regular sleeping accommodation for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

If you feel your child may qualify for benefits under the McKinney-Vento Homeless Assistance Act, please contact the office manager in the Main Office, the school principal or Phoenix-Talent School District's Homeless Education Liaison, at (541) 897-3730.

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.

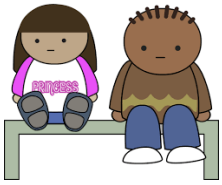
By using this student handbook, you acknowledge that you have read, understood, and agreed to the terms of this disclaimer. The school or institution reserves the right to update, modify, or remove content from this handbook as deemed necessary and appropriate.


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EXIT



PTS AGREEMENTS

	BE SAFE ***Take care of yourself***	**BE RESPECTFUL** ***Take care of each other and this place***	**BE RESPONSIBLE**
ALL COMMON AREAS (To be used in all areas)	I will walk sidewalks and walking paths	I will seek permission before touching others' property I will take care of school property.	I will keep toys, games, gum and personal items at home. I will not trade, buy, sell, or steal items from others. I will follow the school dress code
ARRIVAL AND DISMISSAL AREAS  ***Sit, Watch, Walk***	I will use sidewalks and crosswalks. I will wait for buses or rides in designated areas. I will walk bikes, skateboards and scooters on school grounds	I will be kind to others with actions words	I will arrive at school between 7:30-7:45 I will leave school at the end of my school day.
	BE SAFE ***Take care of yourself***	**BE RESPECTFUL** ***Take care of this place***	**BE RESPONSIBLE** ***Take care of each other***

ASSEMBLIES & SPECIAL EVENTS ***Participate & Celebrate***	I will walk facing forward I will stay in my assigned areas	I will use a voice level appropriate to activity	Honor the speaker.
PLAYGROUND & RECESS  ***Take care of yourself, others & this place***	I can run on the grass and track I will leave items on the ground I will use playground equipment safely	I will use Problem Solving Circle strategies I will be kind to others with actions and words	I will have a pass to leave the playground I will put trash in cans. I will leave the playground when the bell rings. I will eat snacks in the designated area only. I will return the playground equipment to the proper place.
LIBRARY  ***Peacefully focused***	Sit when in nests, chairs, & couches.	Return books on time. Take care of materials and clean up after yourself.	Be mindful of quiet zones.
BATHROOMS  ***Flush, Wash, Toss***	I will walk and keep my feet on the floor. I will use soap and water for washing hands.	I will give other people privacy.	I will clean up after myself and flush the toilet when done. I will return to the classroom promptly

	BE SAFE ***Take care of yourself***	**BE RESPECTFUL** ***Take care of this place***	**BE RESPONSIBLE** ***Take care of each other***
OFFICE  ***Have a pass, have a purpose, have patience***	I will check in with office staff when entering or leaving office I will follow adult directions I will sit correctly in chair	I will use a quiet voice. I will be kind to others with actions and words	I will have an office pass during school hours.
CAFETERIA  ***Sit, Eat, Enjoy***	I will sit at the table with knees and feet under the table. I will walk while in the cafeteria.	I will only touch my own tray and food.	I will clean up my area. I will raise my hand to leave the table.
EMERGENCY  ***Stay calm, stay quiet, follow directions***	Follow teacher directions. Go to a safe area. Take practice drills seriously.	Follow teacher direction. Move quietly and calmly.	Follow teacher direction.
CLASSROOMS	Each classroom is expected to define their expectations for being **SAFE, RESPECTFUL, and RESPONSIBLE.**		