



BETHEL SCHOOL BOARD MEETING

District Office – 4640 Barger Drive

Monday, January 27, 2020

6:30 p.m.

AGENDA

1. Call to Order

Paul Jorgensen, Chair

2. Pledge of Allegiance

Alan Laisure

3. Approval of Minutes

4. Superintendent's Report

- A. Student Presentation, Fairfield Elementary School
- B. Student Representative Reports, KHS and WHS
- C. Airport Rotary Foundation Scholarship Update, Glen Martz
- D. Sources of Strength, Brooke Cottle
- E. Bethel Health Center, Brooke Cottle
- F. 2018-19 Graduation Rate, Kee Zublin and Tasha Katsuda
- G. Division 22 Assurances, Kee Zublin and Tasha Katsuda
- H. Legislative and School Finance Update
- I. Policy Update, 2nd Reading
 - a. GBNAA/JHFF – Reporting Requirements for Suspected Sexual Conduct with Students – *New policy (replaces JHFF)*
 - b. JHFF/GBNAA – Reporting Requirements for Suspected Sexual Conduct with Students – *New policy (replaces JHFF)*
- J.

5. Delegations and Visitors

6. Consent Agenda

Personnel Action

Resolution No. 28

7. Action Items

- A. Adopt 2020-21 Budget Calendar Resolution No. 29
- B. Adopt Polices/ARs: AC-AR, EEA, GCAB, IGBAF, IGBAF-AR, IGBBA, JED, and JHFE Resolution No. 30
- C. Approve Boundary Change Resolution No. 31
- D.

BETHEL SCHOOL DISTRICT #52

BOARD OF DIRECTORS

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8. Information and Discussion

- A. BIG 10th Annual Black History Month Banquet, Friday, February 7, 5:30pm, Graduate Eugene
- B. NAACP 2020 Freedom Fund Dinner, Friday, February 21, 6:00pm, Valley River Inn
- C. 24th Annual Airport Rotary Foundation Dinner & Auction, Friday, February 28, 5:30pm, Valley River Inn
- D. LCOG Annual Appreciation Dinner, Friday, February 28, Time TBD, Lane Community College
- E. NSBA Annual Conference, April 4-6, Chicago
- F.

9. Board Activity Update

- A.

10. Review of Next Meeting: Monday, February 10, 2020

- A. Student Presentation, Irving Elementary School
- B. Student Representative Reports, KHS and WHS
- C. Budget Committee Interview and Appointment, Position 7
- D. Indian Education, Tina Gutierrez-Schmich
- E. African American Student Success Act, Tina Gutierrez-Schmich
- F. Financial Statement, Simon Levear
- G. Legislative & School Finance Update
- H. Board Policies Up for Periodic Review
- I.

11. Adjournment

MINUTES
BETHEL SCHOOL DISTRICT #52
BOARD OF DIRECTORS
DECEMBER 9, 2019

ATTENDANCE

Board Members: Debi Farr, Greg Nelson, Rich Cunningham, Robin Zygaitis, Dawnja Johnson, and Chair, Paul Jorgensen

Absent: Alan Laisure

District staff, students, and community members identified: Superintendent Parra, Student Representative Elizabeth Ortiz, Student Representative Shahayla Luna, Remie Calalang, Simon Levear, Pat McGillivray, Tina Gutierrez-Schmich, Jill Robinson-Wolgamott, Christy Gill, Brittany Dorris, Prairie Mountain School students and families, Jordyn Brown, and Jill Busby

CALL TO ORDER

Chair Jorgensen called the December 9, 2019 meeting of the Board of Directors to order at 6:29 p.m.

PLEDGE OF ALLEGIANCE

Director Farr led the Pledge of Allegiance.

ACTION ON MINUTES

Chair Jorgensen presented the Minutes from the November 18, 2019 Board Meeting and asked for additions or corrections. Hearing none, the Board approved the Minutes as submitted.

SUPERINTENDENT'S REPORT

Student Presentation, Prairie Mountain School

Prairie Mountain School Principal Jill Robinson-Wolgamott introduced 5th Grade Teacher Brittany Dorris. Ms. Dorris provided an overview of the 1st Trimester after-school CTE Digital Design course she taught at Prairie Mountain and shared that fourteen 8th grade students participated in the course. Students Brayden, Tony, and Dream described projects they completed in the class, which included a button making project, a social media ad campaign, an empathy poster project, and a vinyl shirt design project. Ms. Dorris and the students presented Board members with t-shirts and bottles they designed in the class.

KHS Student Representative Report, Shahayla Luna

Shahayla reported that Mr. Dambrov's cohort is preparing the greenhouse for planting, doing crop research, and studying wetland restoration. Mr. Zydycryn's cohort is sanitizing plant trays and will grow up to 5,000 plants native to Oregon, which will be planted in the wetlands next spring. The chicken coop, a replica of the Bethel Barn, is complete and currently has a flock of chickens. Mr. Seymour's cohort raised money for backpacks filled with essentials for refugees at the border. Intersession week went very well and 21 students were able to pass their essential skills for graduation. Students and staff who traveled to Death Valley returned from their trip, which included hiking and visiting gold mines. The senior cohort will tour Lane Community College tomorrow and will visit the classroom they will be utilizing on LCC's campus. The food pantry at Kalapuya is open every day until 4:00 p.m.

MINUTES

BETHEL SCHOOL DISTRICT #52

BOARD OF DIRECTORS

DECEMBER 9, 2019

WHS Student Representative Report, Elizabeth Ortiz

Elizabeth distributed her Wolverine Pageant bucket and a flyer for the 12 Days of Pageant Giveaways, two fundraisers for the Wolverine Pageant. Elizabeth thanked Board members for their donations and shared that the Senior Citizen Breakfast will be held December 18th. Leadership's Rake and Run was held November 22nd. The group raked leaves at approximately six houses and then assisted custodians at Willamette with raking leaves at the school. The recent theatre production, *Miss Bunny Bunting's Bonafide Belles or the Trail of the Tenebrous Tiara*, was a huge success. A band concert will take place December 12th at 6:30 p.m. Free TouchPass bus passes are being distributed to students by Lane Transit District. Junior Night will be held December 11th to assist families with pathways for students after high school. Elizabeth also reported on the canned food drive, Willamette's food pantry, the Sources of Strength gratitude tree, a new line dancing club, the Zen garden, winter sports, and sponsoring families in need.

