



BETHEL SCHOOL BOARD MEETING

Hybrid Meeting hosted from the District Office - 4640 Barger Drive

Monday, June 10, 2024 – 6:30 p.m.

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

Executive Session per ORS 192.660(2)(i) – Superintendent’s Performance Evaluation – Toward the end of the meeting. At the end of the Executive Session, the Board will call the Regular Session to order and open to the public.

AGENDA

1. Call to Order

Robin Zygaitis, Chair

2. Pledge of Allegiance

3. Approval of Minutes

4. Student Representative Report: KHS

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. Board members will have access to written public comments submitted by noon the day of the board meeting.

6. Board Business

A. Spring Sports/Activities Update: Bill Wagner – 20 minutes

B. Financial Statement: Andrea Belz – 10 minutes

C. Superintendent’s Report

D. Policy Update, 1st Reading

- a. DDC – Native American Education Program Grants – Title VI Indian Education – *No changes*
- b. DFA – Short-Form Investment – *No changes*
- c. DFB – Arbitrage Post-Issuance Compliance – *No changes*
- d. DFEA – Admissions to District Events – *No changes*

- e. DJC – Purchasing Goods or Services – *Updated to reflect new language*
- f. DLC – Expense Reimbursement – *No changes*
- g. DN – Disposal of District Property – *Updated to reflect new language*
- h. EBCB – Emergency Drills and Instruction – *Updated to reflect new language*
- i.

E.

7. Consent Agenda

Personnel Action

Resolution No. 57

8. Action Items

A. Adopt policies/AR: DDC, DFA, DFB, DFEA, DLC, EBC, IGBAF, IGBAF-AR, and IGBAG

Resolution No. 58

B.

9. Information and Discussion

A. Willamette High School Graduation Review

B. Kalapuya High School Graduation, Thursday, June 13, 6:30pm, Wolverine Stadium

C. OSBA Summer Board Conference, August 9-11, Salem Convention Center

D. OSBA Annual Convention, November 7-9, Portland Marriott Downtown Waterfront Hotel

E.

10. Board Activity Update

A.

11. Review of Next Meeting: Monday, June 24, 2024, at 6:30 p.m.

A. Public Hearing/Adoption of 2024-2025 Budget

B. Instructional Hours Review and Approval: Jill Robinson-Wolgamott

C. Superintendent's Report

D. Board Policies Up for Periodic Review

E.

12. The Board will meet in Executive Session per ORS 192.660(2)(i) to discuss the Superintendent's 2023-2024 performance evaluation.

13. Adjourn Executive Session and Return to Regular Session

14. Adjournment

MINUTES

BETHEL SCHOOL DISTRICT #52

BOARD OF DIRECTORS

APRIL 22, 2024

The April 22, 2024 meeting of the Board of Directors was held in person in the District Office boardroom 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 Calalang, Alisha Dodds, Andrea Belz, Carmen Adler, Dan Hedberg, Debbi Holte, Mary Randall, Sima Baldwin, Michelle Richard, Brooke Cottle, Mari Ford, Irving students and families, and Jill Busby

CALL TO ORDER

Chair Zygaitis called the April 22, 2024 meeting of the Board of Directors to order at 6:32 p.m.

PLEDGE OF ALLEGIANCE

Director Nordling led the Pledge of Allegiance.

ACTION ON MINUTES

Chair Zygaitis presented the Minutes from the March 11, 2024 Regular Board Meeting and the March 18, 2024, March 21, 2024, and April 15, 2024 Special Board Meetings and asked for additions or corrections. Hearing none, the Board approved the four sets of Minutes as submitted.

Chair Zygaitis pointed out that the presentation titled "Updates on school closure and boundary change process," originally scheduled for the Board Business section, was moved earlier in the meeting agenda, preceding Delegations and Visitors.

SCHOOL PRESENTATION: IRVING ELEMENTARY SCHOOL

See [video recording](#) at 0:1:30 for this presentation.

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

Irving Elementary School Principal Carmen Adler provided an update on the school's initiatives focused on fostering connection within Irving's school community. These efforts revolve around monthly themes with an emphasis on the "Sources of Strength" program. Principal Adler outlined monthly activities aimed at achieving these goals, illustrating them with photos of past events. Additionally, she highlighted Irving students' involvement in community service related to the Sparrow Club. Sparrow Club t-shirts were distributed to Board members, who were also invited to participate in Irving's upcoming Day of Service scheduled for May 22nd. Irving has implemented "buddy classrooms" where students are paired with peers from different grade levels to foster connection. Two kindergarten students, along with their 4th-grade "buddies," each shared their favorite buddy activities and projects. Principal Adler addressed inquiries from the Board regarding these initiatives and Superintendent Sproles commented that these efforts are in alignment with the results obtained from the recent "Profile of a Bethel Learner" survey.

