



### **BETHEL BUDGET COMMITTEE MEETING**

Hybrid Meeting hosted from the District Office - 4640 Barger Drive

Monday, May 13, 2024

5:30 p.m. Budget Committee Orientation

6:30 p.m. Regular Budget Committee Meeting

Join Zoom:

<https://bethel-k12-or-us.zoom.us/j/83179364175?pwd=MDV0NXNUOUtRTnhDTTQrSzBVVW52dz09>

Passcode: 618805

Or

Phone number to listen: 1.253.215.8782

Webinar ID: 831 7936 4175

Passcode: 618805

### **AGENDA**

**1. Call to Order**

**Robin Zygaitis, Chair**

**2. Election of Budget Officers**

- Chair
- Vice Chair
- Appoint Secretary, Jill Busby

**3. Presentation of 2024 - 2025 Proposed Budget**

- Kraig Sproles, Superintendent
- Andrea Belz, Business Services Director

**4. Budget Committee Discussion Regarding the Budget Document/Budget Message**

**5. Public Comment** - Public comment will be taken either in-person or via Zoom during the meeting, or in writing prior to the meeting. To sign up for public comment via Zoom, please complete [this form](#) prior to the start of the meeting. Community members may also submit written comments via email to [publiccomment@bethel.k12.or.us](mailto:publiccomment@bethel.k12.or.us). Budget Committee members will have access to written public comments submitted by noon the day of the meeting.

**6. Review Budget Calendar and Next Meeting Date**

5:30 p.m., Wednesday, May 15, 2024, District Office

**7. Adjournment**

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**BETHEL SCHOOL BOARD MEETING**

Hybrid Meeting hosted from the District Office - 4640 Barger Drive

Monday, May 13, 2024 – approximately 7:15 p.m.

Immediately following the 6:30 p.m. Budget Message/Budget Committee Meeting

Join Zoom:

<https://bethel-k12-or-us.zoom.us/j/83179364175?pwd=MDV0NXNUOUtRTnhDTTQrSzBVVW52dz09>

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**AGENDA**

**1. Call to Order**

**Robin Zygaitis, Chair**

**2. Pledge of Allegiance**

**3. Approval of Minutes**

**4. Student Representative Reports: KHS and WHS**

**5. Delegations and Visitors**

Public comment will be taken in-person, via Zoom, or in writing.

- For in-person comments, please complete the Intent to Speak card prior to the start of the board meeting.
- For comments via Zoom, please complete [this form](#) prior to the start of the board meeting.
- Written comments to the board can be submitted anytime at [publiccomment@bethel.k12.or.us](mailto:publiccomment@bethel.k12.or.us). Board members will have access to written public comments submitted by noon the day of the board meeting.

**6. Board Business**

A. Financial Statement: Andrea Belz – 10 minutes

B. Superintendent's Report

C. Policy Update, 1<sup>st</sup> Reading

- a. EBC – Emergency Plan and First Aid – *New policy*
- b. IGBAF – Special Education - Individualized Education Program (IEP) – *Updated to reflect new language*
- c. IGBAF-AR – Special Education - Individualized Education Program (IEP) – *Updated to reflect new language*
- d. IGBAG – Special Education – Procedural Safeguards – *Updated to reflect new language*
- e.

D.

## 7. Consent Agenda

Personnel Action

Resolution No. 54

## 8. Action Items

- A. Adopt policies/ARs: BBF, CBA, CBG, CCG, EBCA, GBN/JBA, GBNAB/JHFE, GBNAB/JHFE-AR (1), GBNAB/JHFE-AR (2), GCDA/GDDA, JBA/GBN, JHFE/GBNAB, JHFE/GBNAB-AR (1), JHFE/GBNAB-AR (2)
- B. Approve Postponement of Science Curriculum Adoption
- C.

Resolution No. 55

Resolution No. 56

## 9. Information and Discussion

- A. NAACP Freedom Fund Dinner, Friday, May 17, 6:30pm, Ford Alumni Center
- B. Willamette High School Graduation, Friday, June 7, 6:30pm, Wolverine Stadium
- C. Kalapuya High School Graduation, Thursday, June 13, 6:30pm, Wolverine Stadium
- D.

## 10. Board Activity Update

- A.

## 11. Review of Upcoming Meetings:

**Wednesday, May 15, 2024 — District Office – 5:30 p.m.**

Budget Committee Meeting

**Thursday, May 23, 2024, at 6:30 p.m.**

Alternative date for Budget Committee Meeting, *if needed*

**Monday, June 10, 2024, at 6:30 p.m.**

- A. Spring Sports/Activities Update: Bill Wagner
- B. Superintendent Evaluation – Executive Session
- C. Financial Statement: Andrea Belz
- D. Superintendent’s Report
- E. Board Policies Up for Periodic Review
- F.

## 12. Adjournment

**MINUTES**  
**BETHEL SCHOOL DISTRICT #52**  
**BOARD OF DIRECTORS**  
**MARCH 11, 2024**

The March 11, 2024 meeting of the Board of Directors was held in person in the Media Center at Shasta Middle School and was remotely accessible via Zoom Webinar.

**ATTENDANCE**

**Board Members:** Drae Charles, Debi Farr, Caleb Clark, Ashley Espinoza, Curt Nordling, Paul Jorgensen, and Chair, Robin Zygaitis

Absent: None

**District staff and presenters:** Superintendent Sproles, Assistant Superintendent Calalang, Alisha Dodds, Andrea Belz, Taycee Lipkin, Angie Weyand, Stefan Aumack, Tai Pruce-Zimmerman, Logan Grassetth, Jill Robinson-Wolgamott, Krista Larson, Brady Cottle, Evan Rindy, Tyler Bryton, Shasta students, Diane Behling, and Jill Busby

**CALL TO ORDER**

Chair Zygaitis called the March 11, 2024 meeting of the Board of Directors to order at 6:34 p.m.

**PLEDGE OF ALLEGIANCE**

Director Jorgensen led the Pledge of Allegiance.

**ACTION ON MINUTES**

Chair Zygaitis presented the Minutes from the February 26, 2024 Board Meeting and asked for additions or corrections. Hearing none, the Board approved the Minutes as submitted.

**SCHOOL PRESENTATION: SHASTA MIDDLE SCHOOL**

See [video recording](#) at 0:0:56 for this presentation.

Slides for this presentation can be found [here](#).

Shasta Middle School Principal Brady Cottle discussed Shasta's culinary program and introduced Shasta Culinary Teacher Tyler Bryton. Shasta culinary students served the Board a meal they had prepared. The meal included handmade bow tie pasta, ragu, their version of Caesar salad, and semifreddo with strawberries. The students engaged with the Board, answering questions and sharing their experiences in the culinary program at Shasta.

**STUDENT REPRESENTATIVE REPORTS: KHS AND WHS**

Meztly and Jada were unavailable.

**DELEGATIONS AND VISITORS**

None

**BOARD BUSINESS**

**Budget Committee Interview: Position 7 – 15 minutes**

See [video recording](#) at 0:13:44.

Chair Zygaitis invited Diane Behling to join the Board at the table. Ms. Behling responded to questions from the 2024-25 budget committee interview document, which had been provided to her before the interview.

## MINUTES

### BETHEL SCHOOL DISTRICT #52

### BOARD OF DIRECTORS

MARCH 11, 2024

#### KPI Report: Long-Range Plan: Planning Team Representatives – 60 minutes

See [video recording](#) at 0:19:09 for this presentation.

Slides for this presentation can be found [here](#).

Alisha Dodds, Taycee Lipkin, Angie Weyand, Tai Pruce-Zimmerman, and Stefan Aumack, representing the Long-Range Facilities Planning Team, provided an overview of the insights gained from various meetings the team has held since fall 2023. They discussed the team's charge, method, timeline, and goals, as well as financial considerations and data evaluation. They assessed enrollment data and projections, building capacity, current usage and conditions, and revenue sources. Additionally, team members conducted a SWOT analysis and proposed budget-balancing options to the Board. A Board work session is scheduled for March 18th to delve into this data further, followed by a community engagement session on March 21st.

Chair Zygaitis called a recess at 8:00 p.m.

Chair Zygaitis reconvened the meeting at 8:07 p.m.

Long-Range Facilities Planning Team members shared some of their observations and responded to clarifying questions from the Board. The Board expressed gratitude to the team members for their work.

#### Financial Statement: Andrea Belz – 10 minutes

See [video recording](#) at 1:36:23 for this presentation.

Business Services Director Andrea Belz reviewed the February 2024 General Fund Operations financial statement showing an estimated ending fund balance of \$9,744,901, and the General Obligation Bond financial statement as of February 29, 2024, showing an unallocated bond balance of \$10,226,347.43.

#### Superintendent's Report – 20 minutes

See [video recording](#) at 1:38:15 for this presentation.

Slides for this presentation can be found [here](#).

Superintendent Sproles provided updates on various initiatives, including the current District-wide Sources of Strength campaign, which involves activities for K-12 students, and NextStep Recycling's recent donation of laptops to Kalapuya students, facilitated by Senator Manning. Additionally, Superintendent Sproles reviewed 2024-25 Board meeting dates and format, along with the Key Performance Indicator (KPI) data reporting schedule for the remainder of the 2023-24 school year, and informed the Board about the launch of the Parent/Caregiver Experience survey today, highlighting its anonymous nature and the plan to share results with the Board.

#### Policy Update, 1<sup>st</sup> Reading

See [video recording](#) at 1:45:41 for this presentation.

Assistant Superintendent Calalang reported on the following Board policies:

FFA – Donor Recognition and Dedications – *No changes*

GBA – Equal Employment Opportunity – *Updated to reflect new language*

GBN/JBA – Sexual Harassment – *No changes*

JBA/GBN – Sexual Harassment – *No changes*

KN – Cooperation with Law Enforcement Agencies – *No changes*

**MINUTES**

**BETHEL SCHOOL DISTRICT #52**

**BOARD OF DIRECTORS**

**MARCH 11, 2024**

**CONSENT AGENDA**

**Resolution No. 45 – Personnel Action**

See [video recording](#) at 1:48:47.

**Motion:** Debi Farr moved, Paul Jorgensen seconded, to approve the Revised Consent Agenda as specified below.

#	Name	Type	Description
1.	Bell, Pamela	Hire for 2023-24	Offer Extra Duty Contract for Elementary Music Director @Meadow View; start date: 1/8/2024.
2.	Johnson, Blake	Hire for 2023-24	Offer Extra Duty Contract for Assistant Track Coach @Willamette; start date: 2/8/2024.
3.	Nye, Shannon	Resignation	Accept resignation effective immediately; position held: 4 <sup>th</sup> Grade Teacher @Fairfield; 3 months at Bethel.
4.	Doty, Peggy	Resignation/Retirement	Accept resignation effective the end of the 2023-24 school year to enter retirement; position held: English Language Arts Teacher @Prairie Mountain; 10+ years at Bethel.

**Motion Passed, 7-0**

**Absent:** None

**ACTION ITEMS**

**Resolution No. 46 – Adopt Policies IGAR, FFA, GBN/JBA, JBA/GBN and KN**

See [video recording](#) at 1:49:40.

**Motion:** Caleb Clark moved, Ashley Espinoza seconded, to adopt the following Board Policies:

- IGAR – District K-3 Reading Program
- FFA – Donor Recognition and Dedications
- GBN/JBA – Sexual Harassment
- JBA/GBN – Sexual Harassment
- KN – Cooperation with Law Enforcement Agencies

**Motion Passed, 7-0**

**Absent:** None

**Resolution No. 47 – Budget Committee Appointment: Position 7**

See [video recording](#) at 1:50:22.

**Motion:** Debi Farr moved, Ashley Espinoza seconded, to appoint Diane Behling to Position 7 on the Budget Committee for a 3-year term.

**Motion Passed, 7-0**

**Absent:** None

**INFORMATION AND DISCUSSION**

See [video recording](#) at 1:51:17.

## MINUTES

### BETHEL SCHOOL DISTRICT #52

### BOARD OF DIRECTORS

**MARCH 11, 2024**

- A. BEF Adult Prom - Back to the 80s, Saturday, March 16, 7-11pm, Shadow Hills Country Club
- B. NSBA 2024 Conference, April 6-8, New Orleans

### **BOARD ACTIVITY UPDATE**

See [video recording](#) at 1:53:00.

