



**BETHEL SCHOOL BOARD MEETING**

District Office – 4640 Barger Drive

Tuesday, July 17, 2018

Approximately 6:45 p.m.

***Immediately following the 4:30 p.m. Board Work Session***

**AGENDA**

1. **Call to Order** Dawnja Johnson, Chair
2. **Pledge of Allegiance** Debi Farr, Vice Chair
3. **Election of Officers**
4. **Approval of Minutes**
5. **Superintendent's Report**
  - A. Annual English Language Learner Report (HB 3499), Amy Tidwell
  - B. Janus Decision, Remie Calalang
  - C. Legislative and School Finance Update
  - D. Policy & Administrative Rule Update, 1<sup>st</sup> Reading
    - a. IGBAC – Special Education - Personnel – *Updated to reflect new language*
    - b. IGBAE – Special Education - Participation in Regular Education Programs – *Updated to reflect new language*
    - c. IGBAE-AR – Special Education – Participation in Regular Education Programs – *Updated to reflect new language*
    - d. IGBAI – Special Education – Private Schools – *Updated to reflect new language*
    - e. IGBAI-AR – Special Education – Private Schools – *Updated to reflect new language*
    - f. IGBH – Alternative Education Programs – *No changes*
  - E.
6. **Delegations and Visitors**
7. **Consent Agenda**
  1. Appoint District Officers; Resolution No. 1
  2. Depository of Funds;
  3. Authorization of Investment;
  4. Designate Attorneys;
  5. Designate Auditors;

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6. Designate Realtors;
7. Board Meeting Calendar for 2018-19;
8. Consolidation and Commingling of Funds;
9. Authorize Submission of 2018-19 Title Applications;
10. Approve CACFP (*Child and Adult Care Food Program*) participation in 2018-19;
11. Approve Alternative Education Programs for 2018-19; and
12. Personnel Action

**8. Action Items**

- A. Adopt Policy IGBH
- B.

Resolution No. 2

**9. Information and Discussion**

- A. Welcome Back Ceremony, Tuesday, August 28, 2018, 9-10am, Powers Auditorium
- B. OSBA Annual Convention, November 8-11, 2018
- C.

**10. Board Activity Update**

- A.

**11. Review of Next Meeting: Monday, August 27, 2018**

- A. Adopt 2018-19 Board Priorities/Goals
- B. Legislative & School Finance Update
- C. Board Policies Up for Periodic Review
- D.

**12. Adjournment**

## **MINUTES**

### **BETHEL SCHOOL DISTRICT #52**

#### **BOARD OF DIRECTORS**

**June 25, 2018**

Due to the number of visitors in attendance at the June 25, 2018, Budget Hearing and School Board Meeting, the venue was shifted from the District Office Boardroom to the cafeteria at Clear Lake Elementary School located at 4646 Barger Drive, Eugene.

## **2018-2019 BUDGET HEARING**

### **ATTENDANCE**

Board Members: Ginger Poage, Alan Laisure, Paul Jorgensen, Greg Nelson, Debi Farr, Rich Cunningham, and Chair, Dawnja Johnson

Absent: None

District staff, students, and community member identified: Superintendent Parra, Pat McGillivray, Simon Levear, Amy Tidwell, Pat Bradshaw, Jennifer Reiss, Bobbi Derrickson, Danielle Connelly, John Tillotson, Deb Tillotson, Vern Hayden, Melissa Hayden, Angie Miller, Ahmad Golrangi, Ted Reiss, Judy Kramer, Geoff Wiebe, Aaron Silberstein, Eric Ottesen, Stacy Breaux, Gary Kramer, Diane Pirrello, Shane Crandall, Jennifer Booth, Gary Buck, Ryan DeLorme, Helen Torres, Melody DeLorme, Pete Kerns, Terry McDonald, approximately 45 additional community members, and Jill Busby

### **CALL TO ORDER**

Chair Johnson called the 2018-2019 Budget Hearing to order at 7:06 p.m.

### **PUBLIC DISCUSSION**

Chair Johnson opened the meeting asking for public and Board discussion on the 2018-2019 Proposed Budget. There was no public comment. Business Services Director Simon Levear distributed copies of the Approved Traditional Budget and the Approved Condensed Budget to Board members. Mr. Levear described the difference between the two versions of the budget document and the Board provided feedback.

Additionally, Mr. Levear shared information on federal timber money recently received by the District.

### **ACTION ON MINUTES**

Chair Johnson presented the Minutes from the May 17, 2018, Budget Committee Meeting and asked for additions or corrections. Hearing none, the Board approved the Minutes as submitted.

### **ADJOURNMENT**

There being no further discussion, Chair Johnson adjourned the Budget Hearing at 7:17 p.m.; the Regular Session of the School Board Meeting followed.

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**REGULAR SESSION**

**ATTENDANCE**

Board Members: Ginger Poage, Alan Laisure, Paul Jorgensen, Greg Nelson, Debi Farr, Rich Cunningham, and Chair, Dawnja Johnson

Absent: None

District staff, students, and community member identified: Superintendent Parra, Pat McGillivray, Simon Levear, Amy Tidwell, Pat Bradshaw, Jennifer Reiss, Bobbi Derrickson, Danielle Connelly, John Tillotson, Deb Tillotson, Vern Hayden, Melissa Hayden, Angie Miller, Ahmad Golrangi, Ted Reiss, Judy Kramer, Geoff Wiebe, Aaron Silberstein, Eric Ottesen, Stacy Breaux, Gary Kramer, Diane Pirrello, Shane Crandall, Jennifer Booth, Gary Buck, Ryan DeLorme, Helen Torres, Melody DeLorme, Pete Kerns, Terry McDonald, approximately 45 additional community members, and Jill Busby

**CALL TO ORDER**

Chair Johnson called the June 25, 2018, meeting of the Board of Directors to order at 7:17 p.m.

**PLEDGE OF ALLEGIANCE**

Vice Chair Farr led the Pledge of Allegiance.

**ACTION ON MINUTES**

Chair Johnson presented the Minutes from the June 11, 2018, Board Meeting and asked for additions or corrections. Hearing none, the Board approved the Minutes as submitted.

**SUPERINTENDENT'S REPORT**

St. Vincent de Paul Youth House Board Discussion

Superintendent Parra provided an overview of homeless youth and their needs, and provided statistical data on homeless youth in the Bethel community. Superintendent Parra also shared photographs of fliers that were posted on mailboxes in the neighborhoods near Meadow View School that inaccurately depicted homeless youth.

Due to community interest in providing input regarding the St. Vincent de Paul (SVDP) Youth House, Superintendent Parra presented a community forum option for the Board to consider that would include using facilitators and would provide an opportunity for community members to share their opinions and observations. The community forum process would take three to four days and twenty to thirty people could participate in each session.

Board members discussed the fliers inaccurately portraying homeless youth, the process of working with SVDP on the Youth House up to this point, their experiences with homeless youth, the community forum process, and making samples of the contracts the youth would sign available for the Board and public to view. The Board expressed their appreciation for the community input at the June 11, 2018, School Board Meeting.

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The Board unanimously agreed to move forward with the community forum process.

Legislative and School Finance Update

Superintendent Parra did not present a legislative and school finance update.