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STUDENT REPRESENTATIVE REPORTS: KHS AND WHS

Meztly and Jada were unavailable.

SUPERINTENDENT'S REPORT: UPDATES ON SCHOOL CLOSURE AND BOUNDARY CHANGE PROCESS

See [video recording](#) at 0:27:32 for this presentation.

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

Superintendent Sproles explained that this segment was moved ahead of Delegations and Visitors to ensure that anyone wishing to provide public comment about the closure of Clear Lake, or the boundary changes, would have the information.

Superintendent Sproles stated that each decision related to the school closure and boundary changes reflects extensive effort and careful consideration and provided an outline of the timeline and process for decision-making, which included the District's Long-Range Planning Team commencing meetings last fall.

Superintendent Sproles reviewed the proposed boundaries, shared an example of feedback that influenced the boundary decisions, and summarized the transfer process for families impacted by the school closure and/or boundary changes. The closure of Clear Lake and the boundary changes will take effect in the 2025-26 school year and the window currently open for impacted families to request a transfer to their new home school for the 2024-25 school year ends May 24th. In addition, Superintendent Sproles shared a summary of feedback from families and staff related to the school closure/boundary changes and outlined next steps in the process.

Director Charles emphasized that the Board is mindful of the impact of these changes on all Bethel families, regardless of whether they are directly affected.

DELEGATIONS AND VISITORS

See [video recording](#) at 0:50:14.

Director of Community Relations and Communications Alisha Dodds summarized written public comment submitted by Todd Woodward requesting the Board to consider frameworks that would better serve neurodivergent students; from Bethel staff member Danae DeGlee requesting the Board to consider the Life Skills program at Clear Lake when deciding long term options for the District and to consider economically desegregating Bethel schools if new school boundaries are created; and from Bethel staff member MaryAnne Gates requesting the Board to consider students in Clear Lake's Life Skills classrooms, the impact of moving those students should their school be closed, and inclusion for students with disabilities when considering long term options for the District.

BOARD BUSINESS

K-5 Math Adoption: Jill Robinson-Wolgamott and Team – 20 minutes

See [video recording](#) at 0:52:10 for this presentation.

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

Literacy Instructional Coach Debbi Holte and Teachers Mary Randall, Michelle Richard, and Sima Baldwin provided an overview of the K-5 math adoption timeline and summarized the adoption process. They expressed gratitude to Director of Teaching and Learning for Elementary Jill Robinson-Wolgamott for her leadership and dedication. The team addressed inquiries from the Board regarding the process. Following a split committee during the K-5 math adoption in the 2022-2023 school year, the adoption process was

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BOARD OF DIRECTORS

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delayed until the 2023-2024 school year. This year's adoption resulted in a unanimous decision on implementing Big Ideas Learning, with training scheduled to commence in June 2024. Reasons cited for selecting Big Ideas included student enthusiasm, successful outcomes for students of all abilities, and the ease of accessing information within the curriculum.

Chair Zygaitis called a recess at 8:02 p.m.

Chair Zygaitis reconvened the meeting at 8:12 p.m.

KPI Report: BHC Update/Mental Health Supports and Access: Brooke Cottle – 30 minutes

See [video recording](#) at 1:30:33 for this presentation.

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

Bethel Health Center Director Brooke Cottle provided a comprehensive overview of Bethel Health Center (BHC), which included commenting on the recent relocation of BHC to an upgraded facility. Ms. Cottle shared profiles of students served by BHC, provided an overview of BHC's staff, presented statistical and demographic data from 2022-2023, and clarified services offered by partner agencies. Additionally, Ms. Cottle addressed BHC's response to mental health referrals and touched upon initiatives such as the Bethel Boys Groups, the Body Project group, the District's Sources of Strength (SOS) program, and the recent SOS "What Helps Me" campaign. Updates were also provided on BHC funding and the Bethel Employee Wellness program. Ms. Cottle responded to inquiries from the Board and Superintendent Sproles thanked Ms. Cottle for her work and commented on BHC's comprehensive services and the center's positive impact on the Bethel community.