- A. Chair Zygaitis attended Cascade's recent choir and band concert, which drew a large audience and featured an exceptional performance.
- B. Director Charles noted that he distributed copies of a letter he wrote on behalf of the Board to Lane ESD, addressing concerns about support and assistance for underserved students, families, and staff.
- C. Director Charles acknowledged the recent passing of Dallas Boggs, EPD Police Commission Chair, and expressed condolences for the loss to the community.
- D. Director Jorgensen thanked Superintendent Sproles and his staff for coordinating the Long-Range Facilities Planning Team meetings.
- E. Director Espinoza asked for clarification regarding the letter addressed to Lane ESD and a recent response from Lane ESD to questions presented during the February 26<sup>th</sup> Board meeting. The Board discussed the letter and the response. Any revisions to the letter will be provided to Director Charles before the Board proceeds with sending the letter.
- F. Vice Chair Clark and Director Farr both commented on family members who were recently enrolled in kindergarten.

### **REVIEW OF UPCOMING MEETINGS:**

**Monday, March 18, 2024 – District Office – 5:30 p.m.**

Special Board Meeting/Work Session

**Thursday, March 21, 2024 – WHS Cafeteria – 6:00 p.m. – 8:00 p.m.**

Special Board Meeting/Community Engagement Session

**Monday, April 22, 2024 – Irving Elementary School – 6:30 p.m.**

- A. School Presentation: Irving Elementary School
- B. Student Representative Reports: KHS and WHS
- C. KPI Report: Community Survey: Alisha Dodds
- D. KPI Report: Profile of a Bethel Learner: Dan Hedberg
- E. K-5 Math Adoption: Jill Robinson-Wolgamott
- F. Superintendent's Report
- G. Board Policies Up for Periodic Review

### **ADJOURNMENT**

There being no further business to bring before the Board, Chair Zygaitis adjourned the meeting at 8:44 p.m.

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Clerk – Kraig Sproles

*jcb*

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Chair – Robin Zygaitis



**SPECIAL BOARD MEETING  
WORK SESSION NOTES  
BETHEL SCHOOL DISTRICT #52  
BOARD OF DIRECTORS  
MARCH 18, 2024**

The March 18, 2024 Work Session was held in person in the District Office Boardroom and was remotely accessible via Zoom Webinar.

**ATTENDANCE**

Board Members: Drae Charles, Ashley Espinoza, Paul Jorgensen, Caleb Clark, Curt Nordling, and Chair, Robin Zygaitis

Absent: Debi Farr

District staff and presenters: Superintendent Sproles, Assistant Superintendent Remie Calalang, Jill Robinson-Wolgamott, Andrea Belz, Logan Grassest, Dan Hedberg, Alisha Dodds, Alyssa Dodds, Mari Ford, Sherine Forrest, and Jill Busby

**CALL TO ORDER**

Chair Zygaitis called the March 18, 2024 Work Session to order at 5:33 p.m.

**LONG-RANGE PLANNING DATA REVIEW**

See [video recording](#) for this presentation.

Slides for this presentation can be found [here](#).

Superintendent Sproles outlined key agenda items for the meeting, including determining an acceptable ending fund balance target and preferred budgeting scenario for 2024-25, and long-range options including possible school consolidation. Superintendent Sproles shared a brief budget update and discussed relevant data and potential actions based on long-range options and highlighted the need to identify approximately \$2.6M in cuts and reserve spending for the 2024-25 school year.

Assistant Superintendent Remie Calalang facilitated a discussion to review decision-making through an equity lens.

Chair Zygaitis called a recess at 6:32 p.m. due to technical difficulties with the meeting broadcast.

Chair Zygaitis reconvened the meeting at 6:38 p.m.

The Board asked clarifying questions and reached a consensus of an ending fund balance of \$8M/12.5% for 2024-25, with a contingency plan to reduce ending fund balance to 10% if necessary, subject to Board approval. If the balance were to dip below 12.5%, a supplemental budget would be presented to the Board for approval. Additionally, Superintendent Sproles affirmed the District's commitment to avoid implementing a Reduction in Force during the current school year.

The Board discussed budget scenarios for 2024-25 with consensus on spending approximately \$1.4M in reserves, utilizing Lane ESD transfer savings, reducing 2 administrative positions, increasing student/licensed teacher ratio by 1 student, reducing licensed staff by 12 FTE through attrition, increasing classified staffing ratio, reducing classified staff by 8 FTE, and reducing department budgets by 5%.

Chair Zygaitis called a recess at 7:32 p.m.

Chair Zygaitis reconvened the meeting at 7:41 p.m.

**SPECIAL BOARD MEETING  
WORK SESSION NOTES  
BETHEL SCHOOL DISTRICT #52  
BOARD OF DIRECTORS  
MARCH 18, 2024**

Superintendent Sproles discussed the long-term programmatic decision of school consolidation, driven by budget implications and the need to address under-enrollment in most Bethel schools. Enrollment projections and the pros and cons of consolidation were presented, with Board members expressing support for the idea. Consensus was reached to proceed with consolidation. Superintendent Sproles explained why Clear Lake, Danebo, and Irving were chosen to be considered for consolidation, citing factors such as enrollment numbers, building capacity, and condition of the facilities.

Board members were provided with floor plans for all Bethel schools and packets containing comprehensive information including student demographics, enrollment data, facilities information, maintenance needs and updates, school history, facility pros and cons, and quick facts specifically related to Clear Lake, Danebo, and Irving. The Board reviewed and discussed the information in groups. Consolidation of Irving was ruled out due to the school's geographic location.

The Board discussed pros and cons of consolidating either Clear Lake or Danebo.

The Board agreed to consolidate Clear Lake primarily because of its current condition and location, considering factors such as nearby traffic, student safety, and the potential for development at Danebo. Recognizing the challenges posed by transitioning the Life Skills program at Clear Lake, the Board tasked the District with minimizing the impact on Life Skills students during the consolidation process.

Superintendent Sproles acknowledged the district-wide impacts of the decision to close Clear Lake and outlined next steps, emphasizing the need to communicate with families, particularly those with incoming kindergarteners, and to promptly address boundary changes. It was proposed that an ad hoc boundary committee be formed, comprising of 2-3 Board members alongside District staff. Chair Zygaitis and Vice Chair Clark were selected to serve on the committee, with another Board member to be determined later. The committee will begin meeting during spring break.

Superintendent Sproles will hold a stand-up staff meeting at Clear Lake tomorrow to discuss implications of the decision for staff. Additionally, a community engagement session will take place on Thursday night at Willamette.

Chair Zygaitis recognized that the decision to close Clear Lake was not made lightly by any of the Board members and acknowledged the significant impact it will have on students and staff.

**ADJOURNMENT**

Chair Zygaitis adjourned the Work Session at 9:14 p.m.

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Clerk – Kraig Sproles  
*jcb*

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Chair – Robin Zygaitis

**SPECIAL BOARD MEETING  
COMMUNITY ENGAGEMENT SESSION NOTES  
BETHEL SCHOOL DISTRICT #52  
BOARD OF DIRECTORS  
MARCH 21, 2024**

The March 21, 2024 Special Board Meeting/Community Engagement Session was held in person in the Willamette High School cafeteria and was remotely accessible via Zoom Webinar.

**ATTENDANCE**

Board Members: Drae Charles, Debi Farr, Caleb Clark, Curt Nordling, and Chair, Robin Zygaitis

Absent: Ashley Espinoza, Paul Jorgensen

District staff and presenters: Superintendent Sproles, Assistant Superintendent Remie Calalang, Jill Robinson-Wolgammott, Andrea Belz, Dan Hedberg, Alisha Dodds, Alyssa Dodds, Mari Ford, Brooke Cottle, Krista Larson, Skylar Fairchild, Vincent Rose, Evan Rindy, Brady Cottle, Jenn DeBlois, Janay Stroup, approximately 25 community members, and Jill Busby

**CALL TO ORDER**

Chair Zygaitis called the March 21, 2024 Special Board Meeting/Community Engagement Session to order at 6:05 p.m. and welcomed attendees. Chair Zygaitis stated that the session would pertain to Bethel’s budget deficit and consolidation of Clear Lake Elementary School, emphasized that community engagement would be crucial in mitigating impacts of the school closure, and acknowledged the sense of loss that students, staff, and the community may feel.

**SCHOOL CONOSOLIDATION PRESENTATION**

See [video recording](#) at 1:03 for this presentation.

Superintendent Sproles provided an overview of the reasons behind the decision to close a school, referencing the "Bethel Future Planning - Why We’re Here" document shared with attendees. The document covered declining enrollment, rising costs, under-utilized classrooms, and specific reasons for selecting Clear Lake Elementary. Another document summarizing quick facts about Clear Lake was also provided to attendees. The goal of the meeting was outlined as engaging with the community to hear their concerns, ideas, and questions.

**COMMUNITY ENGAGEMENT/GROUP DISCUSSIONS**

See [video recording](#) at 29:29.

Board members joined tables to engage in discussion with community members and other staff in attendance. Following the table discussions, Board members and community members shared the ideas, questions, and concerns from their discussions, while Assistant Superintendent Remie Calalang and Community Relations and Communications Director Alisha Dodds recorded them. Superintendent Sproles addressed questions as they arose, covering various topics such as the Life Skills classroom, class size increases, transfers, transportation, kindergarten enrollment for 2024-25, services for McKinney-Vento students, support for Spanish-speaking families, walkability in Bethel, Adventure Club, and potential plans for the Clear Lake building. The discussion also touched on how the District can better engage with the community and improve transparency. Additional meetings will be scheduled to further discuss the closure of Clear Lake Elementary School and forthcoming boundary changes.

**ADJOURNMENT**

Chair Zygaitis thanked attendees for their feedback, shared next steps, and adjourned the Special Board Meeting/Community Engagement Session at 7:39 p.m.

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**SPECIAL BOARD MEETING  
COMMUNITY ENGAGEMENT SESSION NOTES  
BETHEL SCHOOL DISTRICT #52  
BOARD OF DIRECTORS  
APRIL 15, 2024**

The April 15, 2024 Special Board Meeting/Community Engagement Session was held in person in the Willamette High School cafeteria and was remotely accessible via Zoom Webinar.

**ATTENDANCE**

Board Members: Debi Farr, Caleb Clark, Ashley Espinoza, Curt Nordling, and Chair, Robin Zygaitis

Absent: Drae Charles, Paul Jorgensen

District staff and presenters: Superintendent Sproles, Assistant Superintendent Calalang, Jill Robinson-Wolgammott, Dan Hedberg, Alisha Dodds, Mari Ford, Logan Grassest, approximately 10 community members, and Jill Busby

**CALL TO ORDER**

Chair Zygaitis called the April 15, 2024 Special Board Meeting/Community Engagement Session to order at 5:38 p.m. and welcomed attendees.

**REVIEW PROPOSED SCHOOL BOUNDARY CHANGES**

See [video recording](#) at 0:00:39 for this presentation.

Superintendent Sproles distributed copies of the proposed Danebo boundary and discussed the "Bethel Future Planning - Why We're Here" and "Transfers and Transportation" documents, addressing declining enrollment, budget challenges, under-utilized classrooms, proposed boundary changes, and transfer options for affected families.

**COMMUNITY ENGAGEMENT/GROUP DISCUSSIONS**

See [video recording](#) at 0:17:49.

Board members joined tables to engage in discussion with community members and other staff in attendance. Following the discussions, Superintendent Sproles and Board members summarized and responded to topics discussed including concern about the "Winco triangle" boundary change, confusion about middle school, notice to families with incoming kindergarten students, and how transfers could potentially impact next year's staffing in specific buildings.

The Board expressed appreciation and thanked parents and community members for their input.

Because the meeting was shifted from 6:30 p.m. to 5:30 p.m., Chair Zygaitis called a recess at 6:28 p.m. to allow for attendees who might be arriving at 6:30 p.m.

Chair Zygaitis reconvened the meeting at 6:35 p.m. No additional attendees had arrived.

**ADJOURNMENT**

There being no further business to bring before the Board, Chair Zygaitis adjourned the Special Board Meeting/Community Engagement Session at 6:35 p.m.