**DELEGATIONS AND VISITORS**

John Tillotson  
6073 Landmark Lane  
Eugene, OR

Mr. Tillotson expressed his concerns with the youth house planned near the intersection of Legacy and Avalon streets and stated that SVDP does not have a sustainable plan for the facility's operating costs. Mr. Tillotson requested that the Board reconsider its decision and engage constituents with a public forum for all community members.

Vern Hayden  
5411 Cardiff Street  
Eugene, OR

Mr. Hayden stated that nobody is opposed to helping the young men who will be residing at the SVDP youth house, but that he and most of his neighbors believe it is important for the facility to be at a location other than the District owned property located near the intersection of Legacy and Avalon streets. Mr. Hayden requested that the Board find a more suitable location for the SVDP youth house.

Melissa Hayden  
5411 Cardiff Street  
Eugene, OR

Ms. Hayden expressed her disapproval of the Board's decision for a youth house to be constructed on District owned property located near Legacy and Avalon streets and urged the Board to consider placing the youth home in a more appropriate location.

Angie Miller  
4961 Parsons Avenue  
Eugene, OR

Ms. Miller stated that she is opposed to the SVDP youth house being built at the proposed location and expressed frustration with the lack of transparency by the District and SVDP. Ms. Miller requested a public forum regarding the youth house and expressed concern that community members had no input on the project and that opponents of the project are being vilified.

Ahmad Golrangi  
1961 Adelman Loop  
Eugene, OR

Mr. Golrangi stated that it was the Board's job to let the community know of the plans for the youth house and requested the Board to disregard the proposal.

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Ted Reiss  
5973 St. Helena Street  
Eugene, OR

Mr. Reiss thanked Board members for their service to the Bethel community and stated that the planned SVDP youth house is a solution to a problem. Mr. Reiss expressed concern with some of the discussion he has heard regarding this project and requested that the Board pay close attention to specific lease details.

Jennifer Reiss  
5973 St. Helena Street  
Eugene, OR

Bethel parent and staff member Jennifer Reiss shared her observations with homelessness in the Bethel community and stated that homeless youth deserve a community that cares about them. Ms. Reiss believes that the Meadow View community is a safe and caring community for kids.

Judy Kramer  
1575 Legacy St.  
Eugene, OR

Ms. Kramer stated that the corner of Legacy and Avalon streets is not a proper location for a youth home and that one building for thirteen boys will not solve the homeless problem. Ms. Kramer also stated that she was insulted by the fliers that were posted in the neighborhood.

Geoff Wiebe  
5735 Donohoe Avenue  
Eugene, OR

Mr. Wiebe acknowledged the difficult job of the Board and stated that he appreciates the work the Board does. Mr. Wiebe, representing hundreds of his neighbors, stated that they vehemently oppose the lease of school district land without public knowledge or input. Mr. Wiebe shared concerns with the project and asked the Board to reconsider leasing the property at Legacy and Avalon streets for the construction of a youth home.

Aaron Silberstein  
1876 Calistoga Court  
Eugene, OR

Mr. Silberstein asked the Board to represent the people who elected them. Mr. Silberstein requested that the Board rescind the decision for the youth house and include their electorate before moving forward, and then make a decision that includes the majority.

Eric Ottesen  
5913 Latour Lane  
Eugene, OR

Mr. Ottesen shared his personal experience with homelessness and stated that the location planned for the youth home is inappropriate due to the proximity to a school and a park that includes a playground

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for young children. Mr. Ottesen expressed his concern with activities that will take place around the facility and stated that SVDP is sharing that the facility will have enhanced security, which supports his concern.

Stacy Breaux  
5968 Latour Lane  
Eugene, OR

Mr. Breaux commented on the statistical data regarding homelessness and stated that he is concerned with the location of the planned youth house and the lack of communication regarding the project.

Gary Kramer  
1575 Legacy Street  
Eugene, OR

Mr. Kramer commented about the fliers and shared that he objects to the youth house planned for the corner of Legacy and Avalon streets. The youth house would be the only building in the neighborhood that is not a single-family dwelling. Mr. Kramer stated that he feels there is a better location for the youth house and that it would be a mistake for the District to lease this land for such a long term because there might be a more appropriate use for the land in the future.

Diane Pirrello  
5471 King Arthur Court  
Eugene, OR

Ms. Pirrello applauded the Board for taking on the mission of assisting thirteen homeless youth at a time, and stated that her only concern is whether this is an appropriate use of District property.

Shane Crandall  
6073 Geyser Peak Place  
Eugene, OR

Mr. Crandall stated that the majority of community members in the Meadow View area are against a youth home being constructed at Legacy and Avalon streets and requested that SVDP find another location for the facility.

Jennifer Booth  
5946 Mondavi Lane  
Eugene, OR

Ms. Booth stated that she is opposed to the location planned for the youth house and is offended by the shame, bullying, and shut down tactics being imposed on the community. Ms. Booth expressed concern with the lack of communication with the community regarding the planned youth house.

Gary Buck  
5981 Rombauer Road  
Eugene, OR

Mr. Buck shared his concerns regarding the lease and the youth house planned for the corner of Legacy and Avalon streets.

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Ryan Delorme  
 5935 Avalon Street  
 Eugene, OR

Mr. Delorme stated that he is opposed to the planned youth house and shared his experiences as a student and a parent in the District. Mr. Delorme also shared that he and his family care about giving back to the community, and that the community needs to start helping kids when they are younger.

Helen Torres  
 1540 Eyrle Lane  
 Eugene, OR

Ms. Torres stated that she is opposed to the proposed youth house and shared her concerns with the project.

Melody Delorme  
 5355 Cody Avenue  
 Eugene, OR

Ms. Delorme stated that this was the first time she has heard that the YMCA is not going in on the property at Legacy and Avalon streets and shared her experiences assisting people in need.

**No. 66 – Personnel Action**

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

#	Name	Type	Description
1.	Bou, Emiliano	Hire for 2018-19	Offer 1 <sup>st</sup> Year Probationary Contract for 1.0 FTE English Language Development Teacher @ Danebo; Replaces: Mago Gilson; Start Date: 8/27/2018.
2.	Freuen, Joe	Additional Hours for 2018-19	Offer Temporary Contract for Additional .33 FTE Music Teacher @ Willamette; Total: 1.0 FTE.
3.	Hedberg, Jean	Hire for 2018-19	Offer Extra Duty Contract for Student Government Leadership Advisor @ Willamette.
4.	Howard, Joceline	Hire for 2018-19	Offer 1 <sup>st</sup> Year Probationary Contract for 1.0 FTE Health Teacher @ Willamette; Replaces: Melisa Nicol/Jerry Wolfram; Start Date: 8/27/2018.
5.	Killen, Carey	Resignation	Accept resignation at end of 2017-2018 school year; Position Held: Principal @ Prairie Mountain; 3 years at Bethel.
6.	Klopp, Leona	Hire for 2018-19	Offer Extra Duty Contract for Student Government Leadership Advisor @ Willamette.
7.	Mittleider, Allyssa	Hire for 2018-19	Offer 2 <sup>nd</sup> Year Probationary Contract for Additional .5 FTE School Counselor @ Willamette; Total: 1.0 FTE.