During Ms. Cottle's update, the Board discussed a procedure for handling questions that cannot be answered during Board presentations or requests for further information. Board members' questions or requests for further information should be directed to Board Leadership for consideration.

KPI Report: Profile of a Bethel Learner: Dan Hedberg – 20 minutes

See [video recording](#) at 2:19:30 for this presentation.

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

Willamette High School Principal Dan Hedberg discussed how the District engaged with the Bethel community to collect feedback on personality traits or characteristics that have contributed to success in individuals' lives and that students should develop before graduating from Bethel schools. This data has contributed to the creation of the "Profile of a Bethel Learner," aiming to equip students with not only academic skills but also the necessary personality traits, characteristics, and skills for success in life beyond school. Three key characteristics were identified: perseverance, responsibility, and kindness. These traits, which were echoed in earlier presentations during the Board meeting, are seen as foundational for a life-ready graduate from Bethel School District. Next steps involve collaborating with schools to integrate these characteristics into classroom practices, aligning with the District's strategic plan.

Financial Statement: Andrea Belz – 10 minutes

See [video recording](#) at 2:32:58 for this presentation.

Business Services Director Andrea Belz reviewed the March 2024 General Fund Operations financial statement showing an estimated ending fund balance of \$10,705,440, and the General Obligation Bond financial statement as of March 31, 2024, showing an unallocated bond balance of \$10,279,631.85.

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Director Charles departed from the meeting at approximately 9:18 p.m.

Policy Update, 1st Reading

See [video recording](#) at 2:38:41 for this presentation.

Assistant Superintendent Calalang reported on, answered questions, and engaged in discussion with the Board regarding the following Board policies and administrative rules:

- BBF – Board Member Standards of Conduct – *Updated to reflect new language*
- CBA – School Superintendent – *Updated to reflect new language*
- CBG – Evaluation of the Superintendent – *New policy*
- CCG – Evaluation of Administrators – *Updated to reflect new language*
- EBCA – Safety Threats – *New policy*
- GBN/JBA – Sexual Harassment – *Updated to reflect new language*
- GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements – *Updated to reflect new language*
- GBNAB/JHFE-AR (1) – Reporting of Suspected Abuse of a Child– *Updated to reflect new language*
- GBNAB/JHFE-AR (2) – Reporting of Suspected Abuse of a Child– *Updated to reflect new language*
- GCCA/GDDA – Records Checks and Fingerprinting – *Updated to reflect new language*
- JBA/GBN – Sexual Harassment – *Updated to reflect new language*
- JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements – *Updated to reflect new language*
- JHFE/GBNAB-AR (1) – Reporting of Suspected Abuse of a Child– *Updated to reflect new language*
- JHFE/GBNAB-AR (2) – Reporting of Suspected Abuse of a Child– *Updated to reflect new language*

CONSENT AGENDA

Resolution No. 48 – Personnel Action

See [video recording](#) at 3:00:13.

Motion: Debi Farr moved, Curt Nordling seconded, to approve the Consent Agenda as specified below.

#	Name	Type	Description
1.	Bostwick, Debi	Resignation/Retirement	Accept resignation to enter retirement, effective March 22, 2024; position held: Student Services Instructional Coach @District Office; 18 years at Bethel.
2.	Burke, Jason	Hire for 2023-24	Offer Extra Duty Contract for Head Tennis Coach @Willamette.
3.	Cantwell, Tanner	Hire for 2023-24	Offer Extra Duty Contract for Assistant Baseball Coach @Willamette.
4.	Coburn, Janel	Hire for 2024-25	Offer Extra Duty Contract for Head Volleyball Coach @Willamette.
5.	Fletcher, Jasnery	Resignation	Accept resignation effective the end of the 2023-24 school year; position held:

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			4 th Grade Teacher @Clear Lake; 4 years at Bethel.
6.	Groff, Echo	Administrative Hire for 2024-25	Offer 1 st Year Probationary Administrator Contract for Assistant Principal @Shasta; Education: BA/Pacific University, MED/Pacific University, Administrator Licensure/PSU; Experience: Literacy Coach, Bethel, 2 years; Credit Recovery Summer School Principal, Bethel, Summer 2023; Elementary Teacher/Reading Specialist, Bethel, 16 years; Start Date: 7/29/2024.
7.	Haley, Miles	Hire for 2024-25	Offer Extra Duty Contract for Assistant Football Coach @Willamette.
8.	Hewes, Bill	Hire for 2024-25	Offer Extra Duty Contract for Assistant Football Coach @Willamette.
9.	Hiatt, Heather	Administrative Hire for 2024-25	Offer 1 st Year Probationary Administrator Contract for Principal @Meadow View; Education: BS/UO, BS & SPED Endorsement/Seattle University, MAT/University of Washington, Administrator Licensure/Western Washington University; Experience: SPED Teacher, Chavez Elementary School, Eugene 4J School District, 1.5 years; Middle School Principal, Shoreline School District, Shoreline, WA, 5 years; High School Assistant Principal, Shoreline School District, Shoreline, WA, 1 year; High School Assistant Principal, Northshore School District, Woodinville, WA, 4 years; High School Science and AVID Teacher, Shoreline School District, Shoreline, WA, 5 years; High School Science Teacher, Bellingham School District, Bellingham, WA, 2 years; Middle School Science Teacher, Edmonds School District, Edmonds, WA, 6 years; Start Date: 7/29/2024.
10.	Kaanapu, Todd	Hire for 2024-25	Offer Extra Duty Contract for Assistant Football Coach @Willamette.
11.	Line, Joshua	Hire for 2024-25	Offer Extra Duty Contract for Head Football Coach @Willamette.

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12.	Mollinary, Wendy	Hire for 2023-24	Offer Extra Duty Contract for GSA Affinity Group Leader @Prairie Mountain; start date: 8/28/2023.
13.	Moore, Dietrich	Hire for 2024-25	Offer Extra Duty Contract for Assistant Football Coach @Willamette.
14.	Morrow, Katie	Resignation	Accept resignation effective the end of the 2023-24 school year; position held: Choir Teacher @Willamette; 11 years at Bethel.
15.	Morton, Jonathan	Resignation	Accept resignation effective the end of the 2023-24 school year; position held: 4 th Grade Teacher @Prairie Mountain; 3.5 years at Bethel.
16.	Newell, Nathanel	Temporary Hire for 2023-24	Offer Temporary Contract for 1.0 FTE 4 th Grade Teacher @Fairfield; replaces: Shannon Nye; start date: 3/15/2024.
17.	Rindy, Evan	Administrative Hire for 2024-25	Offer Administrator Contract for Assistant Student Services Director @District Office; Replaces: Logan Grasseth; Education: BA/UO, Master's in Special Education/UO, Administrator Licensure/UO; Experience: Assistant Principal, Shasta Middle School, 9 years; Principal, Clear Lake Elementary School, 2 years; Special Education Teacher, Shasta Middle School, 7 years; TOSA, Shasta Middle School, 4 months; Start Date: 7/1/2024.
18.	Schmidt, Mark	Hire for 2024-25	Offer Extra Duty Contract for Assistant Football Coach @Willamette.
19.	Smith, Kevin	Resignation/Retirement	Accept resignation effective the end of the 2023-24 school year to enter retirement; position held: 5 th Grade Teacher @Danebo; 25 years at Bethel.
20.	Tucker, Marshaun	Hire for 2024-25	Offer Extra Duty Contract for Assistant Football Coach @Willamette.
21.	Wright, Sonja	Resignation/Retirement	Accept resignation effective the end of the 2023-24 school year to enter retirement; position held: School Counselor @Prairie Mountain; 25 years at Bethel.

Motion Passed, 4-0

Absent: Drae Charles, Ashley Espinoza, Paul Jorgensen

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ACTION ITEMS

Resolution No. 49 – Adopt Policy GBA

See [video recording](#) at 3:01:23.

Motion: Caleb Clark moved, Curt Nordling seconded, to adopt the following Board Policy:

GBA – Equal Employment Opportunity

Motion Passed, 4-0

Absent: Drae Charles, Ashley Espinoza, Paul Jorgensen

Resolution No. 50 – Approve Removal of Policy EBC/EBCA

See [video recording](#) at 3:01:57.

Motion: Debi Farr moved, Caleb Clark seconded, to approve removal of the following Board Policy:

EBC/EBCA – Emergency Procedures and Disaster Plans

The Board discussed removal of Board Policy EBC/EBCA and potential replacement Board Policies.

Motion Passed, 4-0

Absent: Drae Charles, Ashley Espinoza, Paul Jorgensen

Resolution No. 51 – Approve K-5 Math Curriculum Adoption

See [video recording](#) at 3:07:38.