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	Actuals April 2024	Actual %	Projected %	Actuals YTD	Actual %	Projected %	Projected 2023-2024 Totals	Adopted 2023-2024 Totals
<b>General Fund Operations (Fund 100)</b>								
<b>Revenues</b>							65,367,354	62,361,914
<b>Expenditures</b>								
Salaries	2,893,903	8.55%	8.33%	24,584,953	72.62%	70.13%	34,497,588	33,854,519
Employee payroll costs & benefits	1,847,895	8.49%	8.47%	15,346,917	70.48%	70.15%	21,564,730	21,775,662
Purchased services	571,789	10.15%	7.78%	4,618,623	82.01%	70.84%	5,531,676	5,631,676
Supplies	127,697	6.16%	8.55%	1,685,734	81.38%	79.64%	1,817,742	2,071,316
Capital outlay	9,971	3.99%	36.54%	97,954	39.18%	100.00%	185,443	250,000
Insurance/Dues/Other	615	0.06%	0.44%	965,391	100.06%	100.73%	966,411	964,791
Interfund Transfers	-	0.00%	31.97%	931,609	63.64%	47.83%	1,763,950	1,463,950
<b>Total Expenditures</b>	<b>5,451,871</b>			<b>48,231,181</b>			<b>66,327,539</b>	<b>66,011,914</b>
				Beginning Fund Balance (unaudited)			11,650,000	9,650,000
				Operating Income / (Deficit)			(960,185)	(3,650,000)
				Estimated Ending Fund Balance			10,689,815	6,000,000
				Ending Fund Balance as Percentage of Expenditures			16.12%	

**Elementary & Secondary School Emergency Relief (ESSER III)**

**Expenditures**

Salaries	128,525			1,171,301			1,653,705	
Employee payroll costs & benefits	92,270			784,608			1,124,339	
Purchased services	24,797			364,604			475,461	
Supplies	11,839			76,125			153,591	
Insurance/Dues/Other	258			2,359			2,101	
	<u>257,688</u>			<u>2,398,996</u>			<u>3,409,197</u>	<u>3,514,764</u>

**Student Investment Account (SIA)**

**Expenditures**

Salaries	247,866			1,925,088			3,119,149	3,222,733
Employee payroll costs & benefits	150,314			1,153,905			1,817,646	1,811,329
Purchased services	(12)			19,919			96,000	-
Supplies	413			54,390			129,500	129,500
Insurance/Dues/Other	255			1,245			510	-
	<u>398,836</u>			<u>3,154,547</u>			<u>5,162,805</u>	<u>5,163,562</u>

**High School Success (HSS - M98)**

**Expenditures**

Salaries	62,093			487,567			727,917	784,730
Employee payroll costs & benefits	38,159			289,480			434,899	514,538
Purchased services	-			8,713			8,713	-
Supplies	886			184,263			284,458	157,973
Capital outlay	-			-			-	-
Insurance/Dues/Other	-			593			593	-
	<u>101,138</u>			<u>970,615</u>			<u>1,456,580</u>	<u>1,457,241</u>

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**Bethel School District #52**  
**2021 GO Bond \$99.3 Million PAR**  
**As of April 30, 2024**

	<b>2023-24</b>	
	<b>Actuals</b>	<b>Projections</b>
Beginning Fund Balance 7-1-2023	\$ 67,222,590.52	
Interest Earnings	\$ 721,052.12	
OSCIM Bond Sale Matching Grant	\$ 6,065,898.00	
<b>Total Resources</b>	<b>\$ 74,009,540.64</b>	
 Projects:		
Bond Administration and Issuance costs	\$ 207,254.01	\$ 359,618.04
WHS Vocational Arts Building	\$ 6,258,574.64	\$ 3,267,905.14
New Maintenance Building	\$ 9,950.00	\$ 879,809.42
New Cascade Middle School	\$ 19,474,482.75	\$ 19,443,151.09
Vocational Classrooms at Kalapuya	\$ 72,747.22	\$ -
CTE Building Project at KHS	\$ -	\$ 82,255.09
Technology Funds	\$ 47,532.91	\$ 1,230,972.88
Lifeskills remodel at Clear Lake and Shasta	\$ -	\$ -
Ameresco	\$ -	\$ 15,000.00
District-wide Security Upgrades	\$ 582,480.84	\$ 4,003,857.02
Critical Infrastructure Projects	\$ 605,963.13	\$ 3,049,500.00
Add new Covered Play Structure	\$ -	\$ -
Textbooks and Curriculum	\$ 311,867.14	\$ 1,792,020.55
Replacement of roofs	\$ 909,136.36	\$ 504,195.46
Baseball field lighting	\$ -	\$ 548,933.95
Total Requirements	<b>\$ 28,479,989.00</b>	<b>\$ 35,177,218.64</b>
 Balance Remaining	 \$ 45,529,551.64	 \$ (35,177,218.64)

<b>Unallocated</b> <b>Bond Balance</b> <b>\$ 10,352,333.00</b>
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**BETHEL SCHOOL DISTRICT #52**  
**BOARD OF EDUCATION POLICY STATEMENT**

Subject: **Emergency Plan and First Aid**

Policy Number: **EBC** Effective Date: **6/2024**

Date of Original Policy and Revisions: **6/24,**

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

Date of Next Review: **6/2027**

**POLICY**

The District will maintain a comprehensive safety program for all employees and students. This program will include a plan for responding to emergency situations. The superintendent will consult with community and county agencies while developing this plan. The District’s emergency plan will meet any requirements of the State Board of Education.

Copies of the emergency plan will be available in every school office and other strategic locations throughout the District. Parents or guardians will be informed of the District’s plan.

In each District facility, procedures for handling health emergencies will be established and made known to staff. Each District facility and District vehicle will be equipped with appropriate first-aid supplies and equipment. All employees are expected to know where first-aid supplies and equipment are kept in their work areas.

Each school in the District shall have, at a minimum, at least one staff member with a current first-aid/CPR/AED card for every 60 students enrolled and who are trained annually on the District and building emergency plans. Emergency planning will include the presence of at least one staff member with a current first-aid/CPR/AED card for every 60 students for school-sponsored activities where students are present.

The District shall provide instruction to staff and students in the emergency plan and safety program.

**REPORTS**

None.

**ATTACHMENTS**

None.

**END OF POLICY**

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**REFERENCES / COMMENTS**

**Legal Reference(s):**

<a href="#">ORS 30.800</a>	<a href="#">OAR 437-002-0042</a>	<a href="#">OAR 581-022-2220</a>
<a href="#">ORS 192.660(2)(k)</a>	<a href="#">OAR 437-002-0120 - 0139</a>	<a href="#">OAR 581-022-2225</a>
<a href="#">ORS 332.107</a>	<a href="#">OAR 437-002-0161</a>	<a href="#">OAR 581-053-0003(40)</a>
<a href="#">ORS 433.260</a>	<a href="#">OAR 437-002-0360</a>	<a href="#">OAR 581-053-0220(3)(e)(B)(iii)</a>
<a href="#">ORS 433.441</a>	<a href="#">OAR 437-002-0377</a>	<a href="#">OAR 581-053-0320(5)(b)</a>
	<a href="#">OAR 581-022-2030(3)(c)</a>	<a href="#">OAR 581-053-0420(2)(f)(B)</a>

Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).  
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).

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

Subject: Special Education – Individualized Education Plan (IEP)

Policy Number: IGBAF Effective Date: 6/2024

Date of Original Policy and Revisions: 2/08, 11/09, 5/12, 6/15, 9/16, 1/20, 12/22

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

Date of Next Review: 6/2027

**POLICY**

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the District, kindergarten through 21 years of age, including those who attend a public charter school located 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**

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**REFERENCES / COMMENTS**

[ORS 343.068](#)

[ORS 343.151](#)

[ORS 343.155](#)

[ORS 343.321 - 343.333](#)

[OAR 581-015-2000](#)

[OAR 581-015-2190](#)

[OAR 581-015-2195](#)

[OAR 581-015-2200](#)

[OAR 581-015-2205](#)

[OAR 581-015-2265](#)

[OAR 581-015-2210](#)

[OAR 581-015-2215](#)

[OAR 581-015-2220](#)

[OAR 581-015-2225](#)

[OAR 581-015-2229](#)

[OAR 581-015-2230](#)

[OAR 581-015-2235](#)

[OAR 581-015-2055](#)

[OAR 581-015-2600](#)

[OAR 581-015-2065](#)

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

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 ~~to~~ -300.6, 300.22 ~~to~~ -300.24, 300.34, 300.43, 300.105 ~~to~~ -106, 300.112, 320.325, 300.328, 300.501 (2012).

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

**IGBAF. SPECIAL EDUCATION – INDIVIDUALIZED EDUCATION PLAN (IEP)**

**Adopted: 1/2020, 2/2022, 12/2022, 6/2024**

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). This includes all District employees assigned to work with a student with specialized needs to assist with the educational, behavioral, medical, health or disability-related support needs of the student.
- 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 home 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.

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**Administrative Rule**

- 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.
- 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.



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**Administrative Rule**

d. Participation by other employees:

All District employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support needs of the student must be consulted with when the IEP for the student is being developed, reviewed or revised. This includes being invited to, and compensated for attending, meetings regarding the student's IEP and other meetings regarding the student, when the decisions made and issues discussed are related to the responsibilities of the employee to support the student or when the employee has unique information about the student's needs and present level of performance.

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 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 home 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:

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- (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.
  - (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. Individualized COVID-19 Recovery Services<sup>†</sup>~~

~~Individualized COVID-19 Recovery Services are defined as those services determined necessary for eligible students based on the unique needs that arise from their disability due to the impact of the COVID-19 pandemic, which may include but are not limited to:~~

- ~~a. Special education and related services;~~
- ~~b. Supplementary aides and services;~~
- ~~c. Additional or intensified instruction;~~
- ~~d. Social emotional learning support; and~~
- ~~e. Peer or adult support.~~

~~The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review~~

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<sup>†</sup>The requirements of this section are in effect until July 1, 2023 unless extended by the State Board of Education.

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~~meeting.~~

- ~~a. IEP teams shall consider the impact COVID-19 on the eligible student's ability to engage in their education, develop and re-establish social connections with peers and school personnel, and adapt to the structure of in-person learning.~~
- ~~b. For initial IEPs, IEP teams shall also review the impact of COVID-19 on the eligible student's initial evaluation timeline and eligibility determination in considering the need for Individualized COVID-19 Recovery Services.~~
- ~~c. For annual reviews, IEP teams shall also consider the impact of COVID-19 on the implementation of the eligible student's IEP considering the need for Individualized COVID-19 Recovery Services.~~

~~Any member of the IEP team, including parents and eligible students, may request that the IEP team meet to review the need for Individualized COVID-19 Recovery Services at any time.~~

- ~~a. IEP teams are not required to meet more than once annually to consider the need for Individualized COVID-19 Recovery Services unless updated information indicates the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.~~
- ~~b. IEP teams that considered the need for Individualized COVID-19 Recovery Services at an initial IEP or annual review meeting on or after June 24, 2021 shall review the need for Individualized COVID-19 Recovery Services at the next annual review, but are not required to do so before then unless the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.~~

~~When Individualized COVID-19 Recovery Services are recommended, the eligible student's IEP must be updated to reflect the recommendation.~~

~~The district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID-19 Recovery Services.~~

~~After each determination is made, the district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services. This notice shall include the following documentation:~~

- ~~a. A statement of the Individualized COVID-19 Recovery Services recommended based on the meaningful input of all IEP team members, including parents and eligible students, as appropriate;~~
- ~~b. The projected dates for initiation and duration of Individualized COVID-19 Recovery Services~~
- ~~c. The anticipated frequency, amount, location, and provider of the services described in item a. above and whether these services are being provided within the standard instructional day for the eligible student.~~

~~If the district and parent hold an IEP meeting to discuss the need for Individualized COVID-19 Recovery Services and do not reach an agreement regarding such services, the district and parent may request a Facilitated IEP meeting. If the district and the parent choose to participate in a Facilitated IEP meeting, the district shall notify ODE.~~

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~~Nothing in this section shall affect or otherwise alter a parent's right to seek mediation under OAR 581-015-2335, request a due process hearing under OAR 581-015-2345, a complaint under OAR 581-015-2030, or other parental rights under the procedural safeguards.~~

~~Nothing in this section relieves the district of its duty to create an appropriate IEP for every eligible student, regardless of whether the eligible student requires Individualized COVID-19 Recovery Services.~~

**76. 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.

**87. 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:
  - (1) For a student whose behavior impedes their 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;
  - (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

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- 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) If a student is deaf, deafblind, or hard of hearing, the District will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
  - (6) A statement of any device or service needed for the student to receive a Free Appropriate Public Education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
- (1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger if determined appropriate by the IEP team (including guardian(s)), 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.
      - (i) Regarding employment planning, the ~~parent~~ guardian shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule 441-345-0020. Information about these services shall also be provided to the ~~parent~~ guardian by the District at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including ~~parent~~ guardian(s)).
  - (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.
- a. To promote self-determination and independence, the District shall provide the student and the student's guardians with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The District shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

**98. 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

**Bethel School District #52**  
**Administrative Rule**

(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.