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8.	Moro, Lena	Temporary Hire for 2018-19	Offer Temporary Contract for 1.0 FTE Social Studies Teacher @ Willamette; Replaces: Tom Lindskog; Start Date: 8/27/2018.
9.	Poindexter, Judy	Resignation	Accept resignation effective 8/26/2018; Position Held: Social Studies Teacher @ Shasta; 16 years at Bethel.
10.	Roddy, Tara	Hire for 2018-19	Offer 2 <sup>nd</sup> Year Probationary Contract for 1.0 FTE School Counselor @ Willamette.
11.	Seymour, Derek	Temporary Hire for 2018-19	Offer Temporary Contract for 1.0 FTE Social Studies/Language Arts/Science Teacher @ Kalapuya; Replaces: Bonnie Nussbaum/Bruce Weinberg; Start Date: 8/27/2018.

**Motion Passed, 7-0**

**Absent:** None

**ACTION ITEMS**

**Resolution No. 67 – Change in Appointment of Designated Person**

**Motion:** Greg Nelson moved, Alan Laisure seconded, to hereby remove Patrick Bradshaw and appoint Jason Betterley as the LEA designated person for the Asbestos Hazard Emergency Response Act (AHERA) responsibilities and/or requirements, to oversee the District’s Healthy Schools Plan (ODE), and as the District’s IPM Manager.

**Motion Passed, 7-0**

**Absent:** None

*The Board thanked Pat Bradshaw for his years of service to the District.*

*Per Superintendent Parra’s request, Business Services Director Simon Levear provided detailed information regarding Resolution No. 68 – Budget Re-Appropriation for 2017-2018.*

**Resolution No. 68 – Budget Re-Appropriation for 2017-2018**

**Motion:** Alan Laisure moved, Paul Jorgensen seconded, to make appropriations as listed on the Resolution. *(See Resolution No. 68 for details.)*

**Motion Passed, 7-0**

**Absent:** None

**Resolution No. 69 – Adopt the Budget for 2018-2019 in the sum of \$87,929,387**

**Motion:** Greg Nelson moved, Alan Laisure seconded, to adopt the 2018-2019 budget as presented. Director Cunningham stated that he considered voting against the 2018-2019 budget because he does not believe that it adequately supports the needs of the District. It is the Board’s hope that the Oregon State Legislature be held accountable to adequately fund schools.

GENERAL FUND (100)	\$64,116,370
SPECIAL REVENUE FUND (200)	14,975,656

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DEBT SERVICE FUND (300)	5,420,130
CAPITAL PROJECTS FUND (400)	1,777,200
INTERNAL SERVICE FUND (600)	506,550
FIDUCIARY FUND (700)	<u>1,133,481</u>
 TOTAL	 \$87,929,387

**Motion Passed, 7-0**

**Absent:** None

**Resolution No. 70 – Appropriates the amount shown for the purposes indicated within the funds listed for the fiscal year beginning July 1, 2018**

**Motion:** Debi Farr moved, Ginger Poage seconded, to make appropriations listed on the Resolution. *(See Resolution No. 70 for details.)*

**Motion passed, 7-0**

**Absent:** None

**Resolution No. 71 – Imposing and Categorizing Taxes**

**Motion:** Alan Laisure moved, Rich Cunningham seconded, to impose taxes provided for in the adopted budget at the rate of \$4.5067 per \$1,000 of assessed value for operations and in the amount of \$5,091,537 for bonds; and that these taxes are hereby imposed and categorized for tax year 2018-2019 upon the assessed value of all taxable property within the district.

	<u>EDUCATION</u>	<u>EXCLUDED FROM LIMITATION</u>
General Fund	\$4.5067/\$1,000	
Debt Service Fund		\$5,091,537

**Motion Passed, 7-0**

**Absent:** None

**INFORMATION AND DISCUSSION**

- A. The Board expressed their appreciation for the visitors’ testimony at tonight’s meeting.
- B. Kalapuya High School Graduation Review. The Board discussed the successes of students at both Kalapuya High School and Willamette High School, and the history and growth of Kalapuya.
- C. OSBA Annual Convention, November 8-11, 2018
- D. The Board discussed the SVDP youth house and the community forum process.

**BOARD ACTIVITY UPDATE**

- A. None

**Review of Next Meeting:** *Tuesday, July 17, 2018*

**Work Session** – 4:30 p.m. w/Dinner

- A. 2018-2019 Board Priorities/Goals Discussion

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B. 2018-2019 Committee Opportunities

**Regular Session** – Immediately following the Work Session, at approximately 6:45 p.m.

- A. Oath of Office
- B. Election of Officers
- C. Annual Resolutions

**ADJOURNMENT**

There being no further business to bring before the Board, Chair Johnson adjourned the meeting at 9:16 p.m.

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Clerk – Chris Parra  
*jcb*

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Chair

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

Subject: Special Education - Personnel

Policy Number: IGBAC Effective Date: 8/2018

Date of Original Policy and Revisions: 2/08, 4/12, 4/15

Cancels Policy No.: \_\_\_\_\_ Dated: \_\_\_\_\_

Date of Next Review: 8/2021

**POLICY**

Consistent with Teacher Standards and Practices Commission (TSPC) requirements, the District's personnel are appropriately and adequately prepared to implement special education and related services and have the content knowledge and skills to serve children with disabilities.

The District takes measurable steps to recruit, hire, train and retain highly-qualified personnel who are appropriately licensed and endorsed by TSPC to provide special education and related services to children with disabilities.

The District's plan for providing personnel development programs in the District is found in Board policy GCL: Staff Development.

**REPORTS**

None.

**ATTACHMENTS**

None.

**END OF POLICY**

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**REFERENCES / COMMENTS**

OAR 584-220-0180

OAR 584-220-0185

Individuals with Disabilities Education Act [20 U.S.C. § 1412 (a)(14)(D) and] 20 U.S.C. § 1413 (a)(3).  
Assistance to States for the Education of Children with Disabilities [34 C.F.R. § 300.156 (d) and] 34 C.F.R. § 300.207

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

Subject: Special Education – Participation in Regular General Education Programs

Policy Number: IGBAE Effective Date 8/2018

Date of Original Policy and Revisions: 2/08, 11/09, 6/15

Cancels Policy No.: \_\_\_\_\_ Dated: \_\_\_\_\_

Date of Next Review: 8/2021

**POLICY**

The District ensures that to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students without disabilities.

Special classes, separate schooling, or other removal of students with disabilities from the regular general educational environment occurs only if the nature or severity of the disability is such that education in regular general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. A child with a disability is not removed from education in age-appropriate regular general education classrooms solely because of needed modifications in the general curriculum.

**REPORTS**

None.

**ATTACHMENTS**

None.