Motion: Caleb Clark moved, Debi Farr seconded, to approve the award of a contract to Cengage Learning in the amount of \$400,000.00, for the purchase/adoption of Big Ideas Math curriculum for grades K-5.

Motion Passed, 4-0

Absent: Drae Charles, Ashley Espinoza, Paul Jorgensen

Resolution No. 52 – Adopt 2024-2025 Academic Calendar

See [video recording](#) at 3:08:19.

Motion: Debi Farr moved, Caleb Clark seconded, to adopt the 2024-2025 Academic Calendar, as presented.

Curt Nordling expressed gratitude for the effort put into crafting the academic calendar but indicated that reservations he shared about the calendar during a previous meeting persist.

Motion Passed, 3-1

Curt Nordling voted against the motion to adopt the 2024-2025 Academic Calendar, as presented.

Absent: Drae Charles, Ashley Espinoza, Paul Jorgensen

Resolution No. 53 – Approve School Boundary Changes

See [video recording](#) at 3:09:43.

Motion: Caleb Clark moved, Curt Nordling seconded, to approve the boundary change between Malabon Elementary School/Cascade Middle School, Clear Lake Elementary School/Shasta Middle School, and Danebo Elementary School/Prairie Mountain School beginning with the 2025-2026 school year. (See Resolution No. 23-24: 53 for detailed boundary change information.) Caleb Clark expressed appreciation for the feedback contributed by all participants in the process of determining the boundary changes, acknowledging their efforts to ensure fairness and equity.

Motion Passed, 4-0

Absent: Drae Charles, Ashley Espinoza, Paul Jorgensen

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INFORMATION AND DISCUSSION

See [video recording](#) at 3:11:04.

- A. First Friday, May 3, 5pm, Kalapuya High School/Bethel Farm
- B. Cascade Farewell Tour, Wednesday, May 8, 5pm, Cascade Middle School
- C. Kalapuya Plant Sale, Saturday, May 11, 9am – 1pm, Bethel Farm, access from Prairie Mountain
- D. Chair Zygaitis commented on the upcoming Papa’s Pizza fundraiser scheduled for April 25th to support the College Road Trip.
- E. Superintendent Sproles noted that there will be an optional Budget Basic Training for Board and Budget Committee members on May 2nd.

BOARD ACTIVITY UPDATE

None

REVIEW OF UPCOMING MEETINGS:

Monday, May 13, 2024 – District Office – 5:30 p.m.

Budget Committee Orientation

Monday, May 13, 2024 – District Office – 6:30 p.m.

First Budget Committee Meeting: Proposed Budget Document/Budget Message presented to Budget Committee

Monday, May 13, 2024 – Regular Board Meeting at approximately 7:15 p.m., immediately following the Budget Committee Meeting – District Office

- A. Superintendent’s Report
- B. Board Policies Up for Periodic Review

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*

ADJOURNMENT

There being no further business to bring before the Board, Chair Zygaitis adjourned the meeting at 9:57 p.m.

Clerk – Kraig Sproles

jcb

Chair – Robin Zygaitis

	Actuals May 2024	Actual %	Projected %	Actuals YTD	Actual %	Projected %	Projected 2023-2024 Totals	Adopted 2023-2024 Totals	
General Fund Operations (Fund 100)									
Revenues							65,367,354	62,361,914	
Expenditures									
Salaries	2,910,746	8.60%	8.45%	27,486,253	81.19%	78.58%	34,626,467	33,854,519	
Employee payroll costs & benefits	1,863,927	8.56%	8.46%	17,198,354	78.98%	78.61%	21,746,404	21,775,662	
Purchased services	481,631	8.55%	9.53%	5,113,808	90.80%	80.38%	5,334,792	5,631,676	
Supplies	172,049	8.31%	5.15%	1,881,144	90.82%	84.80%	2,026,309	2,071,316	
Capital outlay	-	0.00%	0.00%	97,954	39.18%	100.00%	97,954	250,000	
Insurance/Dues/Other	1,502	0.16%	0.33%	967,327	100.26%	101.06%	968,347	964,791	
Interfund Transfers	-	0.00%	1.84%	931,609	63.64%	49.67%	1,741,840	1,463,950	
Total Expenditures	5,429,856			53,676,449			66,542,113	66,011,914	
							Beginning Fund Balance (audited)	11,771,004	9,650,000
							Operating Income / (Deficit)	(1,174,759)	(3,650,000)
							Estimated Ending Fund Balance	10,596,245	6,000,000
							Ending Fund Balance as Percentage of Expenditures	15.92%	