~~109~~. Extended School Year Services

- 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.

~~110~~. 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.

~~111~~. Transfer Students

- a. In state:

**Bethel School District #52**  
**Administrative Rule**

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.

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.

**12. Abbreviated School Day**

"Abbreviated school day" means any school day during which a student with a disability receives instruction or educational services for fewer hours than the majority of other students who are in the same grade within the student's resident school district.

"Abbreviated school day program" means an education program:

- a. In which a school district restricts access for a student with a disability to hours of instruction or educational services to less than the number of hours of instruction or educational services that are provided to the majority of other students who are in the same grade within the student's resident school district; and
- b. That results in a student with a disability having an abbreviated school day for more than 10 school days per school year.

Abbreviated school day programs are only allowed when all requirements in state law are met.<sup>2</sup>

Informed and written consent from the guardian is necessary prior to implementing an abbreviated school day program. A guardian may, at any time, revoke consent for the placement of a student on an abbreviated school day program. Revoking consent or objecting to an abbreviated school day program shall be in writing.

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<sup>2</sup> See ORS 343.324.

**Bethel School District #52**  
**Administrative Rule**

Abbreviated school day programs limitations do not apply to students who are exempt per ORS 343.331.



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

Subject: Special Education – Procedural Safeguards

Policy Number: IGBAG Effective Date: 6/2024

Date of Original Policy and Revisions: 2/08, 7/08, 5/09, 5/12, 6/15, 1/18

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

Date of Next Review: 6/2027

**POLICY**

**Procedural Safeguards – General**

A district ensures that students with disabilities and their families are afforded their procedural safeguards related to:

1. Access to students' educational records;
2. **Parent Guardian** and adult student participation in special education decisions;
3. Transfer of rights to students who have reached the age of majority;
4. Prior written notice of proposed District actions;
5. Consent for evaluation and for initial placement in special education<sup>1</sup>;
6. Independent educational evaluation;
7. Dispute resolution through mediation, state complaint investigation, resolution sessions and due process hearings;
8. Discipline procedures and protections for students with disabilities, including placements related to discipline;
9. Placement of students during the pendency of due process hearings;
10. Placement of students by their **parents guardian(s)** in private schools;
11. Civil actions; and,
12. Attorney's fees.

**Procedural Safeguards Notice**

The District provides to **parents guardian(s)** a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education, at least once per year and upon initial referral or **parent guardian** request for special education evaluation, and when the **parent guardian** requests a copy. The District also gives a copy to the student at least a year before the student's 18th birthday or upon learning that the student is considered emancipated.

The District provides the *Procedural Safeguards Notice* in the **parent's guardian's** native language or other mode of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the **parent guardian** is not a written language, the District takes steps to ensure that the notice is translated orally or by other means understandable to the **parent guardian** and that the **parent guardian** understands the content of the notice. The District maintains written evidence that it meets these requirements.

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<sup>1</sup>If, at any time subsequent to the initial provision of special and related services, the **parent guardian** of a child revokes consent in writing for the continued provision of special education and related services, the District: 1) may not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services; 2) may not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child; 3) the District will not be considered to be in violation of the requirement to make **a free appropriate public education (FAPE)** available to the child because of the failure to provide the child with further special education and related services; and 4) the District is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education or related services.

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

Parent Guardian or Adult Student Meeting Participation

The District provides ~~parents~~ guardians or adult students an opportunity to participate in meetings with respect to the identification, evaluation, IEP and educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.

The District provides ~~parents~~ guardians or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:

- a. States the purpose, time and place of the meeting and who is invited to attend;
- b. Advises that ~~parents~~ guardians or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
- c. Advises that the team may proceed with the meeting even if the ~~parents~~ guardians are not in attendance;
- d. Advises the ~~parents~~ guardians or adult students who to contact before the meeting to provide information if they are unable to attend; and
- e. Indicates if one of the meeting's purposes is to consider transition services or transition services needs. If so:
  - (1) Indicates that the student will be invited; and,
  - (2) If considering transition services, identifies any agencies invited to send a representative (with ~~parent~~ guardian or adult student consent).

The District takes steps to ensure that ~~one or both parents~~ the guardian(s) of a child with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:

- f. Notifying ~~parents~~ guardians of the meeting early enough to ensure that they will have an opportunity to attend; and,
- g. Scheduling the meeting at a mutually agreed upon time and place.

If ~~neither parent~~ the guardian(s) can attend, the District will use other methods to ensure an opportunity to participate, including, but not limited to, individual or conference phone calls or home visits.

The District may conduct an evaluation planning or eligibility meeting without the ~~parent~~ guardian or adult student if the District provided meeting notice to the ~~parent~~ guardian or adult student sufficiently in advance to ensure an opportunity to attend.

Access to Records

A guardian is entitled at any reasonable time to examine all of the records of the District pertaining to the identification, evaluation and educational placement of their child and the provision of FAPE to their child. Records must be provided without undue delay, which may not exceed 10 business days, as defined in ORS 192.311, from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

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

**REFERENCES / COMMENTS**

<a href="#">ORS 343.155</a>	<a href="#">OAR 581-001-0005</a>	<a href="#">OAR 581-015-2330</a>
<a href="#">ORS 343.165</a>	<a href="#">OAR 581-015-2000</a>	<a href="#">OAR 581-015-2305</a>
<a href="#">ORS 343.173</a>	<a href="#">OAR 581-015-2195</a>	<a href="#">OAR 581-015-2345</a>
<a href="#">ORS 343.177</a>	<a href="#">OAR 581-015-2030</a>	<a href="#">OAR 581-015-2310</a>
<a href="#">ORS 343.181</a>	<a href="#">OAR 581-015-2095</a>	<a href="#">OAR 581-015-2385</a>
	<a href="#">OAR 581-015-2190</a>	<a href="#">OAR 581-015-2090</a>
	<a href="#">OAR 581-015-2325</a>	<a href="#">OAR 581-015-2360</a>

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ [300.300](#), 300.500 – 300.505, 300.515, 300.517 (2017).

~~Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300 (2017).~~

[Bethel Administrative Rule IGBAG: Special Education –Procedural Safeguards](#)

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**May 13, 2024**

**RESOLUTION NO. 23-24: 54**

**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.	Anderson, Emma	Temporary Hire for 2024-25	Offer 2 <sup>nd</sup> Year Temporary Contract for 1.0 FTE Math Teacher @Willamette; replaces: James Broyhill (TOSA) and Sheila Otto (Job Share); start date: 8/26/2024.
2.	Blomme, Tara	Hire for 2023-24	Offer Extra Duty Contract for Assistant Track Coach @Willamette.
3.	Carpenter, Chad	Hire for 2024-25	Offer Extra Duty Contract for Head Girls Basketball Coach @Willamette.
4.	Hewes, Bill	Hire for 2024-25	Offer 1 <sup>st</sup> Year Probationary Contract for 1.0 FTE Automotive and Transportation CTE Teacher @Willamette; start date: 8/26/2024.
5.	Howard, Joceline	Infant Care Leave	Approve 1.0 FTE Infant Care Leave for the 2024-25 school year; Position: Health Teacher @Willamette.
6.	Hsieh, Rachel	Leave of Absence	Approve 1.0 FTE Miscellaneous Leave of Absence for the 2024-25 school year; Position: TOSA – Mentor Teacher @District Office.
7.	Leona, Windy	Leave of Absence	Approve 1.0 FTE Miscellaneous Leave of Absence for the remainder of the 2023-24 school year, effective immediately; Position: 5 <sup>th</sup> Grade Teacher @Irving.
8.	Line, Josh	Hire for 2024-25	Offer 1 <sup>st</sup> Year Probationary Contract for 1.0 FTE Health/PE Teacher @Willamette; replaces: Lacey Meusec-Thompson; start date: 8/26/2024.
9.	Otto, Sheila	Job Share	Approve job share with Emma Anderson and Stan Singleton for the 2024-25 school year; Position: Math Teacher @Willamette.
10.	Singleton, Stan	Temporary Hire for 2024-25	Offer 2 <sup>nd</sup> Year Temporary Contract for 1.0 FTE Health Teacher @Willamette; replaces: Joceline Howard (ICL) and Sheila Otto (Job Share); start date: 8/26/2024.

**Recommended by:** Remie Calalang, Assistant Superintendent

**ATTEST** \_\_\_\_\_  
Clerk – Kraig Sproles

\_\_\_\_\_  
Chair – Robin Zygaits

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

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

**DATE** \_\_\_\_\_

**RESOLUTION:**     *Passed / Failed*

BOARD MEMBERS	AYE	NAY	ABSTAIN	ABSENT
Drae Charles				
Debi Farr				
Ashley Espinoza				
Paul Jorgensen				
Caleb Clark				
Curt Nordling				
Robin Zygaits				



**May 13, 2024**

**RESOLUTION NO. 23-24: 55**

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

<b><u>BBF:</u></b>	<b>Board Member Standards of Conduct</b>
<b><u>CBA:</u></b>	<b>Qualifications and Duties of the Superintendent</b>
<b><u>CBG:</u></b>	<b>Evaluation of the Superintendent</b>
<b><u>CCG:</u></b>	<b>Evaluation of Administrators</b>
<b><u>EBCA:</u></b>	<b>Safety Threats</b>
<b><u>GBN/JBA:</u></b>	<b>Sexual Harassment</b>
<b><u>GBNAB/JHFE:</u></b>	<b>Suspected Abuse of a Child Reporting Requirements</b>
<b><u>GBNAB/JHFE-AR (1):</u></b>	<b>Reporting of Suspected Abuse of a Child</b>
<b><u>GBNAB/JHFE-AR (2):</u></b>	<b>Reporting of Suspected Abuse of a Child</b>
<b><u>GCDA/GDDA:</u></b>	<b>Records Checks and Fingerprinting</b>
<b><u>JBA/GBN:</u></b>	<b>Sexual Harassment</b>
<b><u>JHFE/GBNAB:</u></b>	<b>Suspected Abuse of a Child Reporting Requirements</b>
<b><u>JHFE/GBNAB-AR (1):</u></b>	<b>Reporting of Suspected Abuse of a Child</b>
<b><u>JHFE/GBNAB-AR (2):</u></b>	<b>Reporting of Suspected Abuse of a Child</b>

ATTEST \_\_\_\_\_

Clerk – Kraig Sproles

\_\_\_\_\_

Chair – Robin Zygaitis

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

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

DATE \_\_\_\_\_

RESOLUTION:      *Passed / Failed*

BOARD MEMBERS	AYE	NAY	ABSTAIN	ABSENT
Debi Farr				
Ashley Espinoza				
Paul Jorgensen				
Caleb Clark				
Curt Nordling				
Robin Zygaitis				
Drae Charles				



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

Subject: **Board Member Standards of Conduct**

Policy Number: **BBF** Effective Date: **5/2024**

Date of Original Policy and Revisions: **6/23**

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

Date of Next Review: **5/2027**

**POLICY**

A Board member should:

1. Comply with ethics laws for public officials;
2. Understand that the Board sets the standards for the District through Board policy. Board members do not manage the District on a day-to-day basis;
3. Understand that the Board makes decisions by a quorum vote of the Board. Individual Board members may not commit the Board to any action;
4. Respect the right of other Board members to have opinions and ideas which differ;
5. Recognize that decisions made by a quorum vote are the final decisions of the Board. Such decisions should be supported by all Board members;
6. Make decisions only after the facts are presented and discussed;
7. Understand the chain of command and refer problems or complaints to the proper administrative office;
8. Recognize that the Board must comply with the Public Meetings Law and only has authority to make decisions at properly noticed Board meetings;
9. Insist that all Board and District business is ethical and honest;
10. Be open, fair and honest — no hidden agendas;
11. Understand that Board members will receive information that is confidential and cannot be shared;
12. Recognize that the Superintendent is the Board's employee and designated as the chief executive officer of the District;
13. Take action only after hearing the Superintendent's recommendations;
14. Refuse to bring personal or family problems into Board considerations;
15. Give District staff the respect and consideration due to skilled, professional employees;

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

16. Present personal criticism of District operations to the Superintendent, when appropriate, not to District staff;
17. Respect the right of the public to attend and observe Board meetings;
18. Respect the right of the public to be informed about District decisions and school operations as allowed by law;
19. Remember that content discussed in executive session is confidential;
20. Use social media, websites, or other electronic communication judiciously, respectfully, and in a manner that does not violate Oregon's Public Meetings Laws;
21. When posting online or to social media, Board members will treat and refer to other Board members, staff, students and the public with respect, and will not post confidential information about students, staff or District business;
22. A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately make a report to the Department of Human Services (DHS) <sup>1</sup>, or to law enforcement within the county where the person making the report is located at the time of contact.