Budget Committee Interviews and Appointments, Positions 6 and 7

This agenda item was postponed to the January 13, 2020 Board meeting due to candidate unavailability.

Equity Committee Update, Tina Gutierrez-Schmich

Equity Director Tina Gutierrez-Schmich reviewed several areas in the District where equity work is taking place, including work around trauma informed practices, Operation School Bell, working with Lane ESD's African American Black Student Success project, Title VI – Indian Education, and Senate Bill 13, which requires native studies curriculum at specific grade levels. Ms. Gutierrez-Schmich provided an update on the District's Equity Committee and shared its primary goals, and provided an overview of a Professional Learning Community that has been formed to build capacity in schools for deeper impact with students and staff related to equity and inclusion. Ms. Gutierrez-Schmich also discussed positive behavior supports and improving consistency across buildings with discipline data, Title IX – sexual harassment, peer mediation training, the climate survey, and distribution of feminine hygiene products in schools.

Financial Statement, Simon Levear

Business Services Director Simon Levear reviewed the November 2019 financial statement showing an estimated Ending Fund Balance of \$9,740,122, and distributed a graph to Board members illustrating enrollment trends in the District since the 2014-15 school year. Due to declining enrollment, the District will adjust its allocation from the State School Fund.

Legislative and School Finance Update

Superintendent Parra shared comparisons of the state's September and December economic forecasts and reported on the early learning portion of the Student Success Act, which will impact students as they enter K-12 education by more adequately funding early learning. Statistical data related to Bethel students entering kindergarten was provided. Superintendent Parra and Director Farr shared information from Early Learning Alliance meetings they have recently attended. Superintendent Parra also answered questions from the Board related to the High Cost Disability fund.

DELEGATIONS AND VISITORS

None

MINUTES

BETHEL SCHOOL DISTRICT #52

BOARD OF DIRECTORS

DECEMBER 9, 2019

CONSENT AGENDA

Resolution No. 23 – Personnel Action

Motion: Rich Cunningham moved, Debi Farr seconded, to approve the Revised Consent Agenda as specified below.

#	Name	Type	Description
1.	Bloom, Jan	Temporary Hire for 2019-20	Offer Temporary Contract for 1.0 FTE 3 rd Grade Teacher @ Meadow View; Replaces: Clair Manley; Start Date: 11/27/2019.
2.	Calkins, Gaby	Hire for 2019-20	Offer Extra Duty Contract for 1 st Trimester After-School CTE Robotics Instructor @ Cascade.
3.	Courogen, Deanna	Resignation/Retirement/Rehire	Accept resignation effective 12/31/2019 to enter retirement. Offer Temporary 1.0 FTE Contract from 1/1/2020 through the end of the 2019-20 school year; Position Held: 3 rd Grade Teacher @ Irving; 31 years at Bethel.
4.	Green, Michael	Resignation/Retirement/Rehire	Accept resignation effective 12/31/2019 to enter retirement. Offer Temporary 1.0 FTE Contract from 1/1/2020 through the end of the 2019-20 school year; Position Held: Music Teacher @ Malabon; 18 years at Bethel.
5.	Indell, Travis	Hire for 2019-20	Offer Extra Duty Contract for Assistant Wrestling Coach @ Willamette.
6.	Jacobs, Cory	Resignation/Retirement/Rehire	Accept resignation effective 12/31/2019 to enter retirement. Offer Temporary 1.0 FTE Contract from 1/1/2020 through the end of the 2019-20 school year; Position Held: Kindergarten Teacher @ Fairfield; 31 years at Bethel.
7.	Nussbaum, Bonnie	Resignation/Retirement/Rehire	Accept resignation effective 12/1/2019 to enter retirement. Offer Temporary 1.0 FTE Contract from 12/2/2019 through the end of the 2019-20 school year; Position Held: Core Teacher @ Kalapuya; 18 years at Bethel.
8.	Story, Mark	Hire for 2019-20	Offer Extra Duty Contract for 2 nd Trimester After-School CTE Robotics Instructor @ Prairie Mountain.

MINUTES

BETHEL SCHOOL DISTRICT #52

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9.	Wright, Eric	Hire for 2019-20	Offer Extra Duty Contract for 2 nd Trimester After-School CTE Robotics Instructor @ Meadow View.
10.	Black, Jean	Hire for 2019-20	Offer Extra Duty Contract for Assistant Softball Coach @ Willamette.
11.	Dizney, Pam	Resignation/Retirement/Rehire	Accept resignation effective 12/31/2019 to enter retirement. Offer Temporary 1.0 FTE Contract from 1/1/2020 through the end of the 2019-20 school year; Position Held: Kindergarten Teacher @ Malabon; 22 years at Bethel.

Motion Passed, 6-0

Absent: Alan Laisure

ACTION ITEMS

Resolution No. 24 – Adopt Policies/ARs: EBCB, EFAA-AR, FFA, GBJ, and JGAB

Motion: Debi Farr moved, Dawnja Johnson seconded, to adopt the following policies/ARs:

EBCB – Emergency Drills and Instruction

EFAA-AR – District Nutrition and Food Services

FFA – Donor Recognition and Dedications

GBJ – Weapons in Schools – Staff & Volunteers

JGAB – Use of Physical Restraint and Seclusion

The Board discussed donor recognition and dedications.