Elementary & Secondary School Emergency Relief (ESSER III)

Expenditures								
Salaries	136,580			1,308,062			1,663,969	
Employee payroll costs & benefits	95,008			879,616			1,139,818	
Purchased services	19,113			382,637			382,637	
Supplies	4,738			84,369			135,981	
Insurance/Dues/Other	-			2,359			2,359	
	<u>255,439</u>			<u>2,657,042</u>			<u>3,324,764</u>	<u>3,514,764</u>

Student Investment Account (SIA)

Expenditures								
Salaries	244,846			2,179,108			2,898,590	3,222,733
Employee payroll costs & benefits	149,022			1,307,501			1,748,554	1,811,329
Purchased services	1,030			20,948			20,948	-
Supplies	2,764			63,001			134,225	129,500
Insurance/Dues/Other	-			1,245			1,245	-
	<u>397,662</u>			<u>3,571,803</u>			<u>4,803,562</u>	<u>5,163,562</u>

High School Success (HSS - M98)

Expenditures								
Salaries	63,163			550,627			730,307	784,730
Employee payroll costs & benefits	37,937			327,407			438,243	514,538
Purchased services	-			8,713			8,713	-
Supplies	3,466			188,189			188,201	157,973
Capital outlay	-			-			-	-
Insurance/Dues/Other	-			593			593	-
	<u>104,566</u>			<u>1,075,529</u>			<u>1,366,057</u>	<u>1,457,241</u>

Bethel School District #52
2021 GO Bond \$99.3 Million PAR
As of May 31, 2024

	2023-24	
	Actuals	Projections
Beginning Fund Balance 7-1-2023	\$ 67,222,590.52	
Interest Earnings	\$ 733,468.62	
OSCIM Bond Sale Matching Grant	\$ 6,065,898.00	
Total Resources	\$ 74,021,957.14	
 Projects:		
Bond Administration and Issuance costs	\$ 227,482.73	\$ 339,389.32
WHS Vocational Arts Building	\$ 7,064,710.03	\$ 2,461,769.75
New Maintenance Building	\$ 9,950.00	\$ 879,809.42
New Cascade Middle School	\$ 20,165,305.89	\$ 18,752,327.95
Vocational Classrooms at Kalapuya	\$ 72,747.22	\$ -
CTE Building Project at KHS	\$ -	\$ 82,255.09
Technology Funds	\$ 100,991.55	\$ 1,177,514.24
Lifeskills remodel at Clear Lake and Shasta	\$ -	\$ -
Ameresco	\$ -	\$ 15,000.00
District-wide Security Upgrades	\$ 595,927.15	\$ 3,990,410.71
Critical Infrastructure Projects	\$ 605,963.13	\$ 3,049,500.00
Add new Covered Play Structure	\$ -	\$ -
Textbooks and Curriculum	\$ 339,596.14	\$ 1,764,291.55
Replacement of roofs	\$ 909,136.36	\$ 504,195.46
Baseball field lighting	\$ -	\$ 548,933.95
Total Requirements	\$ 30,091,810.20	\$ 33,565,397.44
 Balance Remaining	 \$ 43,930,146.94	 \$ (33,565,397.44)

Unallocated Bond Balance \$ 10,364,749.50
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BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

Subject: Native American Education Program Grants – Title VI Indian Education

Policy Number: DDC Effective Date: 6/2024

Date of Original Policy and Revisions: 12/18

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

Date of Next Review: 6/2027

POLICY

The district may submit a grant application for the purpose of receiving federal funds to support Native American Education Program efforts.