**REPORTS**

None

**ATTACHMENTS**

None

**END OF POLICY**

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**Legal Reference(s):**

[ORS 162.015 - 162.035](#)  
[ORS 162.405 - 162.425](#)  
[ORS 192.610 - 192.710](#)  
[ORS Chapter 244](#)  
[ORS 332.055](#)  
[ORS 419B.005](#)  
[ORS 419B.010](#)  
[ORS 419B.015](#)

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<sup>1</sup> How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233).

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

Subject: **Qualifications and Duties of the Superintendent**

Policy Number: **CBA** Effective Date: **5/2024**

Date of Original Policy and Revisions: **9/85, 6/91, 9/94, 11/99, 10/05, 10/08, 10/10, 5/13, 1/16, 10/19**

Cancels Policy No.: **CE** Dated: **9/85**

Date of Next Review: **5/2027**

**POLICY**

**Performance Responsibilities**

The Superintendent:

1. Serves as chief executive officer of the Board except as otherwise provided by law; assists in making rules in accordance with law and Board policies, and decides all matters of administrative and supervisory detail in connection with the operation and maintenance of the schools;
2. Directs the development of policies for approval by the Board, delegating such responsibility to associates and subordinates as deemed desirable;
3. Attends meetings of the Board, except when excused, and takes part in the deliberations, but does not vote;
4. Assists the Board in reaching sound judgments, establishing policies and approving those matters which the law requires the Board to approve, places before the Board necessary and helpful facts, comparisons, investigations, information and reports and makes available the personal advice on special or technical matters by those persons who are qualified to furnish it;
5. Implements Board policy;
6. Makes periodic and annual reports concerning the operation of the District;
7. Recommends the appointment, assignment, transfer, promotion, demotion, discharge and/or suspensions of any employees of the Board below the rank of Superintendent as provided by law and Board policies, with such recommendations reported to the Board for approval;
8. Directs the professional supervisory staff in visits to the school under his/her charge; through this staff, directs, assigns and assists teachers and all other educational employees in the performance of their duties; classifies, assigns, and controls the promotion of students; and performs such other duties as the Board determines;
9. Directs the work of the professional staff in evaluating curriculum and textbooks and/ upon the basis of such study, makes recommendations to the Board;
10. Supervises the establishment or modification of school attendance and transportation area boundaries subject to Board approval;
11. Directs the preparation of an annual budget showing the estimated receipts and disbursements necessary to cover the needs of the district for the ensuing fiscal year and submits this estimate to the Board in accordance with law;
12. Approves and directs, in accordance with law and Board regulations, purchases and expenditures, within the limits of the budget;

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

13. Exercises leadership in directing studies of sites and buildings, considering the population trend and the educational and cultural needs of the district, to ensure timely decisions by the Board and electorate regarding construction and renovation projects;
14. Represents the District in dealings with other school systems, social institutions, business firms, government agencies and the general public;
15. Keeps the public informed about modern educational practices, educational trends, and the practices and problems in the district; and,
16. Exercises general supervision over operation of the District that includes, but not limited to:
  - a. Personnel – nomination, assignment, transfer, promotion, non-renewal, non-extension, dismissal, etc.
  - b. Staff development – in-service, training, etc.
  - c. Curriculum and instruction – development, evaluation, etc.
  - d. Health services – planning and operation
  - e. Special education – planning and operation
  - f. Extra-curricular programs – planning and operation
  - g. Transportation – planning and operation
  - h. Safety and equity programs – planning and operation

The specific enumeration of the Superintendent's duties as detailed above will not act to limit the School Board's authority and responsibility.

Recruitment and appointment of the Superintendent

When it becomes necessary to replace the Superintendent, the Board of Education will establish appropriate methods and procedures for hiring of a new Superintendent. The selection of a new Superintendent will be approved by the School Board.

Training and Qualifications

The District Board will determine the specific qualifications necessary (personal, educational background, licensure, and experience) at such time as hiring a Superintendent of Schools is to commence.

**REPORTS**

None.

**ATTACHMENTS**

None.

**END OF POLICY**

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**REFERENCES / COMMENTS**

[ORS 332.075](#)  
[ORS 342.143](#)  
[ORS 342.173](#)  
[ORS 342.850](#)

[OAR 584-020-0000 – 0035](#)  
[OAR 584-046-0003 - 0024](#)  
[OAR 584-080-0151](#)  
[OAR 584-080-0152](#)

[OAR 584-080-0161](#)

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

Subject: **Evaluation of the Superintendent**  
Policy Number: **CBG** Effective Date: **5/2024**  
Date of Original Policy and Revisions: **5/24**  
Cancels Policy No.: **N/A** Dated: **N/A**  
Date of Next Review: **5/2027**

**POLICY**

The Board will formally evaluate the Superintendent’s job performance at least once each year. The evaluation will be based on the Superintendent’s job description, any applicable standards of performance, Board policy and progress in attaining any goals for the year established by the Superintendent and/or the Board.

Additional criteria for the evaluation, if any, will be developed at a public Board meeting prior to conducting the evaluation. The Superintendent will be notified of the additional criteria prior to the evaluation.

The Board’s discussion and conferences with and about the Superintendent and their performance will be conducted in an executive session, unless the Superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any District goal, objective or operation. Results of the evaluation will be written and placed in the Superintendent’s personnel file.

At the Board’s discretion, it may notify the Superintendent in writing of specific areas to be remedied, and the Superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the Superintendent’s performance remains unsatisfactory, the Board may dismiss or non-renew the Superintendent pursuant to the Superintendent’s employment contract and state law and rules. In those situations where the Superintendent’s employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedent over this policy.

**REPORTS**

None.

**ATTACHMENTS**

None.

**END OF POLICY**

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**REFERENCES / COMMENTS**

[ORS 192.660\(2\), \(8\)](#)  
[ORS 332.107](#)  
[ORS 332.505](#)

[OAR 581-022-2405](#)

Hanson v. Culver Sch. Dist. (FDAB 1975).

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

Subject: Evaluation of Administrators

Policy Number: CCG Effective Date: 5/2024

Date of Original Policy and Revisions: 6/13, 1/16, 10/18, 6/22

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

Date of Next Review: 5/2027

**POLICY**

The Superintendent will implement and supervise an evaluation system for administrators. The purpose of administrator evaluations is to assist an administrator with developing and strengthening professional abilities, to improve the instructional program and management of the school system, and for supervisors to make recommendations regarding their employment and/or salary status.

A formal evaluation will be conducted at least once each year. The evaluation shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator;
2. Evaluations will be made by the Superintendent and/or a qualified, licensed designee;
3. Evaluations will be in writing and discussed with the administrator by the person who conducts the evaluation; and
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation, and have the right of appeal through established grievance procedures, if applicable.

An administrator's evaluation shall use the following educational leadership-administrator standards<sup>1</sup> adopted by the State Board of Education.

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;
4. Inclusive practice;
5. Ethical leadership; and
6. Socio-political context.

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<sup>1</sup>These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

Administrator evaluations shall be based on the core administrator standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with the administrators and any exclusive bargaining representative of the administration.

Local evaluation and support systems established by the District for administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;
2. Consideration of multiple measures of administrator practice and responsibility which may include, but are not limited to:
  - a. Classroom-based assessments including observations, lesson plans and assignments;
  - b. Portfolios of evidence;
  - c. Supervisor reports; and
  - d. Self-reflections and assessments.
3. Consideration of evidence of student academic growth and learning based on multiple measures of student progress including performance data of students, schools and districts that is both formative and summative. Evidence may also include other indicators of student success;
4. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities, and student learning and growth to determine the administrator's professional growth path;
5. Customized by the District, which may include individualized weighting and application of the standards.

An evaluation using the administrator standards must attempt to:

1. Strengthen the knowledge, skills, disposition and administrative practices of the administrator;
2. Refine the support, assistance and professional growth opportunities offered to the administrator, based on the individual needs of the administrator and the needs of the students, the school and the District;
3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator, including other assignments of the administrator;
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other teachers and administrators;
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the administrator; and
6. Address ways to help all educators strengthen their culturally responsive practices.

The Superintendent shall regularly report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

### **REPORTS**

None.

### **ATTACHMENTS**



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

None.

**END OF POLICY**

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**Legal Reference(s):**

<a href="#">ORS 192.660(2),(8)</a>	<a href="#">ORS 342.850</a>	<a href="#">OAR 581-022-2405</a>
<a href="#">ORS 342.120</a>	<a href="#">ORS 342.856</a>	<a href="#">OAR 581-022-2410</a>
<a href="#">ORS 332.505</a>		<a href="#">OAR 581-022-2420</a>
<a href="#">ORS 342.815</a>		<a href="#">ORS 342.850</a>

Hanson v. Culver Sch. Dist. (FDAB 1975).

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

Subject: Safety Threats

Policy Number: EBCA Effective Date: 5/2024

Date of Original Policy and Revisions: 5/24

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

Date of Next Review: 5/2027

**POLICY**

“Safety threat action” means a lockdown, lockout, shelter in place or evacuation that: (a) is initiated by a school in response to a safety threat; and (b) is not a planned drill.

When a school or the District initiates a safety threat action, the school or District shall issue an electronic communication as expediently as possible and not later than 24 hours after initiation of the safety threat action. The communication will be issued in culturally appropriate languages to effectively communicate with parents and guardians of students attending the school at which the safety threat action occurred.

The communication must include:

1. A general description of the issue that caused the safety threat action to be taken;
2. The duration of time the safety threat action was taken, from when the action was initiated until when it concluded;
3. Actions taken by the school or District to resolve the situation that caused the safety threat action and actions taken to protect student safety; and
4. An explanation of how the situation was resolved.

The communication shall be provided in a manner which communicates relevant facts and details as may be necessary or useful for parents and guardians to understand any potential threats to student safety, and to assist parents and guardians in helping students understand and mentally process the incident and any resulting trauma.

A communication will also be issued to employees of the school at which the safety threat action occurred, and must include the same information as above and any additional information as may be permitted by relevant confidentiality and privacy requirements.

The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the District.

**REPORTS**

None.

**ATTACHMENTS**

None.

**END OF POLICY**

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**Legal Reference(s):**

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

[ORS 192.660\(2\)\(k\)](#)

[ORS 332.107](#)

[ORS 339.324](#)

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

Subject: Sexual Harassment

Policy Number: GBN/JBA Effective Date: 5/2024

Date of Original Policy and Revisions: 11/20, 3/24

Cancels Policy No.: GBN Dated: 12/18

Date of Next Review: 5/2027

**POLICY**

The District is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the District. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The District processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

**General Procedures**

When information, a report or complaint regarding sexual harassment is received by the District, the District will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The District may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures<sup>1</sup>.

**OREGON DEFINITION AND PROCEDURES**

**Oregon Definition**

Sexual harassment of students, staff members or third parties<sup>2</sup> shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:

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<sup>1</sup> Common complaint procedures that may also be involved include: Nondiscrimination (Board policy AC), Workplace Harassment (Board policy GBEA), Harassment, including Intimidation, Bullying, Hazing, Menacing, Cyberbullying, Teen Dating Violence/Domestic Violence – Student (Board policy JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy GBNA/JHFF)

<sup>2</sup> “Third party” means a person who is not a student or a school or District staff member and who is: 1) on or immediately adjacent to school grounds or District property; 2) At a school-sponsored activity or program; or 3) Off school grounds or District property if a student or a school or District staff member acts toward the person in a manner that creates a hostile environment for the person while on school or District property, or at a school- or District-sponsored activity.