Motion Passed, 6-0

Absent: Alan Laisure

Resolution No. 25 – Budget Committee Appointments

Resolution No. 25 was postponed to January 13, 2020, due to candidate unavailability.

Resolution No. 26 – Authorize Superintendent Parra to sign City of Eugene/Echo Hollow Pool Renovation Agreements

Motion: Dawnja Johnson moved, Rich Cunningham seconded, to authorize Superintendent Parra to sign City of Eugene/Echo Hollow Pool renovation Agreements as discussed at the November 18, 2019 Board meeting. This includes necessary Agreements addressing shared parking, relocation of parking at Willamette High School, and utility and fire lane easements essential for the occupancy and operation of Echo Hollow Pool, a Bethel community asset.

Motion Passed, 6-0

Absent: Alan Laisure

INFORMATION AND DISCUSSION

- A. Retiree Open House, Tuesday, December 17, 2:00-4:00pm, District Office
- B. 24th Annual Airport Rotary Foundation Dinner & Auction, Friday, February 28, 5:30pm, Valley River Inn
- C. NSBA Annual Conference, April 4-6, Chicago

MINUTES

BETHEL SCHOOL DISTRICT #52

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- D. Director Johnson shared that Bethel Education Foundation (BEF) is a nonprofit within the Oregon Cultural Trust and explained that donations to BEF can qualify for the Cultural Trust tax credit.
- E. The Board discussed a fundraising timeline for the Long Range Facilities Planning Committee.

BOARD ACTIVITY UPDATE

- A. The St. Vincent de Paul Veteran’s Housing Project open house will be held, tomorrow, December 10.

REVIEW OF NEXT MEETING: MONDAY, JANUARY 13, 2020

- A. Oregon School Board Appreciation Month
- B. Student Presentation, Clear Lake Elementary School
- C. Student Representative Reports, KHS and WHS
- D. Fall Sports Review, Thomas Armstrong
- E. Student Success Act Update
- F. Financial Statement, Simon Levear
- G. Review Budget Calendar
- H. Legislative & School Finance Update
- I. Board Policies Up for Periodic Review

ADJOURNMENT

There being no further business to bring before the Board, Chair Jorgensen adjourned the meeting at 8:07 p.m.

Clerk – Chris Parra

jcb

Chair – Paul Jorgensen

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**BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT**

Subject: **Reporting Requirements for Suspected Sexual Conduct with Students**

Policy Number: **GBNAA/JHFF** Effective Date: **2/2020**

Date of Original Policy and Revisions: **2/20**

Cancels Policy No.: **JHFF** Dated: **12/09, 12/11, 1/14, 12/18**

Date of Next Review: **2/2023**

POLICY

Sexual conduct, as defined by this policy, by district employees, contractors¹, agents², and volunteers³ is not tolerated. All district employees, contractors, agents, and volunteers are subject to this policy.

“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating, hostile or offensive educational environment. “Sexual conduct” does not include touching that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

Any district employee, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the designated licensed administrator or the alternate designated licensed administrator for their school building. If the superintendent is the alleged perpetrator the report shall be submitted to the Human Resources Director who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When the designated licensed administrator receives a report of suspected sexual conduct by a District employee, contractor, agent or volunteer, the administrator will follow procedures established by the District and set forth in the District’s administrative regulation JHFF/GBNAA-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) as appropriate, for investigation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

When there is reasonable cause to support the report, a District employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will post in each school building the names and contact information of the employees designated for the school building to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

**BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT**

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

Legal Reference(s):

ORS 332.107

ORS 339.370 - 339.400

ORS 419B.005 - 419B.045

Senate Bill 155 (2019)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

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**BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT**

Subject: **Reporting Requirements for Suspected Sexual Conduct with Students**

Policy Number: **JHFF/GBNAA** Effective Date: **2/2020**

Date of Original Policy and Revisions: **2/20**

Cancels Policy No.: **JHFF** Dated: **12/09, 12/11, 1/14, 12/18**

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BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

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The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

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Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

**BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT**

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

Legal Reference(s):

ORS 332.107

ORS 339.370 - 339.400

ORS 419B.005 - 419B.045

Senate Bill 155 (2019)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

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January 27, 2020

RESOLUTION NO. 19-20: 28

RESOLUTION: CONSENT AGENDA/PERSONNEL ACTION

The Board of Directors, School District No. 52, Lane County, approves personnel action involving licensed employees and extra duty contracts at each regularly scheduled School Board meeting. If the Board of Directors would like to discuss any of these recommendations in executive session, the employee should be identified by the number preceding the name and it will be withdrawn pending further instruction from the Board. Remie Calalang is available for questions.

RECOMMENDATION:

It is recommended that the School Board approve the Consent Agenda as reflected in this resolution and any addendum presented along with this resolution.

#	Name	Type	Description
1.	Dodd, Alison	Hire for 2019-20	Offer Extra Duty Contract for Sources of Strength District Team Leader @ District Office.
2.	Harty, Georgeann	Temporary Administrative Hire for 2019-20	Offer Temporary Administrator Contract for Assistant Director of Special Services @ District Office; Education: BS/Northern Arizona University; Masters in Severe and Profound Disabilities/University of Arizona; Administrator Licensure: Lewis & Clark College; Experience: Special Services TOSA, District Office, 2.5 years; Special Education Teacher, Meadow View, 2 years; Behavior Specialist/Mental Health Liaison/Autism Specialist, Corvallis School District, 4 years; Autism Specialist, South Coast ESD, 5 years; Behavior/Integration Specialist, 2 years, and Special Education Teacher, 6 years, Tucson Unified School District; Special Education Consultant, Edge Charter School, Tucson, AZ, 1 year; Special Education Teacher, Baboquivari School District, Sells, AZ, 4 years; Start Date: 1/14/2020.