The application should include a description of the comprehensive program for meeting the language and cultural needs of Indian children that includes:

1. How the program will offer programs and activities to meet the culturally related academic needs of Indian students;
2. Is consistent with the State, tribal and local plans;
3. Includes academic content and student academic achievement goals for identified children, and benchmarks for attaining goals that are based on the Oregon Department of Education’s (ODE) academic standards and content and student academic achievement standards adopted under Title I for all students;
4. Explains how Federal, State and local programs, especially programs carried out under Title I, will meet the needs of Indian students;
5. Demonstrates how funds will be used for the activities described above;
6. Describes the professional development opportunities that will be provided, as needed, to ensure that:
 - a. Teachers and other school professionals who are new to the Indian community are prepared to work with Indian children; and
 - b. All teachers involved in programs are properly trained to carry out such programs; and
7. Describes how the district will:
 - a. Periodically assess the progress of all Indian children enrolled in district schools, including Indian children who do not participate in programs assisted;
 - b. Provide results of each assessment to the committee described below, to the community served by the district and to the Indian tribes whose children are served by the district; and
 - c. Provide communication of responses to findings of any previous assessments, similar to the assessments described above.
8. Describes the process the district used to meaningfully collaborate with Indian tribe(s) located in the community in a timely, active and ongoing manner in the development of the comprehensive program and the actions taken as a result of such collaboration.

BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

The district programs and activities shall be developed in consultation with and the written approval of a committee consisting of parents of Indian children and teachers, and when appropriate, Indian students at the secondary level. A majority of committee members shall be parents of Indian children.

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

REFERENCES / COMMENTS

Legal Reference(s):

Every Student Succeeds Act of 2015, 20 U.S.C. § 7424.

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

Subject: Short-Form Investment

Policy Number: DFA Effective Date: 6/2024

Date of Original Policy and Revisions: 2/13, 9/16, 11/20

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

Date of Next Review: 6/2027

POLICY

Oregon Revised Statutes Section 294.135 and 294.052 generally requires a local government to have its investment policy reviewed by the Oregon Short Term Fund Board (“OSTFB”) before the local government adopts the policy and makes investments that are longer than 18 months from their purchase date. The District may wish to invest its bond proceeds longer than 18 months to match investment maturity dates to the expected schedule for payment of construction costs. The OSTFB has made this short-form policy available to local governments that desire to invest only bond proceeds or bond related funds described in ORS 294.052 for more than 18 months, and that desire expedited review by the OSTFB before the investment policy is adopted. This short-form policy contains very substantial limitations and does not provide the District with the controls or flexibility that a comprehensive investment policy should provide.

SCOPE

This investment policy applies only to the investment of bond proceeds or bond related funds described in ORS 294.052. All other funds of the District that are subject to ORS 294.135 will be invested under 18 months.

OBJECTIVE

The primary objectives, in order of priority, for the District’s investment under this policy are as follows:

1. Legality: The investments will be in compliance with all statutes governing the investment of public funds in the State of Oregon.
2. Liquidity: The investments will be made in a manner that generates sufficient cash flow to meet the expected project cost schedule. A liquidity component of at least 10% of the current bond proceed balance will be maintained in cash and/or the LGIP, assuming that this amount is within ORS 294.810 restrictions.
3. Safety: Investments are limited to U.S. Treasury, non-callable fixed rate Government Sponsored Enterprise and Agency securities, and Senior unsecured debt obligations guaranteed by the Federal Deposit Insurance Corporation under the Temporary Liquidity Guarantee Program (TLGP) described in Section 8.0, below.
4. Yield: The yield will be dependent on the timing of the investments.

DELAGATION OF AUTHORITY

The Investment Officer is responsible for all investment decisions.

ETHICS AND CONFLICTS OF INTEREST

Officers and employees involved in the investment process shall refrain from personal business activity that may conflict with the proper execution of the investment program, or may impair their ability to make impartial investment decisions.

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BOARD OF EDUCATION POLICY STATEMENT

AUTHORIZED FINANCIAL DEALERS AND INSTITUTIONS

The Investment Officer will maintain a list of dealers with whom they are authorized to do business. These may include “primary” dealers or regional dealers that qualify under SEC Rule 15C3-1 (uniform net capital rule). If an investment advisor is hired, the advisor may execute directly with the approved dealers.

INVESTMENT ADVISORY SERVICES

The District may seek outside investment advisory services to assist with the investment of bond proceeds. The services will be non-discretionary and the advisor shall be required to act with fiduciary responsibility.

AUTHORIZED AND SUITABLE INVESTMENTS

Only the following investments may be purchased under this policy:

- Obligations of the U.S. government;
 - U.S. Treasury Notes, Bonds and Bills
 - Senior unsecured debt obligations guaranteed by the Federal Deposit Insurance Corporation under the Temporary Liquidity Guarantee Program (TLGP)

- Obligations and guarantees of U.S. government agencies, corporations wholly owned by the U.S. government or any Government Sponsored Enterprises (GSE’s): Specific listing:
 - Federal Home Loan Bank – FHLB
 - Federal Farm Credit Bank – FFCB
 - Federal Home Loan Mortgage Corporation – FHLMC
 - Federal National Mortgage Association – FNMA

- All treasury and agency securities must be non-callable with a fixed rate.