**END OF POLICY**

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**REFERENCES / COMMENTS**

[ORS 343.223](#) [OAR 581-015-2055](#)  
[OAR 581-015-2040](#) [OAR 581-015-2060](#)  
[OAR 581-015-2045](#)  
[OAR 581-015-2050](#)  
[OAR 581-015-2065](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.114-330.118 (2006)

[Bethel Administrative Rule IGBAE: Special Education – Participation in Regular Education Programs](#)

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**IGBAE. SPECIAL EDUCATION – PARTICIPATION IN ~~REGULAR~~ GENERAL EDUCATION PROGRAMS**  
**Adopted:**

1. Placement Decisions of the Student

a. The placement decision for each eligible student is:

- (1) Made by a group of persons, including the parents/*guardians*, and other persons knowledgeable about the student, the meaning of the evaluation data and the placement options;
- (2) Made in conformity with the requirements of least restrictive environment;
- (3) Determined at least annually, every 365 days;
- (4) Based on the student's individualized education program (IEP); and
- (5) As close as possible to the student's home.

b. The student is educated in the school that he/she would attend if nondisabled unless the services identified in the IEP cannot feasibly be provided in this setting.

c. The district ensures that:

- (1) A continuum of placement options is available to meet the needs of students with disabilities for special education and related services and to the extent necessary to implement the individualized education program for each student with a disability;
- (2) The continuum of placement options includes instruction in ~~regular~~ *general education* classes (with special education and related services and/or supplementary aids and services as identified on the IEP), special classes, special schools, home instruction and instruction in hospitals and institutions;
- (3) Placement options, including instruction in ~~regular~~ *general education* classes, special classes, special schools, home instruction, and instruction in hospitals and institutions are available to the extent necessary to implement the IEP for each student with a disability.

d. Placement teams, including the parent/*guardian*, select the least restrictive environment for each student, using the following decision-making process:

- (1) Completion of the IEP, including determining the student's special education and related services, and determining the extent to which these services can be provided to the student in the ~~regular~~ *general education* class;
- (2) If all IEP services cannot be provided in the ~~regular~~ *general education* class, identifying those that must be provided outside the ~~regular~~ *general education* class; however, the district will not remove a student from education in age-appropriate ~~regular~~ *general* classrooms solely because of needed modifications in the general education curriculum;
- (3) For those services that must be provided outside the regular class, identifying where, on the continuum from least to most restrictive, the services can be provided;
- (4) Placement is in the school the student would attend if not disabled, unless another arrangement is required for implementation of the IEP;
- (5) In selecting the student's placement, the placement team considers and documents:
  - (a) All placement options considered, including placement options requested by the parent/*guardian*;
  - (b) Potential benefits of placement options that are considered;

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- (c) Any potential harmful effects on the student or on the quality of services that he or she needs; and
  - (d) Modifications and services considered to maintain the student in the least restrictive placement before concluding that a more restrictive setting is necessary.
- (6) The placement team documents the placement selected, and provides a copy of the determination to the parent/*guardian*;
  - (7) If the selected placement is a change from previous placement, the district provides the parent/*guardian* with prior written notice of the change in placement; and
  - (8) If the parent/*guardian* requests a specific placement that the team rejects, the district provides a prior written notice of refusal.

**2. Youth Incarcerated in Adult Correctional Facilities**

For students otherwise entitled to FAPE, the placement team may modify the student's placement if the state has demonstrated a bona fide security or compelling penological interest that cannot be otherwise accommodated. The requirements related to least restrictive environments do not apply with respect to these modifications.

**3. Nonacademic Settings**

- a. The district takes steps, including providing the supplementary aids and services determined appropriate and necessary by the student's IEP team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford students with disabilities an equal opportunity for participation in those services and activities.
- b. Nonacademic and extracurricular services and activities include all those available to nondisabled students and may include:
  - (1) Counseling services;
  - (2) Athletics;
  - (3) Transportation;
  - (4) Health services;
  - (5) Recreational activities;
  - (6) Special interest groups or clubs;
  - (7) Referrals to agencies that provide assistance to individuals with disabilities; and
  - (8) Employment of students.

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

Subject: Special Education – Private Schools

Policy Number: IGBAI Effective Date: 8/2018

Date of Original Policy and Revisions: 2/08, 7/08, 11/09, 5/12, 6/15

Cancels Policy No.: \_\_\_\_\_ Dated: \_\_\_\_\_

Date of Next Review: 8/2021

**POLICY**

The Individuals with Disabilities Education Act (IDEA) requires special education services for two different groups of private school students: those referred or placed by the District and those enrolled by parents/guardians. The law, rules and requirements for these groups of students are different. It is the policy of the District to implement differentiated procedures and services for these groups.

The District shall ensure that a student with a disability who is placed in or referred to a private school or facility by the District is provided special education and related services at no cost to the parents/guardians, is provided an education that meets the standards that apply to education provided by the District, and has all of the rights of a student with a disability who is served by the District.

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

All parentally-placed private school students attending a private school within the District's boundaries will be included in the District's special education private school student count and the private school students for whom the District may provide services.

**REPORTS**

None.

**ATTACHMENTS**

None.

**END OF POLICY**

**REFERENCES / COMMENTS**

[ORS 343.155](#)

[OAR 581-015-2080](#)

[OAR 581-015-2460](#)

[OAR 581-015-2085](#)

[OAR 581-015-2470](#)

[OAR 581-015-2265](#)

[OAR 581-015-2480](#)

[OAR 581-015-2270](#)

[OAR 581-015-2515](#)

[OAR 581-015-2280](#)

[OAR 581-021-0029](#)

[OAR 581-015-2450](#)

[OAR 581-015-2455](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.221, 300.380 - 300.382 (2006).

[Bethel Administrative Rule IGBAI: Special Education – Private Schools](#)

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**IGBAI. SPECIAL EDUCATION – PRIVATE SCHOOLS**

**Adopted:**

**Approved Private Schools**

1. Obligations of the district:

- a. The district ensures that parents/*guardians* are included in any decision about their child's evaluation, eligibility, placement or provision of services.
- b. If the district refers a student with a disability to, or places such a student in, a private school or facility as a means of providing special education and related services, the district ensures that the student receives an education that meets the standards of the state in a private preschool, school or facility approved by the Oregon Department of Education to provide such education in conformance with an IEP, and at no cost to the parents/*guardians*, and has all the rights of a student with a disability who is served by the district.
- c. Before placing a student with a disability in an approved private school or preschool, the district ensures that the program has current Oregon Department of Education approval to provide special education and related services.
- d. The district or public agency fulfills all federal and state requirements relating to the evaluation, the IEP/IFSP development and placement when determining whether to place the child in an approved private preschool or school for special education services.
- e. For each student age three through 21, the district's or public agency's placement team, including the parents/*guardians*, determines whether placement in an approved private school constitutes a free appropriate public education in the least restrictive environment.
  - (1) When proposing to place a child with a disability in an approved private school or preschool, the district ensures that school-age students are district residents or preschool-age children are eligible to receive EI/ECSE or special education services.
  - (2) The district initiates and conducts an individualized education program team meeting that includes a representative of the approved private school. If a representative of the approved private school, or other member of the IEP/IFSP team is unable to attend the IEP/IFSP meeting, the district and the parents/*guardians* may agree to use alternative means of meeting participation, such as individual or conference telephone calls, or video conferences.
  - (3) After the district initially places a student in an approved private school, any subsequent meetings to review or revise an IEP/IFSP or placement are the responsibility of the district or public agency, unless the district or public agency requests by written agreement that the approved private school initiate and conduct meetings to review and revise the IEP or IFSP.
  - (4) The district may, by written agreement, request that the approved private school initiate and conduct meetings to review and revise the IEP or IFSP. Under such an agreement the district remains responsible for ensuring the private school or preschool meets:
    - (a) All federal and state requirements related to these meetings; and
    - (b) Ensures the participation of parents/*guardians* and the district or public agency representative.
  - (5) The private school or preschool may not determine or implement program changes without the participation and agreement of the parents/*guardians* and the district or public agency representative.
  - (6) The district in which the child resides provides transportation to and from the approved private school or preschool at no cost to the parent.
  - (7) The district or public agency terminates the placement of students in a private school or preschool if the Oregon Department of Education suspends, revokes, or refuses to renew the approval of a private school or preschool.