Recommended by: Remie Calalang, Human Resources Director

ATTEST _____
Clerk – Chris Parra

Chair – Paul Jorgensen

MOVED BY _____

SECONDED BY _____

DATE _____

RESOLUTION: *Passed / Failed*

BOARD MEMBERS	AYE	NAY	ABSTAIN	ABSENT
Rich Cunningham				
Debi Farr				
Dawnja Johnson				
Paul Jorgensen				
Alan Laisure				
Greg Nelson				
Robin Zygaitis				



January 27, 2020

RESOLUTION NO. 19-20: 29

BE IT RESOLVED, That the Board of Directors, School District No. 52, Lane County, hereby
adopts the 2020-2021 Budget Calendar.

ATTEST _____
Clerk – Chris Parra

Chair – Paul Jorgensen

MOVED BY _____

SECONDED BY _____

DATE _____

RESOLUTION: *Passed / Failed*

BOARD MEMBERS	AYE	NAY	ABSTAIN	ABSENT
Debi Farr				
Dawnja Johnson				
Paul Jorgensen				
Alan Laisure				
Greg Nelson				
Robin Zygaitis				
Rich Cunningham				

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BETHEL SCHOOL DISTRICT
EUGENE, OREGON
2020-2021 - Budget Calendar



JANUARY 13, 2020	Board Reviews Draft 2020-2021 Budget Calendar
JANUARY 27, 2020	Board Adopts 220-2021 Budget Calendar
TO BE DETERMINED	Appoint Budget Committee Members
APRIL 6, 2020	All budget materials due from buildings—300,400,500,600 series
APRIL 13, 2020	Submit notice to <u>Register Guard</u>
APRIL 20, 2020	Publish first notice of Budget Committee Meeting <i>(5 to 30 days prior to meeting)</i>
MAY 11, 2020	Budget Committee 'Orientation', 5:00 p.m. Budget Document/Budget Message presented to the Budget Committee First Budget Committee Meeting , District Office, 6:30 p.m.
MAY 14, 2020	Budget Committee Meeting at District Office, 5:30 p.m. Discussion of budgets for Elementary, K-8, Middle School and High School Programs, Administration, Special Services, All Schools, Other Funds and General Fund Revenue Approval of Budget
MAY 21, 2020	Alternative date for approval of the budget, District Office, 6:30 p.m.
JUNE 8, 2020	Publication of NOTICE OF BUDGET HEARING, FINANCIAL SUMMARY, and FUND SUMMARIES <i>(not more than 25 nor less than 5 days prior)</i>
JUNE 22, 2020	Public Hearing on Budget Enact resolutions adopting the budget, making the appropriations, and declaring the tax levy

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January 27, 2020

RESOLUTION NO. 19-20: 30

BE IT RESOLVED, That the Board of Directors, School District No. 52, Lane County,
hereby adopts the following Board Policies and Administrative Rules:

- AC-AR: Nondiscrimination**
- EEA: Student Transportation Services**
- GCAB: Personal Electronic Devices and Social Media - Staff**
- IGBAF: Special Education – Individualized Education Plan (IEP)**
- IGBAF-AR: Special Education – Individualized Education Plan (IEP)**
- IGBBA: Identification – Talented and Gifted Students**
- JED: Student Absences and Excuses**
- JHFE: Reporting of Suspected Abuse of a Child**

ATTEST _____
Clerk – Chris Parra

Chair – Paul Jorgensen

MOVED BY _____

SECONDED BY _____

DATE _____

RESOLUTION: *Passed / Failed*

BOARD MEMBERS	AYE	NAY	ABSTAIN	ABSENT
Debi Farr				
Dawnja Johnson				
Paul Jorgensen				
Alan Laisure				
Greg Nelson				
Robin Zygaits				
Rich Cunningham				

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Bethel School District #52
Administrative Rule

AC. NONDISCRIMINATION
Adopted: 12/2017, 01/2020

Discrimination Complaint Procedure

Complaints must be filed within 180 days of the original incident.

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

Step 1:

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

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

Step 2:

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

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

Step 3:

If the complainant is not satisfied with the decision of the Superintendent or designee, a written appeal may be filed with the Board within five school days of receipt of the Superintendent's or designee's response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at a Board meeting.

The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within ten days of this meeting.

If the building administrator is the subject of the complaint, the individual may start at step 2 and should file a complaint with the Superintendent or designee.

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

Complaints against the Board as a whole or against an individual Board member, may start at step 3 and should be made to the Board chair and may be referred to District Counsel. Complaints against the Board Chair may start at step 3 and be made directly to the Board Vice Chair.

The timelines established in each step of this procedure may be extended upon mutual consent of the District and the complainant in writing, but will not be longer than 30 days from the date of the

Bethel School District #52
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submission of the complaint at any step. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the District and the complainant.

If the complainant is a person who resides in the District, is a parent or guardian of a student who attends school in the District, or is a student and is not satisfied after exhausting local complaint procedures or the District fails to render a written decision within 30 days of submission of the complaint at any step or the District fails to resolve the complaint within 90 days of the initial filing of the complaint, then the complainant may appeal¹ the District's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-021-0001 – 581-002-0023.

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

DISCRIMINATION COMPLAINT FORM

Name of Person Filing Complaint Date School or Activity

Student/Parent Employee Job applicant Other _____

Type of discrimination:	<input type="checkbox"/> Race	<input type="checkbox"/> Color	<input type="checkbox"/> Religion
	<input type="checkbox"/> Sex	<input type="checkbox"/> National or ethnic Origin	<input type="checkbox"/> Mental or Physical Disability
	<input type="checkbox"/> Marital Status	<input type="checkbox"/> Age	<input type="checkbox"/> Sexual Orientation
	<input type="checkbox"/> Gender Identity	<input type="checkbox"/> Familial Status	<input type="checkbox"/> Economic Status
	<input type="checkbox"/> Veterans' Status	<input type="checkbox"/> Discriminatory use of a Native American mascot	<input type="checkbox"/> Pregnancy
		<input type="checkbox"/> Other _____	

Specific complaint: (Please provide detailed information including names, dates, places, activities and results of the discussion.)