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

- a. Interferes with a student’s educational activity or program;
- b. Interferes with a school or District staff member’s ability to perform their job; or
- c. Creates an intimidating, offensive or hostile environment.

3. Assault when sexual contact occurs without consent <sup>3</sup>.

Sexual harassment does not include conduct that is necessary because of a job duty of a school or District staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person’s actions, offensive because of that other person’s sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one’s sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

**Oregon Procedures**

Reports and complaints of sexual harassment should be made to the following individual:

Name	Position	Phone	Email
Remie Calalang	Assistant Superintendent	(541) 689-3280	remie.calalang@bethel.k12.or.us

This individual is responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. This person is also designated as the Title IX Coordinator. See GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

**Response**

Any staff member who becomes aware of behavior that may violate this policy shall report to a District official. The District official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

- 1. Student is protected and to promote a nonhostile learning environment;
- 2. Staff member is protected and to promote a nonhostile work environment; or
- 3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the District official.

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<sup>3</sup> “Without consent” means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

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Any student or staff member who feels they are a victim of sexual harassment is encouraged to immediately report their concerns to District officials, this includes officials such as the principal, compliance officer or Superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate District official.

**Investigation**

All reports and complaints about behavior that may violate this policy shall be investigated. The District may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The District will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The District may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for District electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding District procedures and resources.

When a student or staff member is harassed by a third party, the District will consider the following:

1. Removing that third party's ability to contract or volunteer with the District, or be present on District property;
2. If the third party works for an entity that contracts with the District, communicating with the third party's employer;
3. If the third party is a student of another District or school, communicate information related to the incident to the other District or school;

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4. Limiting attendance at District events; and
5. Providing for additional supervision, including law enforcement if necessary, at District events.

**No Retaliation**

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or District staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the District's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

**Notice**

When a person<sup>4</sup> who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the District shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include<sup>5</sup>:

1. Name and contact information for all persons designated by the District to receive complaints;
2. The rights of the person that the notification is going to;

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<sup>4</sup> Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the District should consider when to contact the person's parent.

<sup>5</sup> Remember confidentiality laws when providing any information.



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3. Information about the internal complaint processes available through the school or District that the person who filed the complaint may pursue, including the person designated for the school or District for receiving complaints and any timelines.
4. Notice that civil and criminal remedies that are not provided by the school or District may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or District, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or District;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
  - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
  - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the District's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the District office and on the website of the school or District.

**FEDERAL DEFINITION AND PROCEDURES**

**Federal Definition**

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;

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2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education program or activity<sup>6</sup>;
3. “Sexual assault”: an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. “Dating violence”: violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. “Domestic Violence”: felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction; or
6. “Stalking”: engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person’s own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A District’s treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

**Federal Procedures**

The District will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

**Reporting**

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. The report can be made at any time.

The Assistant Superintendent is designated as the Title IX Coordinator and can be contacted at (541) 689-3280. The Title IX Coordinator will coordinate the District’s efforts to comply with its responsibilities related to this AR. The District prominently will display the contact information for the Title IX Coordinator on the District website and in each handbook.

**Response**

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<sup>6</sup> “Education program or activity” includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs.” (Title 34 C.F.R. § 106.44(a))

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The District will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.<sup>7</sup> The District shall treat complainants and respondents equitably by providing supportive measures<sup>8</sup> to the complainant and by following a grievance procedure<sup>9</sup> prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.<sup>10</sup>

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.<sup>11</sup> The District must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

**Notice**

The District shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the District of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the District does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and

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<sup>7</sup> (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

<sup>8</sup> (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.<sup>8</sup> The District must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

<sup>9</sup> This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

<sup>10</sup> The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

<sup>11</sup> The District may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

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3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the District will respond.

**No Retaliation**

Neither the District or any person may retaliate<sup>12</sup> against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The District must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

**Publication**

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the school student handbook and on the District website. This policy shall also be made available at each school office and at the District office. The District shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

**REPORTS**

None.

**ATTACHMENTS**

None.

**END OF POLICY**

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**REFERENCES / COMMENTS**

**Legal Reference(s):**

[ORS 243.706](#)

[ORS 332.107](#)

[ORS 342.700](#)

[ORS 342.704](#)

[ORS 342.708](#)

[ORS 342.850](#)

[ORS 342.865](#)

[ORS 659.850](#)

[ORS 659A.006](#)

[ORS 659A.029](#)

[ORS 659A.030](#)

[OAR 581-021-0038](#)

[OAR 584-020-0040](#)

[OAR 584-020-0041](#)

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<sup>12</sup> Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

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Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

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

Subject: **Suspected Abuse of a Child Reporting Requirements**

Policy Number: **GBNAB/JHFE** Effective Date: **5/2024**

Date of Original Policy and Revisions: **9/96, 5/00, 12/05, 2/08, 6/09, 11/10, 1/12, 1/13, 4/18, 1/20, 11/21**

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

Date of Next Review: **5/2027**

**POLICY**

Any District employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse<sup>1</sup> shall immediately make a report to the Oregon Department of Human Services (DHS) through the centralized child abuse reporting system<sup>2</sup> or to a law enforcement agency within the county where the person making the report is located at the time of the contact. Any District employee who has reasonable cause to believe that **any person**<sup>3</sup> with whom the employee is in contact has abused a child shall immediately report in the same manner described above.

The report must contain, if known, 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, contractors<sup>4</sup>, agents<sup>5</sup>, volunteers<sup>6</sup>, or students is prohibited and will not be tolerated. All District employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulations.

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 DHS through its centralized child abuse reporting system or to a law enforcement agency, and to a 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.

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

<sup>2</sup> How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)

<sup>3</sup> "Person" could include adult, student or other child.

<sup>4</sup> "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.

<sup>5</sup> "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.

<sup>6</sup> "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.

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

The District will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for making a report to law enforcement or the centralized child abuse reporting system of DHS, and a statement that this duty to report suspected 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 GBNAB/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 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 a 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 a 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 information and 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;



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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 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 approved by the District 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**

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**REFERENCES / COMMENTS**

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

[ORS 418.257](#) - [418.259](#)

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

[OAR 581-022-2205](#)

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 (9<sup>th</sup> Cir. 2011).

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

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**GBNAB/JHFE-AR(1). REPORTING OF SUSPECTED ABUSE OF A CHILD**

**Adopted: 4/2018, 12/2018, 5/2024**

**Reporting**

Any District employees having reasonable cause to believe that **any child** with whom the employee comes in contact has suffered abuse<sup>1</sup>, shall make a report immediately to the Oregon Department of Human Services (DHS) through the centralized child abuse reporting system<sup>2</sup> or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any District employee who has reasonable cause to believe that **any person**<sup>3</sup> with whom the employee is in contact has abused a child shall immediately report in the same manner.

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 DHS through its centralized child abuse reporting system or to a law enforcement agency, and to a designated licensed administrator or alternate licensed administrator for their school building.

The report must contain, if known, 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 suspected abuse and the identity of a possible perpetrator.

If the Superintendent is the alleged abuser the report shall be submitted to the Assistant Superintendent who shall refer the report to the Board chair.

A written record of the abuse report shall be made by the employee reporting the suspected abuse of a student and will include: name and position of the person making the report; name of the student; name and position of any witness; description of the nature and extent of the abuse, including any information which could be helpful in establishing cause of abuse and identity of the abuser; description of how the report was made (i.e., phone or other method); name of the agency and individual who took the report; date and time that the report was made; and name of District administrator who received a copy of the written report.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the designee that received the report.

When the designee receives a report of suspected abuse of a child by a District employee, and there is reasonable cause to support the report, the District shall place the District employee on paid administrative leave<sup>4</sup> and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the District takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the District determines that either 1) an employment

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

<sup>2</sup> How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)

<sup>3</sup> "Person" could include adult, student or other child.

<sup>4</sup> The District employee cannot be required to use any accrued leave during the imposed paid administrative leave.

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policy was violated and the District will take appropriate employment action against the employee, or 2) an employment policy has not been violated and no action is required by the District against the employee.

When the designee receives a report of suspected abuse by a contractor, agent or volunteer, the District may prohibit the contractor, agent or volunteer from providing services to the District. If the District determines there is reasonable cause to support the report of suspected abuse, the District shall prohibit the contractor agent or volunteer from providing services. The District may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated<sup>5</sup> and a determination has been made by law enforcement or DHS that the report is unsubstantiated.

The written record of each reported incident of abuse of a child, action taken by the District and any findings as a result of the report shall be maintained by the District.

If, following the investigation, the District decides to take an employment action, the District will inform the District employee of the employment action to be taken and provide information about the appropriate appeal process. The employee may appeal the employment action taken through the appeal process provided by the applicable collective bargaining agreement

If the District is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, a record of the findings of the substantiated report and the employment action taken by the District will be placed in the records on the school employee maintained by the District. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the District may use the record as a basis for providing information required to be disclosed about a District employee under ORS 339.378(1). The District will notify the employee that information about substantiated reports may be disclosed to a potential employer.

**Definitions**

1. Oregon law defines “abuse” in ORS 419B.005(1).
2. “Child” means an unmarried person who is under 18 years of age or is a child in care, as defined in ORS 418.257.
3. A “substantiated report” means a report of abuse that a law enforcement agency or DHS determines is founded.

**Confidentiality of Records**

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

Upon request from law enforcement or DHS the District shall immediately provide requested documents or materials to the extent allowed by state and federal law.

**Failure to Comply**

Any District employee who fails to report suspected abuse of a child as provided by this policy and the prescribed Oregon law; commits a violation punishable by law. A District employee who fails to comply

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<sup>5</sup> The District will investigate all reports of suspected abuse, unless otherwise requested by DHS or law enforcement pursuant to law.

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with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by policy or this administrative regulation, the employee will be disciplined up to and including dismissal.

**Cooperation with Investigator**

The District staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

1. Any investigation of abuse of a child will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a student shall present themselves at the school office and contact the school administrator unless the school administrator is the subject of the investigation. When an administrator is notified that the DHS or law enforcement would like to interview a student at school, the administrator must request that the investigating official fill out the appropriate form (see GBNAB/JHFE-AR(2) - Abuse of a Child Investigations Conducted on District Premises). The administrator or designee should not deny the interview based on the investigator's refusal to sign the form. If the student is to be interviewed at the school, the administrator or designee shall make a private space available. The administrator or designee of the school may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does not have adequate identification, the administrator shall refuse access to the student.

Law enforcement officers wishing to remove a student from the premises shall present themselves at the office and contact the administrator or designee. The law enforcement official shall sign the student out in accordance with District procedures;

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, District employees shall not notify parents or anyone else other than DHS or law enforcement agency and any school employee necessary to enable the investigation;
3. The administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child;
4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Nothing prevents the District from conducting its own investigation, unless another agency requests to lead the investigation or requests the District to suspend their investigation, or taking an employment action based on information available to the District before an investigation conducted by another agency is completed. The District will cooperate with agencies assigned to conduct such investigations.

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**GBNAB/JHFE-AR(2). REPORTING OF SUSPECTED ABUSE OF A CHILD**

**Adopted: 4/2018, 12/2018, 5/2024**

**Abuse of a Child Investigations Conducted on District Premises**

The Department of Human Services (DHS) or a law enforcement agency has the authority to conduct an investigation of a report of child abuse on school premises according to Oregon Revised Statute (ORS) 419B.045. The school administrator must be notified that the investigation is to take place, unless the administrator is a subject of the investigation. The investigator is not required to reveal information about the investigation to the school as a condition of conducting the investigation.

After the investigator provides adequate identification, school staff shall allow access to the child and provide a private space for conducting the interview. The investigator shall be advised by a school administrator or a school staff member of a child's relevant disabling conditions, if any, prior to any interview with the child. The school administrator or designee may, at the investigator's discretion, be present to facilitate the investigation.

School staff may only notify DHS, the law enforcement agency, or school employees that are necessary to enable the investigation. School staff may not notify any other persons, including the child's parent(s) or guardian(s).