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- (a) The district ensures that every student with a disability who is placed in or referred to a private school or facility by the district as a means of providing special education and related services.
  - (i) Receives education and services that constitute a free appropriate public education in the least restrictive environment at no cost to the parents/*guardians*;
  - (ii) Is provided an education that meets the standards that apply to education provided by the public agency; and
  - (iii) Has all of the rights of a student with a disability who is served by the public agency.
- (b) The district ensures that all applicable federal and state requirements relating to the evaluation, eligibility, IEP development, placement and procedural safeguards are followed when determining whether the student will be placed in an approved private school for special education services.
- (c) The district initiates and conducts an IEP meeting at which an IEP is developed based upon the needs of the student before determining placement of a student with a disability in an approved private school.

**2. Out-of-State Placements for Special Education**

- a. The district ensures that any private educational institution located outside the state of Oregon with which it contracts to provide special education and related services to Oregon students is approved by the state educational agency of the state in which the educational institution is located. If the state does not have a formal approval process, the educational institution shall meet whatever requirements apply for private schools to serve publicly placed students in that state.
- b. The district maintains documentation of such approval and makes it available to the Oregon Department of Education (ODE) upon request.
- c. The district makes contractual agreements for out-of-state placements for the provision of special education and related services when, in accordance with applicable federal and state law, the district has:
  - (1) Developed an individualized education program;
  - (2) The placement team has determined that no appropriate in-state placement options are available.

**3. District Responsibility for Students Enrolled by their Parents in Private Schools**

- a. The district provides equitable services, funded by a proportionate share of federal special education funds, for resident and nonresident students with disabilities enrolled by their parents in private schools located within district boundaries. Nonresident students include children who are residents of another state.
- b. The district consults with private school officials about procedures and services and provides child find activities, evaluations, reevaluations and eligibility determinations comparable to those provided for the district's public schools.
- c. The district maintains in its records and provides annually to the Oregon Department of Education, a count of the number of parentally-enrolled private school students evaluated, the number found eligible and the number to whom it provides services.

**4. Consultation with Representatives of Private School Students with Disabilities**

- a. The district consults, in a timely and meaningful way, with representatives of private schools and parents/*guardians* of parentally placed private school students with disabilities enrolled in private schools located within the district's boundaries.
- b. Consultation includes:

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(1) The child find process, including:

- (a) How parentally-placed private school children with disabilities may participate equitably, as they do not have an individual entitlement to the same level of special education services as children enrolled in public schools; and in the child find process and how parents/*guardians*, teachers, and private school officials will be informed of the process;
- (b) How parents, teachers and private school officials will be informed of the process.
- (c) How, where and by whom the special education and related services will be provided.
- (d) The determination of the proportionate amount of federal funds available including how the amount is calculated, the proportionate share of federal funds available to serve parentally placed private school children with disabilities and how this is calculated.
- (e) How services will be apportioned if funds are insufficient, and how and when these decisions will be made.
- (f) A written explanation of service decisions that the district provides to officials of private schools if the district disagrees with the views of the private school officials about the services to be provided or the methods of providing these services.

c. Written affirmation and complaint:

- (1) The district requests a written affirmation, signed by the administrator of each private school participating in the consultation process that a timely and meaningful consultation occurred;
- (2) If private school officials do not provide this affirmation within a reasonable period of time, the district forwards its documentation of the consultation process to the Oregon Department of Education (ODE);
- (3) The district maintains documentation of its consultation process.
- (4) The district acknowledges the right of a private school official to submit a complaint to the Oregon Department of Education (ODE) regarding the district's implementation of these requirements. Should such a complaint occur, the district forwards to ODE appropriate documentation, including documentation of the district's consultation process.

d. The district makes the final decisions with respect to the services to be provided to eligible private school students.

e. Child Find for Parentally-Placed Private School Children:

- (1) The district's child find process includes all resident and nonresident parentally placed students attending private schools located within the district's boundaries.
- (2) The district provides child find activities that are similar to, and completed within a comparable time period as child find activities for students in the district's public schools.
- (3) The district consults with private school representatives and parents/*guardians* about how to implement the child find activities and how to keep parents/*guardians* and private school personnel informed.
- (4) The district ensures the equitable participation of parentally placed private school students in the child find process.
- (5) The district does not include the cost of conducting child find activities for private school students, including individual evaluations in determining whether it has spent a proportionate share of its federal IDEA funds on parentally placed private school students with disabilities.
- (6) The district ensures an accurate count of these children is made between October 1 and December 1 of each year and uses this count in determining the amount the district spends for services in the subsequent fiscal year.

5. Provisions for serving students placed by their parents/*guardians* in private schools:

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- a. District decisions about the services that are provided to private school students with disabilities are made throughout the consultation process and in accordance with the district's plan for service parentally-placed private school students and their services plans.
- b. The services provided to private school students with disabilities are provided by personnel meeting the same standards as personnel providing service in the district program.
- c. The district may provide private school students with disabilities a different amount of services than students with disabilities attending public schools in the district.
- d. The district may provide services to private school students with disabilities onsite at the student's private school, including a religious school, to the extent that services can be provided in a religiously neutral setting within the private school. These services will be provided during the student's regular school day, unless stated otherwise in the student's service plan.
- e. If a parent/*guardian* of a private school student with a disability requests an IEP meeting from the resident district, the resident district will either:
  - (1) Hold an IEP meeting within a reasonable time; or
  - (2) Provide the parent/*guardian* with prior written notice of the district's refusal to hold an IEP meeting.

**6. Evaluation, Reevaluation and Eligibility of Private School Students with Disabilities**

- a. The district conducts evaluations, reevaluations and eligibility determinations, in accordance with federal and state laws and regulations, for both resident and nonresident students enrolled by their parent/*guardian* in private schools located within district boundaries.
- b. Eligibility for special education and related services will be determined by the district in the same manner as for public school students with disabilities.
- c. The district in which the private school is located reevaluates private school students with disabilities at least every three years to determine whether the student continues to be eligible for special education, whether the student is or is not currently receiving services under a services plan.
- d. If parents/*guardians* who enroll a student in a private school at their own expense do not provide consent for the initial evaluation or the reevaluation, or the parent fails to respond to a request to provide consent, the district does not use due process procedures to override the lack of consent. The district does not, and is not required to, consider the child as eligible for special education services in these cases.
- e. If a parent/*guardian* refuses a reevaluation that is necessary to determine whether the student continues to be a student with a disability, and as a result the team cannot determine the student's continuing eligibility, the student will no longer be considered "eligible" and shall not be counted as a private school student with a disability for the purposes of the private school student count.
- f. Following an initial determination of eligibility, and upon any subsequent determination of eligibility, the district will notify the parent/*guardian* in writing that the resident district will make a free appropriate public education available to the student if the student is enrolled in a district program, and conducts a meeting to develop, review or revise the student's services plan.
- g. If the parent/*guardian* does not choose to remove the child from private school to enroll in a district public school, the district initiates and conducts a meeting to develop, review or revise the student's services plan, consistent with the procedures for IEP meetings and timeline and in light of the service provision the district has determined through the consultation process.
- h. The district in which the private school is located does not release evaluation and eligibility determination information or other personally identifiable information to the student's resident district without written parental consent, unless parents/*guardians* seek enrollment in the student's resident district and the resident district requests records.