Who should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

This complaint form should be mailed or submitted to the building principal.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

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BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

Subject: Student Transportation Services

Policy Number: EEA Effective Date: 1/2020

Date of Original Policy and Revisions: 1/84, 19/91, 1/96, 11/99, 1/06, 6/07, 2/08, 11/08, 12/10, 2/13, 2/16, 6/19

Cancels Policy No.: JGG, EE Dated: 1/84

Date of Next Review: 1/2023

POLICY

School transportation services will be provided for students to and from school in accordance with State and Federal laws, regulations, and guidelines pertaining to school bus transportation. Students navigating homelessness will be provided transportation to and from the student's school of origin¹ as required by the Every Student Succeeds Act (ESSA). Services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the Board.

Students living within specified attendance boundaries shall receive transportation services to their respective schools. In addition, students, including those receiving special education, may be eligible for transportation for safety, health or other reasons.

The Board may provide transportation for students between the various Bethel schools and other places of instruction to which they are assigned for educational purposes.

The District may use Type 10 School Activity Vehicles to transport students from home to school, school to home and from District-sponsored activities.

Transportation will be arranged for educational field trips. Participants in athletics and other activities may need to provide their own transportation for events within the Eugene/Springfield metropolitan area.

Transportation for students receiving special education services will be provided as determined by IEP teams. Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

The District may also provide transportation using federal funds² or through cooperative agreements with local victims assistance units for a student to attend a safe District school³ out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

¹"School of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled.

When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

²"Federal funds" means funds available through Title IV, Part A, and Title V, Part A.

³If there is not another school in the District to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.

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BOARD OF EDUCATION POLICY STATEMENT

If there are no other schools within the District a student may transfer to, the District may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Students attending any private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school students.

Transportation will be provided for students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under ORS 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until he/she is four feet nine inches tall or age eight and the adult belt properly fits.⁴ A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215 vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus or school activity vehicle. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus or vehicle driver to the transportation supervisor. The transportation supervisor will, as soon as possible, inform the appropriate administrator of such occurrence. Violators may be denied use of transportation for a period of time as deemed proper by the administrator and transportation supervisor.

The principal or designee shall ensure transportation officials and drivers shall receive notification of students having special medical or behavioral protocols identified in student records. Drivers shall receive appropriate training related to specified protocols, including requirements of confidentiality.

The school bus or vehicle driver will be responsible for the school bus or vehicle at all times from departure until return. The driver will not participate in any activities that might impair their driving abilities.

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

REPORTS

None.

⁴“Proper fit” means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

**BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT**

ATTACHMENTS

None.

END OF POLICY

REFERENCES / COMMENTS

Legal Reference(s):

ORS 327.006	ORS 343.533
ORS 327.033	ORS 343.155 to-343.243
ORS 327.043	ORS 811.210
ORS 332.405	ORS 811.215
ORS 332.415	ORS 815.055
ORS 339.240 to-339.250	ORS 815.080
ORS 343.155 to-343.246	ORS 820.100 to-820.190
OAR 581-021-0050 to-0075	OAR 581-053-0040
OAR 581-022-1530	OAR 581-053-0053
OAR 581-023-0040	OAR 581-053-0060
OAR 581-053-0002	OAR 581-053-0070
OAR 581-053-0003	OAR 581-053-0210
OAR 581-053-0004	OAR 581-053-0220
OAR 581-053-0010	OAR 581-053-0230
OAR 581-053-0031	OAR 581-053-0240
	OAR 735-102-0010

Senate Bill 905 (2019)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6315, 7912 (2018).
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431-11435 (2012).

[Bethel Administrative Rule EEA: Student Transportation Services](#)

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BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

Subject: Personal Electronic Devices and Social Media - Staff

Policy Number: GCAB Effective Date: 1/2020

Date of Original Policy and Revisions: 1/13, 1/15

Cancels Policy No.: N/A Dated: N/A

Date of Next Review: 1/2023

POLICY

Staff possession or use of personal electronic devices on District property, in District facilities during the work day and while the staff is on duty in attendance at District-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the Superintendent or designee. At no time, whether on duty or off duty, will a personal electronic device be used in a manner that interferes with staff duty and responsibility for the supervision of students.

A “personal electronic device” is a device that is not issued by the District and is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.

Personal electronic devices shall be silenced during instructional time, while on duty or at any other time where such use of the device would cause a disruption of school activities, student learning or interfere with an employee’s work assignment. While an employee is on duty, personal electronic devices brought to school will be restricted to work or instructional-related activities only. The District will not be liable for loss or damage to personal electronic devices brought to District property and District-sponsored activities.

Staff members, while on duty and off duty, will utilize social network sites (e.g., Facebook, Instagram, Twitter, etc.), public websites and blogs, judiciously by not posting confidential or personally identifiable information about students, staff, or District business without appropriate permission. Staff members, while on duty and off duty, will treat fellow employees, students, families, and the public with respect while posting in order to prevent substantial disruption in school.

Communication with students and families using personal communication devices will be appropriate and professional at all times. Communication with students using personal communication devices regarding non-school-related matters is prohibited during work hours and strongly discouraged at all other times. If communicating with students electronically regarding school-related matters, staff should use District-provided e-mail using mailings and/or other internet messaging or media to a group of students rather than individual students. If using other means of electronic communication, staff members are strongly encouraged to maintain a record of all electronic communication. Texting a student while off duty is strongly discouraged.

Exceptions to the prohibitions set forth in this policy may be made for health, safety, or emergency reasons with Superintendent or designee approval.