\_\_\_\_\_  
Investigator Name (Printed)

\_\_\_\_\_  
Name of Agency

\_\_\_\_\_  
Name of Worker's/Investigator's Supervisor

\_\_\_\_\_  
Supervisor Contact Information

\_\_\_\_\_  
Investigator Position and Badge or ID Number

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
School

\_\_\_\_\_  
Investigator Signature

\_\_\_\_\_  
Date

Investigator refused to sign. District staff should not deny entry based on refusal to sign.

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**FOR COMPLETION BY DISTRICT STAFF**

- Student not available for interview
- Student refused to be interviewed
- Administrator participated in interview

\_\_\_\_\_  
Name of Administrator Notified

\_\_\_\_\_  
Name of Office Staff Involved

\_\_\_\_\_  
Name of Participating Administrator

This form should be placed in a separate secure file and not in the student's file.

- Copy sent to Student Services Director

6/09, 11/10, 1/13, 7/14, 4/18, 12/18, 5/24  
Please send copy to Student Services Director

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

Subject: Records Checks and Fingerprinting

Policy Number: GCDA/GDDA Effective Date: 5/2024

Date of Original Policy and Revisions: 4/94, 5/95, 2/00, 10/06, 1/09, 1/10, 1/12, 2/13, 1/14, 1/16, 12/17, 6/22, 2/24

Cancels Policy No.: GBO Dated: NA

Date of Next Review: 5/2027

**POLICY**

In a continuing effort to ensure the safety and welfare of students and staff, the District shall require certain individuals to submit to a criminal records check and fingerprinting as required by law. This includes employees, contractors, volunteers and others.

**Requirements for Employees**

All newly hired employees<sup>1</sup> not identified under Oregon Revised Statutes (ORS) 342.223<sup>2</sup> are required to submit to a criminal records check and fingerprinting as required by law. A newly hired employee is not subject to fingerprinting if the District has evidence on file that the person successfully completed a state and national criminal records check for a previous employer that was a school district<sup>3</sup> or private school, and has not resided outside the state between the two periods of employment.

An individual shall be subject to the collection of fingerprint information, only after the offer of employment from the District. Fees associated with criminal records checks and fingerprinting for individuals applying for employment with the District and not requiring licensure shall be paid by the individual. An individual may request the fee be withheld from the amount otherwise due the individual. The District will withhold this amount only upon request of the subject individual.

The District may<sup>4</sup> begin the employment of an individual on a probationary basis before the return and disposition of the required criminal records checks.

When the criminal records check indicates an individual has been convicted of any crimes<sup>5</sup> prohibiting employment, the individual will not be employed, or if employed will be terminated. When the criminal records check indicates an individual has knowingly made a false statement as to the conviction of any crime, the individual may be employed by the District, or if employed by the District may be terminated. An individual who fails to disclose the presence of convictions that would not otherwise prohibit employment or contract with the District as provided by law may be employed by the District. Employment termination shall remove the individual from any District policies, collective bargaining

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<sup>1</sup> Any individual hired within the last three months. This does not include an employee hired within the last three months if the District has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

<sup>2</sup> ORS 342.223 includes teachers, administrators, personnel specialist, school nurses, persons participating in supervised clinical practice experience, practicum or internship as a teacher, administrator or personnel specialist. See statute for details.

<sup>3</sup> As is defined in OAR 581-021-0510(9); includes school districts, the Oregon School for the Deaf, and educational program under the Youth Corrections Education Program, public charter schools and ESDs.

<sup>4</sup> Decisions regarding which employees may begin before the return of the required criminal records checks must be made in a nondiscriminatory manner.

<sup>5</sup> See OAR 581-021-0511(8).

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

provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.

Requirements for individuals in positions requiring licensure, certification or registration with Teacher Standards and Practices Commission (TSPC) are outlined in ORS 342.223.

**Requirements for Contractors**

All individuals employed as or by a contractor and considered by the District to have direct, unsupervised contact with students<sup>6</sup> or unsupervised access to children are required to submit to a criminal records check and a fingerprint-based criminal records check.

The Superintendent or designee will identify contractors who are subject to such requirements.

A contractor or an employee of a contractor required to submit to a criminal records check and fingerprinting in accordance with law and Board policy will be terminated from contract status, or withdrawal of offer of contract will be made by the District upon:

1. Refusal to consent to a criminal records check and fingerprinting; or
2. Notification<sup>7</sup> from the Superintendent of Public Instruction that the individual has a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number.

A subject individual may be terminated from contract status upon notification from the Superintendent of Public Instruction that the individual has knowingly made a false statement as to the conviction of any crime.

**Requirements for Volunteers**

The District shall require a fingerprint-based criminal records check for volunteers allowed direct, unsupervised contact with students, in the following positions:

1. Coaches and advisors of District-sponsored programs and activities;
2. Choreographer, accompanist, or drama coach;
3. Overnight chaperone, other than a K-12 student;
4. Volunteers with direct, unsupervised contact with students on a regular basis; and
5. Head coaches of District-recognized, community-sponsored club sports.

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<sup>6</sup> “Direct, unsupervised contact with students” means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision. (OAR 581-021-0510)

<sup>7</sup> Prior to making a determination that results in this notification and opportunity for a hearing, the Superintendent of Public Instruction may cause an investigation pursuant to OAR 581-021-0511; involved parties shall cooperate with the investigation pursuant to law.

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

The service of a volunteer into a position identified by the District as requiring a fingerprint-based criminal records check may begin before the return and disposition of a state and national criminal records check based on fingerprints.

A volunteer that is not likely to have direct, unsupervised contact with students, as determined by the District, will be required to submit to an in-state criminal records check.

A volunteer who knowingly made a false statement on a District volunteer application form or has a conviction of a crime listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number may result in immediate termination from the ability to volunteer in the District.

A volunteer who refuses to submit, when required, to a criminal records check or a fingerprint-based criminal records check in accordance with law and Board policy will be denied such ability to volunteer in the District.

**Requirements for Others**

Any community college faculty member providing instruction at the site of an early childhood education program, at a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day is required to submit to a criminal records check and a fingerprint-based criminal records check.

Any individual who is an employee of a public charter school and not identified under ORS 342.223 is required to submit to a criminal records check and a fingerprint-based criminal records check.

**Notification**

The District will provide written notice about the requirements of fingerprinting and criminal records checks through means such as staff handbooks, employment applications, contracts or volunteer forms.

The District will provide the following notification to individuals subject to criminal records checks and fingerprinting:

1. Such criminal records checks and fingerprinting are required by law or Board policy;
2. All employment or contract offers or the ability to volunteer are contingent upon the results of such checks;
3. A refusal to consent to a required criminal records check and fingerprinting shall result in immediate termination from employment or contract status, or the ability to volunteer in the District;
4. A determination by the Oregon Department of Education (ODE) which affects an individual's eligibility to be employed, or contracted with, by the District may be appealed to the Superintendent of Public Instruction under ORS 183.413 – 183.470;
5. An individual determined to have knowingly made a false statement as to the conviction of any crime on District employment applications, contracts or ODE forms (written or electronic) may result in immediate termination from employment or contract status;

**BETHEL SCHOOL DISTRICT #52  
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6. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status;
7. A volunteer candidate who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number may result in immediate termination from the ability to volunteer in the District. The District will remove the volunteer from the position allowing direct, unsupervised contact with students.

**Processing and Reporting Procedures**

Immediately following an offer and acceptance of employment or contract, an individual subject to criminal records checks and fingerprinting shall complete the appropriate forms authorizing such checks and report to an authorized fingerprinter as directed by the District. The District shall send such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.

Fingerprints may be collected by one of the following:

1. Employing District staff;
2. Contracted agent of employing District;
3. Local or state law enforcement agency; or
4. Statewide vendor identified by the Oregon Department of Administrative Services.

To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the District will provide the name of the individual to be fingerprinted to the authorized fingerprinter.

The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify ODE of the results. ODE will then review and notify the District of said results as well as the identity of any individual it believes has knowingly made a false statement as to conviction of a crime or has a conviction of a crime prohibiting employment, contract or volunteering.

A copy of the fingerprinting results will be kept by the District. The District's use of criminal history must be relevant to the specific requirements of the position, services or employment.

**DRIVER CERTIFICATION AND APPROVAL TO OPERATE DISTRICT-OWNED VEHICLES**

All drivers must be certified annually prior to operating District-owned or District-sponsored vehicles, or transporting students in an official capacity to school-sponsored events. Certification is based on the employee's satisfactory driving record.

Potential drivers of District-owned vehicles authorize the District to collect required information to complete a Background Record Check with the Department of Motor Vehicles.

**REPORTS**

None.

**ATTACHMENTS**

None.

**BETHEL SCHOOL DISTRICT #52  
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**END OF POLICY**

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**REFERENCES / COMMENTS**

<a href="#">ORS 181.A.180</a>	<a href="#">ORS 342.143</a>
<a href="#">ORS 181.A.230</a>	<a href="#">ORS 342.223</a>
<a href="#">ORS 326.603</a>	<a href="#">OAR 414-061-0010 – 061-0030</a>
<a href="#">ORS 326.607</a>	<a href="#">OAR 581-021-0510 - 021-0512</a>
<a href="#">ORS 332.107</a>	<a href="#">OAR 581-022-2430</a>
<a href="#">ORS 336.631</a>	<a href="#">OAR 584-050-0012</a>
	<a href="#">OAR 584-050-0100</a>

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2018).

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

Subject: Sexual Harassment

Policy Number: JBA/GBN Effective Date: 5/2024

Date of Original Policy and Revisions: 11/20, 3/24

Cancels Policy No.: JBA Dated: 1/19

Date of Next Review: 5/2027

**POLICY**

The District is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the District. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The District processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

**General Procedures**

When information, a report or complaint regarding sexual harassment is received by the District, the District will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure and JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The District may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures<sup>1</sup>.

**OREGON DEFINITION AND PROCEDURES**

**Oregon Definition**

Sexual harassment of students, staff members or third parties<sup>2</sup> shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:

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<sup>1</sup> Common complaint procedures that may also be involved include: Nondiscrimination (Board policy AC), Workplace Harassment (Board policy GBEA), Harassment, including Intimidation, Bullying, Hazing, Menacing, Cyberbullying, Teen Dating Violence/Domestic Violence – Student (Board policy JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy GBNA/JHFF)

<sup>2</sup> “Third party” means a person who is not a student or a school or District staff member and who is: 1) on or immediately adjacent to school grounds or District property; 2) At a school-sponsored activity or program; or 3) Off school grounds or District property if a student or a school or District staff member acts toward the person in a manner that creates a hostile environment for the person while on school or District property, or at a school- or District-sponsored activity.

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- a. Interferes with a student’s educational activity or program;
  - b. Interferes with a school or District staff member’s ability to perform their job; or
  - c. Creates an intimidating, offensive or hostile environment.
3. Assault when sexual contact occurs consent <sup>3</sup>.

Sexual harassment does not include conduct that is necessary because of a job duty of a school or District staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person’s actions, offensive because of that other person’s sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one’s sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

**Oregon Procedures**

Reports and complaints of sexual harassment should be made to the following individual:

Name	Position	Phone	Email
Remie Calalang	Assistant Superintendent	(541) 689-3280	remie.calalang@bethel.k12.or.us

This individual is responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. This person is also designated as the Title IX Coordinator. *See* JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure.

**Response**

Any staff member who becomes aware of behavior that may violate this policy shall report to a District official. The District official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

- 1. Student is protected and to promote a nonhostile learning environment;
- 2. Staff member is protected and to promote a nonhostile work environment; or
- 3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the District official.

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<sup>3</sup> “Without consent” means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.



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

Any student or staff member who feels they are a victim of sexual harassment is encouraged to immediately report their concerns to District officials, this includes officials such as the principal, compliance officer or Superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate District official.

**Investigation**

All reports and complaints about behavior that may violate this policy shall be investigated. The District may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The District will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The District may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for District electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding District procedures and resources.

When a student or staff member is harassed by a third party, the District will consider the following:

1. Removing that third party's ability to contract or volunteer with the District, or be present on District property;
2. If the third party works for an entity that contracts with the District, communicating with the third party's employer;
3. If the third party is a student of another District or school, communicate information related to the incident to the other District or school;

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

4. Limiting attendance at District events; and
5. Providing for additional supervision, including law enforcement if necessary, at District events.