**7. Service Plans**

- a. If a student with a disability is enrolled by a parent/*guardian* in a private school the district offers a services plan.



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- b. The district ensures that the services plan describes the specific special education and related services the district will provide to the student in light of the services that have been determined through the consultation process.
- c. The district convenes individual meetings to develop, review and revise the services plan consistent with procedures for IEP team membership, parent participation and IEP content, to the extent appropriate.
- d. The district ensures that a representative of the private school attends each meeting. If the representative cannot attend, the district will use other methods to ensure participation by the private school, including individual or conference telephone calls.
- e. The district is not required to provide transportation from the student's home to the private school except in the following circumstances.

If necessary for the student to benefit from or participate in the services provided by the public agency, a private school student with a disability will be provided transportation:

- (1) From the student's school or the student's home to a site other than the private school; and
- (2) From the service site to the private school, or to the student's home, depending on the timing of the services.

**8. Property, Equipment and Supplies**

- a. The district keeps title to and exercises continuing administrative control of all property, equipment, and supplies that the district acquires with IDEA funds for the benefit of private school students with disabilities.
- b. The district may place equipment and supplies in a private school for a period of time needed to implement the service plan of a private school student with disabilities or for child find purposes.
- c. The district ensures that the equipment and supplies placed in a private school:
  - (1) Are used only for implementation of special education activities; and
  - (2) Can be removed from the private school without remodeling the private school facility.
- d. The district removes equipment and supplies from a private school if:
  - (1) The equipment and supplies are no longer needed for special education activities, programs, or services; or
  - (2) The district determines removal is necessary to avoid unauthorized use of the equipment and supplies.
- e. The district does not use IDEA funds for repairs, minor remodeling, or construction of private school facilities.

**9. Separate Classes Prohibited**

The district does not use IDEA funds for classes that are organized separately on the basis of school enrollment or religion of the students if:

- a. The classes are at the same site; and
- b. The classes include students enrolled in public school programs and students enrolled in private schools.

**10. Funds and Property Not to Benefit Private Schools**

- a. The district will not use IDEA funds to finance the existing level of instruction in a private school or to otherwise benefit the private school.

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- b. The district will use IDEA funds to meet the special education needs of students enrolled in private schools, but not for:
  - (1) The needs of a private school; or
  - (2) The general needs of the students enrolled in the private school.

**11. Use of School Personnel**

- a. The district may use IDEA funds to make public school personnel available in other than public facilities:
  - (1) To the extent necessary to implement any of the requirements related to private school students with disabilities; and
  - (2) If those services are not normally provided by the private school.
- b. The district may use IDEA funds to pay for the services of an employee of a private school to provide services to private school students if:
  - (1) The employee performs the services outside of his/her regular hours of duty; and
  - (2) The employee performs the services under public supervision and control.

**12. Federal Funds Available for Services**

- a. The district calculates a proportionate share of federal funds available to provide special education and related services to private school students with disabilities using the formula specified in the Individuals with Disabilities Act (IDEA).
- b. If the district does not expend the proportionate share of funds by the end of the fiscal year, the district obligates the remaining funds to be used in the following year.
- c. Maintenance of Effort. The district does not include child find expenditures in determining whether the district has met its expenditure requirements for parentally placed private school students, but may include the cost of transportation required for students to access required special education services.
- d. The district does not supplant the proportionate amount of federal funds required to be expended for parentally placed private school students.

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

Subject: Alternative Education Programs

Policy Number: IGBH Effective Date: 7/2018

Date of Original Policy and Revisions: 9/95, 7/05, 1/10, 4/14, 6/15

Cancels Policy No.: NA Dated: NA

Date of Next Review: 7/2021

**POLICY**

In order to provide innovative and more flexible ways of educating children, the District will establish alternative education programs and options. An “alternative education program” means a school or separate class group designed to best service students’ education needs and interests and assist students in achieving the academic standards of the school district and the state.

The Board endorses the development of a variety of alternative educational programs through cooperative efforts of educators, parents, students, and/or community resources.

The District establishes programs and procedures in accordance with Oregon Revised Statutes and Administrative Rules.

**REPORTS**

None.

**ATTACHMENTS**

None.

**END OF POLICY**

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**REFERENCES / COMMENTS**

[Bethel Administrative Rule IGBH](#) – Alternative Education Programs

[OAR 581-021-0072](#)

[ORS 342.232](#)

[OAR 581-022-1350](#)

[ORS 659.15](#)

[OAR 581-022-1660](#)

[ORS 659.850](#)

[OAR 581-023-0012](#)

[ORS 181.539](#)

[ORS 326.603](#)

[ORS 326.607](#)

[ORS 336.635](#)

[ORS 337.150](#)

[ORS 339.141](#)

[ORS 339.147](#)

[ORS 339.250](#)

[ORS 339.855](#)

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**July 17, 2018**

**RESOLUTION NO. 18-19: 1**

**BE IT RESOLVED**, That the Board of Directors, School District No. 52, Lane County, hereby:

1. Appoints the following personnel to the positions indicated for the 2018-19 school year: Chris Parra: Executive Officer and District Clerk; Simon Levear: Budget Officer, Deputy Clerk, Custodian of Funds; Nancy Porter: Deputy Clerk; Jill Busby: Board Secretary;
2. Designates that U.S. Bank, Piper Jaffray, Wells Fargo Bank, Wells Fargo Securities, Oregon Community Credit Union, Selco Community Credit Union, Umpqua Bank, JP Morgan Chase Bank, and the Local Government Investment Pool as the depositories for all funds of School District No. 52, Lane County, for the 2018-19 fiscal year;
3. Re-adopts, in accordance with ORS 294.135, the attached Investment Policy for the fiscal year beginning July 1, 2018;
4. Designates the Oregon School Boards Association; Luvaas Cobb, Attorneys at Law; The Hungerford Law Firm; Graham M. Hicks, Attorney; and Harrang Long Gary Rudnick P.C. as attorneys for the District during the 2018-19 school year;
5. Designates the firm of Grove, Mueller, Swank, P.C. as auditors for the 2018-19 school year;
6. Designates Sherry Duerst-Higgins, ABR, CRS, CRB, GRI, SRES, Broker for RE/MAX Advantage Plus and Paula Rini, Broker for Windermere Real Estate as realtors for the 2018-19 school year;
7. Adopts the Board Meeting Calendar for the 2018-19 school year:

July 17, 2018	October 8 and 22, 2018	January 14 and 28, 2019	April 8 and 22, 2019
August 13, 2018 (Work Session)	<b>November 26, 2018</b>	February 11 and 25, 2019	May 13, 2019
August 27, 2018	December 10, 2018	March 11, 2019	June 10 and 24, 2019
September 10 and 24, 2018			
8. Pursuant to ORS 294.460, and in the interest of effective cash management, the Business Services Director is hereby authorized to consolidate and commingle the cash balances of the several funds of the District whenever practicable; That the temporary inter-fund loans (amounts due to and due from the various funds) incidental to this practice are hereby authorized for the fiscal year 2018-19;
9. Authorizes the Superintendent to submit the Title I-A, Title II-A, Title III, and Title II-D, Applications for the 2018-19 school year;

10. Approves the participation of the Willamette High School Infant Toddler Center in the Child and Adult Care Food Program (CACFP) for the 2018-19 calendar year (October 1 through October 1); and,

11. Approves the following Alternative Education Programs for 2018-19:

Center Point School (Looking Glass)

- Therapeutic day treatment program.

Jasper Mountain / Safe Center

- Therapeutic day treatment program.

Lane Metro Youth Corps (Looking Glass)

- Grades 9-12 and connected to Riverfront.
- ½ day in the classroom, combined with ½ day in the field, working on conservation-related projects throughout Lane County.
- Examples of projects include trail construction, tree/shrub planting, invasive plant removal, native plant seed collection, light construction projects, and a range of other outdoor work.

New Roads (Looking Glass)

- Grades 9-12.
- Program for unhoused youth.
- GED prep.
- Drop in model.

Riverfront (Looking Glass)

- Grades 6-12.
- ½ day Academic Credit Recovery classes, combined with ½ day transition/work experience.
- Transition/work experience provides work-based learning opportunities and includes Vocational Skill Building, a Culinary Arts Program, and Health Occupations Training.
- Option to earn a regular Oregon high school diploma.
- Option to earn a General Education Degree (GED).

Wellsprings Friends School

- Grades 9-12.
- Focus on caring partnership between teachers and students, along with peaceful problem solving.
- Teaching setting is minimally structured, with flexibility to adjust to students' readiness to learn.
- Encourages students to be creative, venturesome, and flexible, to live in community with others, and contribute to their own and others' well-being.
- Students can earn a standard Oregon diploma.

MLK Education Center

- Grades 9-12.
- Students have an active (adjudicated) case with Lane County Youth Services.
- Vocational training programs include Culinary Arts and Horticulture.
- Placement is recommended by Lane County Youth Services.
- Option to earn standard Oregon diploma or GED.

12. Personnel Action:

#	Name	Type	Description
1.	Bishoff, Erik	Temporary Hire for 2018-19	Offer Temporary Contract for 1.0 FTE Career Technical Education Teacher @ Willamette; Start Date: 8/27/2018.
2.	Burns, Amber	Hire for 2018-19	Offer 1 <sup>st</sup> Year Probationary Contract for 1.0 FTE Title Teacher @ Prairie Mountain; Replaces: Haley Ellis; Start Date: 8/27/2018.
3.	Colclasure, Jill	Hire for 2018-19	Offer 2 <sup>nd</sup> Year Probationary Contract for Additional .5 FTE Physical Education Teacher @ Cascade; Total: 1.0 FTE.
4.	Doty, Peggy	Hire for 2018-19	Offer Contract for Additional .5 FTE English Language Arts Teacher @ Prairie Mountain; Replaces: Darlene Rhoden; Total: 1.0 FTE.
5.	Lamoreau, Garron	Hire for 2018-19	Offer 1 <sup>st</sup> Year Probationary Contract for 1.0 FTE Athletic Coordinator @ Willamette; Replaces: Lance Haas; Start Date: 8/1/2018.
6.	Sinnott, Patrick	Resignation	Accept resignation effective immediately; Position Held: Special Education Teacher (Bethel Transition Network) @ Willamette; 3 years at Bethel.
7.	Smith, Clair	Hire for 2018-19	Offer 1 <sup>st</sup> Year Probationary Contract for 1.0 FTE School Counselor @ Willamette; Replaces: Lori Naugle; Start Date: 8/20/2018.
8.	Stowell, Julie	Hire for 2018-19	Offer 2 <sup>nd</sup> Year Probationary Contract for .75 FTE Music Teacher @ Irving; Replaces: Kim Strohman; Start Date: 8/27/2018.
9.	Tofflemire-DeGarmo, Jacque	Temporary Hire for 2018-19	Offer Temporary Contract for 1.0 FTE School Counselor @ Willamette; Replaces: Meagan Haas; Start Date: 8/20/2018.
10.	Tuski, Amy	Leave of Absence	Approve 1.0 FTE Miscellaneous Leave of Absence for the 2018-19 school year; Position: Counselor @ Danebo.
11.	Young, Kathryn	Additional Hours for 2018-19	Offer Temporary Contract for Additional .5 FTE Academic Seminar/Math Teacher @ Prairie Mountain; Total: 1.0 FTE.

**Bethel School District (Lane County No. 52)**

**INVESTMENT POLICY**

**PURPOSE**

The purpose of this investment policy is to assist the Board of Directors and the Administration of Bethel School District in carrying out their joint responsibility as stewards of the District's cash resources.

**SCOPE and SIZE**

This policy applies to activities of Bethel School District with regard to investing the financial assets of all District funds, including the following:

- General Fund
- Special Revenue Funds
- Debt Service Funds
- Capital Projects Funds
- Internal Service Funds
- Fiduciary Funds

Funds of the District will be invested in compliance with the provisions of ORS 294.035 through 294.048; ORS 294.125 through 294.155; ORS 294.810; and other applicable statutes. Funds held by trustees or fiscal agents are excluded from these rules; however, all funds are subject to applicable statutes and regulations established by the State of Oregon and the federal government. Other than bond proceeds or other unusual situations, the total of all funds ranges from \$1 million to \$25 million.

Investments will be made in accordance with this policy and written administrative procedures. Investment of any tax-exempt borrowing proceeds and of any related debt service funds will comply with the arbitrage restrictions of Section 148 of the Internal Revenue Code of 1986.

### **OBJECTIVES**

Investment objectives are

1. Safety (preservation of capital and protection of principal);
2. Liquidity (availability of funds to meet operating requirements);
3. Minimize risk (avoidance of imprudent credit, market or speculative risk)
4. Yield (rate of return).

### **DELEGATION OF AUTHORITY**

The Director of Business Services is the designated investment officer of Bethel School District, under the direction of the Superintendent, and review of the School Board of Directors. Business staff may be assigned to assist by making transfers to and from the District's various State Pool accounts. The investment office is responsible for setting investment policy and guidelines subject to review and adoption by the Bethel School Board of Directors, and if required, review and comment by the Oregon Short-Term Fund Board. Further, the Director of Business Services will be responsible for the day-to-day operations of the investment process which includes but is not limited to choosing what to buy or sell, from whom investments will be purchased, executing the buy/sell orders, producing necessary reports, and supervising staff. In addition to the active management of the investment portfolio, the Director of Business Services is responsible for the maintenance of other written administrative procedures consistent with this policy and the requisite compliance. To further optimize the total return of the investment portfolio, the Director of Business Services will administer an active cash management program the goal of which will maintain historical cash flow information i.e. payroll; revenue receipts; and any extraordinary expenditures.