Staff are subject to disciplinary action up to and including dismissal for using a personal communication device in any manner that is illegal or violates the terms of this policy. Staff actions on social network sites, public websites, blogs and other social media, while on or off duty, which disrupt the school environment, are subject to disciplinary action up to and including dismissal. A “disruption” for purposes

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of this policy includes but is not limited to, one or more parent requests to remove their children from a particular class or particular school, actual withdrawal of a student or students from a particular class or particular school and/or a threatened, perceived, or actual negative impact on the learning environment.

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

The Superintendent or designee shall ensure that this policy is available to all employees.

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

REFERENCES / COMMENTS

Legal Reference(s):

ORS 163.432	ORS 163.700
ORS 163.433	ORS 167.054
ORS 163.684	ORS 167.057
ORS 163.686	ORS 326.011
ORS 163.687	ORS 326.051
ORS 163.688	ORS 332.072
ORS 163.689	ORS 332.107
ORS 163.693	ORS 339.372

Senate Bill 155 (2019)

18 U.S. C. § 1466A (2018)

18 U.S. C. § 1470 (2018)

20 U.S. C. § 7906 (2018)

20 U.S. C. § 7131 (2018)

Copyrights, Title 17, as amended, United States Code (2018); 19 CFR Part 133 (2019).

Melzer v. Bd. Of Educ., City of New York, 336 F.3d 185 (2d Cir. 2003).

Ross v. Springfield Sch. Dist., No. FDA 80-1, aff'd, 56 Or. App. 197, rev'd and remanded, 294 Or. 357 (1982), order on remand (1983), aff'd, 71 Or. App. 111 (1984), rev'd and remanded, 300 Or. 507 (1986), order on second remand (1987), revised order on second remand (1988).

BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

Subject: Special Education – Individualized Education Plan (IEP)

Policy Number: IGBAF Effective Date: 1/2020

Date of Original Policy and Revisions: 2/08, 11/09, 5/12, 6/15, 9/16

Cancels Policy No.: _____ Dated: _____

Date of Next Review: 1/2023

POLICY

An individualized education program (IEP) shall be developed and implemented for each eligible student with disabilities in the District, kindergarten through 21, including those who attend a public charter school in the District, are placed in or referred to a private school or facility by the District, or receive related services from the District. The District is responsible for initiating and conducting the meetings to develop, review, and revise the IEP of a student with disabilities. The District will ensure that one or both parents or guardians are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter, and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the District will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the District shall use other methods to ensure participation, including but not limited to, individual or conference telephone calls, or individual meetings.

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

REFERENCES / COMMENTS

ORS 343.151	OAR 581-015-2210
ORS 343.155	OAR 581-015-2215
OAR 581-015-2000	OAR 581-015-2220
OAR 581-015-2190	OAR 581-015-2225
OAR 581-015-2195	OAR 581-015-2230
OAR 581-015-2200	OAR 581-015-2055
OAR 581-015-2205	OAR 581-015-2600
OAR 581-015-2235	OAR 581-015-2065
OAR 581-015-2265	

[Bethel Administrative Rule IGBAF: Special Education – Individual Education Plan \(IEP\)](#)

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IGBAF. SPECIAL EDUCATION – INDIVIDUALIZED EDUCATION PLAN (IEP)

Adopted: 1/2020

1. General IEP Information

- a. The District ensures that an IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student;
 - (2) At the beginning of each school year for each student with a disability for whom the District is responsible; and
 - (3) Before the District implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The District uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The District develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's general education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
- e. The District takes steps to ensure that guardian(s) are present at each IEP meeting or have the opportunity to participate through other means.
- f. The District ensures that each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
 - (2) Their responsibility to fully implement the IEP, including any amendments the District and guardians agreed to make between annual reviews.

The District takes whatever action is necessary to ensure that guardians understand the proceedings of the IEP team meeting, including arranging for an interpreter for guardians with deafness or whose native language is other than English.
- g. The District provides a copy of the IEP to the guardians at no cost.

2. IEP Meetings

- a. The District conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The District convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the guardian(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the District and the guardian(s) may amend or modify the student's current IEP without convening an IEP team meeting, using the procedures in the Agreement to Amend or Modify IEP subsection.

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- e. When the guardian(s) requests a meeting, the District will either schedule a meeting within a reasonable time or provide timely written prior notice of the District's refusal to hold a meeting.
- f. If an agency other than the District fails to provide agreed upon transition services contained in the IEP, the District convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

- a. The District's IEP team members include the following:
 - (1) The student's guardian(s);
 - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
 - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
 - (4) At least one of the student's general education teachers if the student is or may be participating in the general education environment. If the student has more than one general education teacher, the District will determine which teacher or teachers will participate;
 - (5) A representative of the District (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about District resources. The representative of the District will have the authority to commit District resources and be able to ensure that all services identified in the IEP can be delivered;
 - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
 - (7) At the discretion of the guardian or District, other persons who have knowledge or special expertise regarding the student.
- b. Student participation:
 - (1) Whenever appropriate, the student with a disability is a member of the team.
 - (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the District includes the student in the IEP team meeting.
 - (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the District will take other steps to consider the student's preferences and interests in developing the IEP.
- c. Participation by other agencies:
 - (1) With guardian or adult student written consent, and where appropriate, the District invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
 - (2) If the District refers or places a student in an ESD, state operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call, or participating through other means.

4. Agreement for Nonattendance and Excusal

- a. The District and the guardian may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team

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member's area of curriculum or service. The District designates specific individuals to authorize excusal of IEP team members.

- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the District ensures:

- (1) The guardian and the District consent in writing to the excusal;
- (2) The team member submits written input to the guardians and other members of the IEP team before the meeting; and
- (3) The guardian is informed of all information related to the excusal in the guardian's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the District considers the student's strengths, the guardian's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.

- b. The District ensures that IEPs for each eligible student includes:

(1) A statement of the student's present levels of academic achievement and functional performance that:

- (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
- (b) Describes the results of any evaluations conducted, including functional and developmental information;
- (c) Is written in language that is understood by all IEP team members, including guardians;
- (d) Is clearly linked to each annual goal statement;
- (e) Includes a description of benchmarks or short term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.