**No Retaliation**

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or District staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the District's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

**Notice**

When a person<sup>4</sup> who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the District shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include<sup>5</sup>:

1. Name and contact information for all persons designated by the District to receive complaints;
2. The rights of the person that the notification is going to;

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<sup>4</sup> Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the District should consider when to contact the person's parent.

<sup>5</sup> Remember confidentiality laws when providing any information.

**BETHEL SCHOOL DISTRICT #52  
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3. Information about the internal complaint processes available through the school or District that the person who filed the complaint may pursue, including the person designated for the school or District for receiving complaints and any timelines.
4. Notice that civil and criminal remedies that are not provided by the school or District may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or District, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or District;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
  - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
  - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the District's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the District office and on the website of the school or District.

**FEDERAL DEFINITION AND PROCEDURES**

**Federal Definition**

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;

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

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education program or activity<sup>6</sup>;
3. “Sexual assault”: an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. “Dating violence”: violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. “Domestic Violence”: felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction; or
6. “Stalking”: engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person’s own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A District’s treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

**Federal Procedures**

The District will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

**Reporting**

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. The report can be made at any time.

The Assistant Superintendent is designated as the Title IX Coordinator and can be contacted at (541) 689-3280. The Title IX Coordinator will coordinate the District’s efforts to comply with its responsibilities related to this AR. The District prominently will display the contact information for the Title IX Coordinator on the District website and in each handbook.

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<sup>6</sup> “Education program or activity” includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs.” (Title 34 C.F.R. § 106.44(a))

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

**Response**

The District will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.<sup>7</sup> The District shall treat complainants and respondents equitably by providing supportive measures<sup>8</sup> to the complainant and by following a grievance procedure<sup>9</sup> prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.<sup>10</sup>

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.<sup>11</sup> The District must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

**Notice**

The District shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the District of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the District does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and

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<sup>7</sup> (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

<sup>8</sup> (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.<sup>8</sup> The District must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

<sup>9</sup> This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

<sup>10</sup> The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

<sup>11</sup> The District may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

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

3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the District will respond.

**No Retaliation**

Neither the District or any person may retaliate<sup>12</sup> against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The District must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

**Publication**

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the school student handbook and on the District website. This policy shall also be made available at each school office and at the District office. The District shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

**REPORTS**

None.

**ATTACHMENTS**

None.

**END OF POLICY**

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**REFERENCES / COMMENTS**

**Legal Reference(s):**

[ORS 243.706](#)  
[ORS 332.107](#)  
[ORS 342.700](#)  
[ORS 342.704](#)  
[ORS 342.708](#)  
[ORS 342.850](#)  
[ORS 342.865](#)  
[ORS 659.850](#)  
[ORS 659A.006](#)  
[ORS 659A.029](#)  
[ORS 659A.030](#)  
[OAR 581-021-0038](#)  
[OAR 584-020-0040](#)  
[OAR 584-020-0041](#)

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<sup>12</sup> Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

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

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

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

Subject: **Suspected Abuse of a Child Reporting Requirements**

Policy Number: **JHFE/GBNAB** Effective Date: **5/2024**

Date of Original Policy and Revisions: **9/96, 5/00, 12/05, 2/08, 6/09, 11/10, 1/12, 1/13, 4/18, 1/20, 11/21**

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

Date of Next Review: **5/2027**

**POLICY**

Any District employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse<sup>1</sup> shall make a report to the Oregon Department of Human Services (DHS) through the centralized child abuse reporting system<sup>2</sup> or to a law enforcement agency within the county where the person making the report is located at the time of the contact. Any District employee who has reasonable cause to believe that **any person**<sup>3</sup> with whom the employee is in contact has abused a child shall immediately report in the same manner described above.

The report must contain, if known, 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, contractors<sup>4</sup>, agents<sup>5</sup>, volunteers<sup>6</sup>, or students is prohibited and will not be tolerated. All District employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulations.

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 DHS through its centralized child abuse reporting system or to a law enforcement agency pursuant to ORS 419B.015, and to a 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.

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

<sup>2</sup> How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)

<sup>3</sup> "Person" could include adult, student or other child.

<sup>4</sup> "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.

<sup>5</sup> "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.

<sup>6</sup> "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**

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

The District will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for making a report to law enforcement or the centralized child abuse reporting system of DHS and a statement that this duty to report suspected 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/GBNAB-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 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 a 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 a 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 information and 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;

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

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 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 approved by the District 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**

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**REFERENCES / COMMENTS**

[ORS 339.370 - ORS 339.400](#)

[ORS 418.257 - 418.259](#)

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

[OAR 581-022-2205](#)

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 (9<sup>th</sup> Cir. 2011).

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

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**JHFE/GBNAB-AR(1). REPORTING OF SUSPECTED ABUSE OF A CHILD**

**Adopted: 4/2018, 12/2018, 5/2024**

**Reporting**

Any District employees having reasonable cause to believe that **any child** with whom the employee comes in contact has suffered abuse<sup>1</sup>, shall make a report immediately to the Oregon Department of Human Services (DHS) through the centralized child abuse reporting system<sup>2</sup> or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any District employee who has reasonable cause to believe that **any person**<sup>3</sup> with whom the employee is in contact has abused a child shall immediately report in the same manner.

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 DHS through its centralized child abuse reporting system or to a law enforcement agency, and to a designated licensed administrator or alternate licensed administrator for their school building.

The report must contain, if known, 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 suspected abuse and the identity of a possible perpetrator.

If the Superintendent is the alleged abuser the report shall be submitted to the Assistant Superintendent who shall refer the report to the Board chair.

A written record of the abuse report shall be made by the employee reporting the suspected abuse of a student and will include: name and position of the person making the report; name of the student; name and position of any witness; description of the nature and extent of the abuse, including any information which could be helpful in establishing cause of abuse and identity of the abuser; description of how the report was made (i.e., phone or other method); name of the agency and individual who took the report; date and time that the report was made; and name of District administrator who received a copy of the written report.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the designee that received the report.

When the designee receives a report of suspected abuse of a child by a District employee, and there is reasonable cause to support the report, the District shall place the District employee on paid administrative leave<sup>4</sup> and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the District takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the District determines that either 1) an employment

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

<sup>2</sup> [How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)]

<sup>3</sup> "Person" could include adult, student or other child.

<sup>4</sup> The District employee cannot be required to use any accrued leave during the imposed paid administrative leave.

**Bethel School District #52**  
**Administrative Rule**

policy was violated and the District will take appropriate employment action against the employee, or 2) an employment policy has not been violated and no action is required by the District against the employee.

When the designee receives a report of suspected abuse by a contractor, agent or volunteer, the District may prohibit the contractor, agent or volunteer from providing services to the District. If the District determines there is reasonable cause to support the report of suspected abuse, the District shall prohibit the contractor agent or volunteer from providing services. The District may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated<sup>5</sup> and a determination has been made by law enforcement or DHS that the report is unsubstantiated.

The written record of each reported incident of abuse of a child, action taken by the District and any findings as a result of the report shall be maintained by the District.

If, following the investigation, the District decides to take an employment action, the District will inform the District employee of the employment action to be taken and provide information about the appropriate appeal process. The employee may appeal the employment action taken through the appeal process provided by the applicable collective bargaining agreement.

If the District is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, a record of the findings of the substantiated report and the employment action taken by the District will be placed in the records on the school employee maintained by the District. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the District may use the record as a basis for providing information required to be disclosed about a District employee under ORS 339.378(1). The District will notify the employee that information about substantiated reports may be disclosed to a potential employer.

**Definitions**

1. Oregon law defines “abuse” in ORS 419B.005(1).
2. “Child” means an unmarried person who is under 18 years of age or is a child in care, as defined in ORS 418.257.
3. A “substantiated report” means a report of abuse that a law enforcement agency or DHS determines is founded.

**Confidentiality of Records**

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

Upon request from law enforcement or DHS the District shall immediately provide requested documents or materials to the extent allowed by state and federal law.

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<sup>5</sup> The District will investigate all reports of suspected abuse, unless otherwise requested by DHS or law enforcement pursuant to law.

**Bethel School District #52**  
**Administrative Rule**

**Failure to Comply**

Any District employee who fails to report suspected abuse of a child as provided by this policy and the prescribed Oregon law, commits a violation punishable by law. A District employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by policy or this administrative regulation, the employee will be disciplined up to and including dismissal.

**Cooperation with Investigator**

The District staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

1. Any investigation of abuse of a child will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a student shall present themselves at the school office and contact the school administrator unless the school administrator is the subject of the investigation. When an administrator is notified that the DHS or law enforcement would like to interview a student at school, the administrator must request that the investigating official fill out the appropriate form (see JHFE/GBNAB-AR(2) - Abuse of a Child Investigations Conducted on District Premises). The administrator or designee should not deny the interview based on the investigator's refusal to sign the form. If the student is to be interviewed at the school, the administrator or designee shall make a private space available. The administrator or designee of the school may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does not have adequate identification, the administrator shall refuse access to the student.

Law enforcement officers wishing to remove a student from the premises shall present themselves at the office and contact the administrator or designee. The law enforcement official shall sign the student out in accordance with District procedures;

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, District employees shall not notify parents or anyone else other than DHS or law enforcement agency and any school employee necessary to enable the investigation;
3. The administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child;
4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Nothing prevents the District from conducting its own investigation, unless another agency requests to lead the investigation or requests the District to suspend their investigation, or taking an employment action based on information available to the District before an investigation conducted by another agency is completed. The District will cooperate with agencies assigned to conduct such investigations.

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**JHFE/GBNAB-AR(2). REPORTING OF SUSPECTED ABUSE OF A CHILD**

**Adopted: 4/2018, 12/2018, 5/2024**

**Abuse of a Child Investigations Conducted on District Premises**

The Department of Human Services (DHS) or a law enforcement agency has the authority to conduct an investigation of a report of child abuse on school premises according to Oregon Revised Statute (ORS) 419B.045. The school administrator must be notified that the investigation is to take place, unless the administrator is a subject of the investigation. The investigator is not required to reveal information about the investigation to the school as a condition of conducting the investigation.

After the investigator provides adequate identification, school staff shall allow access to the child and provide a private space for conducting the interview. The investigator shall be advised by a school administrator or a school staff member of a child's relevant disabling conditions, if any, prior to any interview with the child. The school administrator or designee may, at the investigator's discretion, be present to facilitate the investigation.

School staff may only notify DHS, the law enforcement agency, or school employees that are necessary to enable the investigation. School staff may not notify any other persons, including the child's parent(s) or guardian(s).

\_\_\_\_\_  
Investigator Name (Printed)

\_\_\_\_\_  
Name of Agency

\_\_\_\_\_  
Name of Worker's/Investigator's Supervisor

\_\_\_\_\_  
Supervisor Contact Information

\_\_\_\_\_  
Investigator Position and Badge or ID Number

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
School

\_\_\_\_\_  
Investigator Signature

\_\_\_\_\_  
Date

Investigator refused to sign. District staff should not deny entry based on refusal to sign.

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**FOR COMPLETION BY DISTRICT STAFF**

- Student not available for interview
- Student refused to be interviewed
- Administrator participated in interview

\_\_\_\_\_  
Name of Administrator Notified

\_\_\_\_\_  
Name of Office Staff Involved

\_\_\_\_\_  
Name of Participating Administrator

This form should be placed in a separate secure file and not in the student's file.

- Copy sent to Student Services Director

6/09, 11/10, 1/13, 7/14, 4/18, 12/18, 5/24

Please send copy to Student Services Director

Administrative Rule (2) JHFE/GBNAB

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**May 13, 2024**

**RESOLUTION NO. 23-24: 56**

**BE IT RESOLVED**, that the Board of Directors, Bethel School District No. 52, Lane County, hereby **APPROVES** the postponement of an adoption for science curriculum for grades K-12.

**ATTEST** \_\_\_\_\_  
**Clerk – Kraig Sproles**

\_\_\_\_\_  
**Chair – Robin Zygaitis**

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

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

DATE \_\_\_\_\_

RESOLUTION: *Passed / Failed*

BOARD MEMBERS	AYE	NAY	ABSTAIN	ABSENT
Debi Farr				
Ashley Espinoza				
Paul Jorgensen				
Caleb Clark				
Drae Charles				
Robin Zygaitis				
Curt Nordling				