### **STANDARD OF PRUDENCE**

The investment officer shall make investments under the prudent investor rule, which states: "Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived."

The investment officer and staff, acting in accordance with this investment policy and exercising due diligence, shall not be held personally responsible for a specific security's credit risk, or market price changes, or loss of principal if securities are liquidated prior to maturity, provided that any unfavorable developments are reported as soon as practical and that appropriate action is taken to control further adverse developments.

### **SAFEKEEPING AND COLLATERALIZATION**

Investment securities purchased by the investment officer will be delivered by either Fed book entry; DTC; or physical delivery and held in third party safekeeping. The trust department of a bank may be designated as custodian for safekeeping securities purchased from that bank. The purchase and sale of securities will be on a delivery versus payment basis. The custodian shall issue a safekeeping receipt to Bethel School District #52 listing the specific instrument, selling broker/dealer, issuer, coupon, maturity, cusip number, purchase or sale price, transaction date, and other pertinent information. Delivery versus payment will also be required for all repurchase transactions and with the collateral priced and limited in maturity in compliance with ORS 294.035 (11). Demand and time deposits shall be collateralized through the state collateral pool as required by statute for any excess over the amount insured by an agency of the United States government and are not considered investments under this policy.

### **ACCOUNTING METHOD**

Bethel School District #52 shall comply with all required legal provisions and Generally Accepted Accounting Principles (GAAP). The accounting principles are those contained in the pronouncements of authoritative bodies including but not necessarily limited to, the American Institute of Certified Public Accountants (AICPA); the Financial Accounting Standards Board (FASB); and the Government Accounting Standards Board (GASB).



**INTERNAL CONTROLS**

The investment officer shall maintain a system of written internal controls, which will be reviewed annually by the independent auditor or upon any extraordinary event, such as the turnover of key personnel, or the discovery of any inappropriate activity.

**REPORTING REQUIREMENTS**

The investment officer shall prepare a monthly report for the Board of Directors so that the Board may review the results of the cash management and investment activities.

**INVESTMENT POLICY ADOPTION**

This investment policy will be submitted to the Oregon Short Term Fund Board for review prior to submission to the School Board of Directors for adoption. Adoption of these guidelines by the School Board supersedes any previous District policy or practice with respect to investments. If investments exceeding a maturity of eighteen months are contemplated, further review and comment by the Oregon Short-Term Fund Board will be sought.

This investment policy shall be reviewed and readopted annually by the School Board in accordance with ORS 294.135a.

**QUALIFIED INSTITUTIONS**

The investment officer shall maintain a list of all authorized broker/dealers and financial institutions that are approved for investment purposes or investment dealings. Any firm is eligible to make an application to the District and upon due consideration and approval will be added to the list. Additions or deletions to the list will be made at the Director of Business Services discretion. At the request of the District, the firms performing investment services shall provide their most recent financial statements or Consolidated Report of condition (call report) for review. Further, there should be in place proof as to all the necessary credentials and licenses held by employees of the broker/dealers who will have contact with the District as specified by, but not necessarily limited to, the National Association of Securities Dealers (NASD), Securities and Exchange Commission (SEC), etc. The District shall conduct an annual evaluation of each firm’s credit worthiness to determine if it should remain on the list. Securities broker/dealers not affiliated with a bank shall be required to have an office located in Oregon and be classified as reporting dealers affiliated with the Federal Reserve as primary dealers.

**INVESTMENT MATURITY**

Unless matched to a specific cash flow, the District will not directly invest in securities maturing in more than 18 months. Except for funds requiring special handling (bond proceeds subject to arbitrage, etc) investments beyond 18 months will be governed by the investment officer with the approval of the School Board of Directors and the Superintendent.

Funds considered short-term will be invested to coincide with projected cash needs or with the following serial maturity:

- 50% minimum to mature under three months
- 25% maximum to mature three months to one year
- 25% maximum to mature over one year out to eighteen months.

The investment officer shall maintain historical cash flow records and a cash flow projection, which extends, for operating funds, at least six months beyond the end of the current fiscal year. For bond funds, a cash flow projection will be maintained for the expected life of the bond issue. The cash flow projection shall be the basis for selecting investment maturity dates. The investment officer will review and update the cash flow projections as significant changes occur- at least quarterly.

It is intended that securities will be purchased with the reasonable expectation that they will be held until maturity. Thus, no investment will be made which is beyond the time horizon of the cash flow projection.

**PORTFOLIO DIVERSIFICATION**

<u>1. Diversification by Instrument</u>	Maximum Percent of <u>Portfolio *</u>
US Treasury Obligation	100%
US Government Agency Securities (GSE’s)	100%
Bankers’ Acceptances from qualified institutions	25%
Negotiable Certificates of Deposit from Qualified institutions	25%

Repurchase Transactions	25%
Commercial Paper	25%
Corporate Notes	10%

2. <u>Diversification by Institution</u>	
Local Government Investment Pool	100%
Non-US Treasury/GSE issuer	10%

\*Limitations under ORS 294.035

\*Percentages apply as of the date of settlement.

\*\*Repurchase transactions will be restricted to counter-parties that have entered into a "master repurchase agreement" with the District.

The combination of certificates of deposit, banker's acceptances, and repurchase agreements with any one financial institution shall not exceed 33% of the total portfolio at settlement date.

**COMPETITIVE SELECTION OF BIDS OR OFFERS**

Before investing funds with institutions other than the State Pool, the investment officer shall solicit quotes for a specific maturity date from at least two qualified financial institutions. The officer shall select the instrument which best satisfies the investment objectives (**safety, liquidity, and yield**, in that order) and the diversification requirements stated above.

**MONITORING AND ADJUSTING THE PORTFOLIO**

The Director of Business Services will routinely monitor the contents of the portfolio comparing the holdings to the markets, relative values of competing instruments, changes in credit quality, and benchmarks. If there are advantageous transactions, the portfolio may be adjusted accordingly.

**PERFORMANCE EVALUATION**

The performance of the District will be measured against the performance of the Local Government Investment Pool (LGIP), using monthly net yield of both portfolios as the yardstick.

**Original Adoption**

June 21, 2000

ATTEST \_\_\_\_\_  
Clerk – Chris Parra

\_\_\_\_\_  
Chair

MOVED BY \_\_\_\_\_

SECONDED BY \_\_\_\_\_

DATE \_\_\_\_\_

RESOLUTION: *Passed / Failed*

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



**July 17, 2018**

**RESOLUTION NO. 18-19: 2**

**BE IT RESOLVED**, That the Board of Directors, School District No. 52, Lane County,  
hereby adopts the following Board Policy:

**IGBH:**

**Alternative Education Programs**

ATTEST \_\_\_\_\_

Clerk – Chris Parra

\_\_\_\_\_

Chair

MOVED BY \_\_\_\_\_

SECONDED BY \_\_\_\_\_

DATE \_\_\_\_\_

RESOLUTION: *Passed / Failed*

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