(2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short term objectives. The goals and, if appropriate, objectives:

- (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students.
- (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
- (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.

(3) A statement of the special education services, related services, supplementary aids and services that the District provides to the student:

- (a) The District bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.

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- (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or District wide assessments of student achievement.
 - (a) A student will not be exempt from participation in state or District wide assessment because of a disability unless the guardian requests an exemption;
 - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular state or District assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.
- (6) A statement describing how the District will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

6. Agreement to Amend or Modify IEP

Between annual IEP meetings, the District and the guardian may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the District and the guardian.

- a. The District and the guardian record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
- b. The District files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The District provides the guardian prior written notice of any changes in the IEP and, upon request, provides the guardian with a revised copy of the IEP with the changes incorporated.

7. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
 - (1) The strengths of the student and concerns of the guardian for enhancing the education of the student;
 - (2) The results of the initial or most recent evaluation of the student;
 - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
 - (4) The academic, developmental, and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
 - (1) The communication needs of the student; and
 - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:

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- (1) For a student whose behavior impedes his or her learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
- (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
- (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate; and
- (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
- (5) A statement of any device or service needed for the student to receive a Free Appropriate Public Education.

d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:

- (1) Beginning not later than the IEP in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:
 - (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
 - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.
- (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the District has informed the student that all procedural rights will transfer at the age of majority; and
- (3) If identified transition service providers, other than the District, fail to provide any of the services identified on the IEP, the District will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.

8. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
 - (1) Participation of students with disabilities in state and districtwide assessment; and
 - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

9. Extended School Year Services

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- a. The District makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide a free appropriate public education (FAPE).
- b. ESY services are:
 - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
 - (2) Identified in the student's IEP; and
 - (3) Provided at no cost to the guardian.
- c. The District does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- d. The District provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- e. The District's criteria for determining the need for extended school year services include:
 - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
 - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

9. Assistive Technology

- a. The District ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services or supplementary aids and services.
- b. On a case-by-case basis, the District permits the use of District-purchased assistive technology devices in the student's home or in other settings if the student's IEP team determines that the student needs access to those devices to receive a free appropriate public education. In these situations, District policy will govern liability and transfer of the device when the student ceases to attend the District.

10. Transfer Students

- a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the District and enrolls in a District school within the same school year, the District (in consultation with the student's guardians) provides a free appropriate public education to the student (including services comparable to those described in the student's IEP from the previous district), until the District either:

- (1) Adopts the student's IEP from the previous district; or
- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

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b. Out of state:

If a student transfers into the District with a current IEP from a district in another state, the District, in consultation with the student's guardians, will provide a free appropriate public education to the student, including services comparable to those described in the student's IEP from the previous district, until the District:

- (1) Conducts an initial evaluation (if determined necessary by the District to determine Oregon eligibility) with guardian consent and determines whether the student meets eligibility criteria described in Oregon Administrative Rules.
- (2) If the student is eligible under Oregon criteria, the District develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the District provides prior written notice to the guardians explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

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BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

Subject: **Identification –Talented and Gifted Students**

Policy Number: **IGBBA** Effective Date: **1/2020**

Date of Original Policy and Revisions: **6/17**

Cancels Policy: **N/A** Dated: **N/A**

Date of Next Review: **1/2023**

POLICY

In order to serve academically talented and intellectually gifted students in grades K-12, the District directs the Superintendent or designee to establish a written identification process.

This process of identification shall include as a minimum:

1. Use of research based best practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.
2. Behavioral, learning and/or performance information.
3. A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.
4. A nationally standardized academic achievement test of reading or mathematics such as the Smarter Balanced Assessment for assistance in identifying academically talented.
5. A team shall make the final decisions on the identification of students using the information described above in numbers 2, 3 and 4. No single test, measure or score shall be the sole criterion. Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria may be identified as talented and gifted. A record of the team's decision, and the data used by the team to make the decision, shall become a part of the educational record for each student considered.

If a parent is dissatisfied with the identification process or placement of their student, they may appeal the decision through Board policy and administrative rule KL – Complaint Procedure. After exhausting the District's appeal procedure and receiving the District's final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The District shall provide a copy of the OARS upon request.

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

**BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT**

REFERENCES/COMMENTS

Legal Reference(s):

[ORS 343.395](#)

[ORS 343.407](#)

[ORS 343.411](#)

[OAR 581-021-0030](#)

[OAR 581-022-1310 to -1330](#)

[OAR 581-022-1940](#)

[OAR 581-022-1941](#)

**BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT**

Subject: Student Absences and Excuses

Policy Number: JED Effective Date: 1/2020

Date of Original Policy and Revisions: 5/07, 1/10, 10/11, 10/11, 11/14, 1/18

Cancels Policy: JE Dated: 1/2010

Date of Next Review: 1/2023

POLICY

Maintaining regular attendance in all assigned classes is the responsibility of parents or guardians and students. A student's absence from school or class will be excused under the following circumstances:

1. Illness, including mental and behavioral health of the student;
2. Illness of an immediate family member, when the student's presence at home is necessary;
3. Emergency situations that require the student's absence;
4. Student is a dependent of a member of the U.S. Armed Forces¹ who is on active duty or who is called to active duty. The student may be excused for up to seven days during the school year;
5. Field trips and school-approved activities;
6. Medical (dental) appointments. Confirmation of appointments may be required;
7. Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence.

Each school shall notify a parent or guardian by the end of the school day if their child has an unplanned absence. The notification will be either in person, by telephone or another method identified in writing by the parent or guardian. If the parent or guardian cannot be notified by the above methods, a message shall be left, if possible.

Schools will publish specific attendance rules and procedures annually in student handbooks.

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

REFERENCES / COMMENTS

Legal Reference(s)

¹ U.S. Armed Forces includes the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States; reserve components of the Army, Navy, Air Force, Marines Corps and Coast Guard of the United States; and the National Guard of the United States and the Oregon National Guard.

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[ORS 109.056](#)
[ORS 332.107](#)
[ORS 339.030](#)
[ORS 339.055](#)

[ORS 339.065](#)
[ORS 339.071](#)
[ORS 339.420](#)
OAR 581-021-0046
OAR 581-021-0050
OAR 581-023-0006 (11)

**BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT**

Subject: Reporting of Suspected Abuse of a Child

Policy Number: JHFE Effective Date: 1/2020

Date of Original Policy and Revisions: 9/96, 5/00, 12/05, 2/08, 6/09, 11/10, 1/12, 1/13, 4/18

Cancels Policy No.: N/A Dated: N/A

Date of Next Review: 1/2023

POLICY

Any District employee who has reasonable cause to believe that any child with whom the employee has come in contact has suffered abuse¹ shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to Oregon Revised Statute (ORS) 419B.010. Any District employee who has reasonable cause to believe that any adult or student with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419.010. If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by District employees, contractors², agents³, volunteers⁴, or students will not be tolerated. All District employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulation.

Any District employee who has reasonable cause to believe that another District employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another District employee, contractor, agent, volunteer or student shall immediately report such to the Oregon Department of Human Services (DHS) or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator.

The District will designate a licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by District employees, contractors, agents, volunteers or students.

If the Superintendent is the alleged perpetrator the report shall be submitted to the Human Resources Director who shall also report to the Board chair.

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² "Contractor" means a person providing services to the District under a contract in a manner that requires the person to have direct, unsupervised contact with students.

³ "Agent" means a person acting as an agent for the District in a manner that requires the person to have direct, unsupervised contact with students.

⁴ "Volunteer" means a person acting as a volunteer for the District in a manner that requires the person to have direct, unsupervised contact with students.

BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

The District will post the name and contact information of the designees for each school building designated to receive reports of suspected abuse and the procedures the designee will follow upon receipt of a report, the contact information for local law enforcement and the local DHS office or its designee and a statement that the duty to report suspect abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the District and set forth in administrative regulation JHFE-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, or its designee, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support the report, a District employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the District will take necessary actions to ensure the student's safety. When there is reasonable cause to support the report, a District contractor, agent or volunteer suspected of abuse shall be removed from providing services to the District and the District will take necessary actions to ensure the student's safety.

The District will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the District as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a District employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the District or any District employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The District shall provide training each school year to District employees on the prevention and identification of abuse, the obligations of District employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The District shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending District-operated schools, and will be made available separately from the training provided to District employees. The District shall provide each school year information on the prevention and identification of abuse, the obligations of District employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The District shall make available each school year training that is designed to prevent abuse to students attending District-operated schools.

The District shall provide to a District employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the District, the following:

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on District employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. A District employee, contractor or agent will not assist another District employee, contractor or agent in obtaining a

BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

new job if the individual knows, or has reasonable or probable cause to believe the District employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

Nothing in this policy prevents the District from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The District shall make available to students, District employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the District will be appropriate and only when directed by District administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use District e-mail, using mailing lists and/or other internet messaging to a group of students rather than individual students or as directed by District administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the District is strongly discouraged.

The Superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

REFERENCES / COMMENTS

[ORS 339.370](#) to [ORS 339.400](#)

[ORS 418.746](#) to [418.751](#)

[ORS 419B.005](#) to [419B.050](#)

[OAR 581-022-0711](#)

HB 4016 (2012)

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009); vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F. 1201 (9th Cir. 2011).

[Bethel Administrative Rule JHFE: Reporting of Suspected Abuse of a Child](#)

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January 27, 2020

RESOLUTION NO. 19-20: 31

WHEREAS, the Board of Directors recognize the need to manage the school enrollment boundaries of changing neighborhoods;

BE IT RESOLVED, that the Board of Directors, School District No. 52, Lane County, hereby approves the following boundary change between Malabon Elementary School/Cascade Middle School and Clear Lake Elementary School/Shasta Middle School beginning with the 2020-2021 school year:

1. Malabon Elementary School/Cascade Middle School students living north of Barger Drive, east of Beltline, and west of Highway 99 will become part of the Clear Lake Elementary School/Shasta Middle School attendance area.
2. Beginning with the 2020-2021 school year the district will grandfather elementary age students in this neighborhood to allow them to continue to attend Malabon Elementary School, and transportation will be provided by the district. Additionally, these students' rights are grandfathered as long as they reside at the residence in which they were living on June 11, 2020.
3. Preschool siblings of current Malabon Elementary School students are also grandfathered.
4. Current 5th graders at Malabon Elementary School living in the neighborhood will be allowed to attend Cascade Middle School beginning in the 2020-2021 school year as long as they reside in the neighborhood on June 11, 2020. Transportation will be provided by the district.
5. Current 6th and 7th graders at Cascade Middle School living in the neighborhood will be allowed to continue attending Cascade as long as they continue to reside in the affected neighborhood.
6. Students moving into the neighborhood after June 11, 2020 will be considered part of the Clear Lake Elementary/Shasta Middle School enrollment area.
7. The district shall continue to closely monitor the enrollment at Malabon Elementary School, Cascade Middle School, Clear Lake Elementary School and Shasta Middle School and make the School Board aware of any further boundary adjustment recommendations based on this information.

ATTEST _____
Clerk - Chris Parra

Chair – Paul Jorgensen

MOVED BY _____

SECONDED BY _____

DATE _____

RESOLUTION: *Passed / Failed*

BOARD MEMBERS	AYE	NAY	ABSTAIN	ABSENT
Debi Farr				
Dawnja Johnson				
Paul Jorgensen				
Alan Laisure				
Greg Nelson				
Robin Zygaitis				
Rich Cunningham				