- Oregon Short-Term Fund - LGIP

SAFEKEEPING AND CUSTODY

All security transactions entered into by the District will be conducted on a delivery-versus-payment (DVP) basis. Securities may be held in safekeeping by a third party custodian designated by the Investment Officer.

DIVERSIFICATION

The District will diversify the total bond project funds by issuer.

Diversification by Issuer:

- | | |
|------------------------|---|
| ○ U.S. Treasury Issues | Up to 100% |
| ○ TLGP | Up to 35% with no more than 5% per issuer |
| ○ Agency (GSE’s) | Up to 33% per issuer |
| ○ LGIP/Cash | Minimum of 10% of bond proceeds, maximum is the lesser of 100% or the amount permitted by ORS Chapter 294.810 |

MAXIMUM MATURITIES

Maximum Maturity of Single Issue 3 years

REPORTING REQUIREMENTS

The Investment Officer shall prepare quarterly and annual investment reports summarizing the investment portfolio as to types of investments, earnings, maturities, cost, transactions and mark-to-market values.

INTERNAL CONTROLS AND ACCOUNTING METHOD

The Investment Officer, in conjunction with the Secretary of State’s office will evaluate conformance of the portfolio with the Investment Policy and audit internal controls. The District shall comply with all required legal provisions and Generally Accepted Accounting Principles (GAAP) relating to investment accounting.

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

INVESTMENT POLICY ADOPTION

Must be adopted annually by the Local Governing Body and minutes sent to the Oregon State Treasury.

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

REFERENCES / COMMENTS

[ORS 294.052](#)

[ORS 294.135](#)

[ORS 294.810](#)

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

Subject: Arbitrage Post-Issuance Compliance

Policy Number: DFB Effective Date: 6/2024

Date of Original Policy and Revisions: 2/13, 9/16, 11/20

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

Date of Next Review: 6/2027

POLICY

The purpose of this post-issuance compliance policy and procedure manual is to adopt policies and procedures to guide the Bethel School District, hereafter referred to as “District”, in meeting the requirements of the Internal Revenue Code of 1986, as amended, and Treasury Regulations (the “Tax Code”) concerning tax-exempt and tax-advantaged debt (“debt issuances”). Non-compliance with the Tax Code may result in fines and/or loss of the preferential status of the debt issuances.

COMPLIANCE OFFICER:

The Compliance Officer shall be the person primarily responsible for ensuring that the District successfully carries out its post-issuance compliance requirements under applicable provisions of the Tax Code with regard to all debt issuances of the District. The Compliance Officer shall be assisted by other District staff and officials when appropriate. The Compliance Officer will also be assisted in carrying out post-issuance compliance requirements by contracted entities including Bond Counsel, Financial Advisor, Paying Agent, Trustee, Arbitrage Consultant, and/or other consultants deemed necessary.

The Compliance Officer shall be responsible for assigning post-issuance compliance responsibilities to other District staff, Bond Counsel, the Financial Advisor, the Paying Agent, the Trustee and the Arbitrage Consultant. The Compliance Officer shall utilize such other professional service organizations as are necessary to ensure compliance with the post-issuance compliance requirements of the Bethel School District No 52.

I. GENERAL OVERVIEW OF ARBITRAGE, YIELD RESTRICTION AND REBATE REQUIREMENTS

A. Overview

The purpose of this section is to introduce the concept of arbitrage and its requirements. There are exceptions to many of the arbitrage rules. Advice from the District’s Arbitrage Consultant and/or Bond Counsel is strongly recommended before any action is taken.

B. Definition

Arbitrage is the price differential, or profit made, from investing inherently lower yielding debt issuance proceeds in higher yielding taxable investments. In other words, arbitrage is the difference between the yield on an issuer's debt issuance and the investment income earned on the proceeds invested in taxable instruments. Arbitrage rebate refers to the positive or negative amount that must be paid (rebated) to the federal government.

<i>Debt Yield</i>	<i>Overall Investment Yield for Gross Proceeds</i>	<i>Result</i>
4.0%	5.0%	<i>Positive Arbitrage</i>

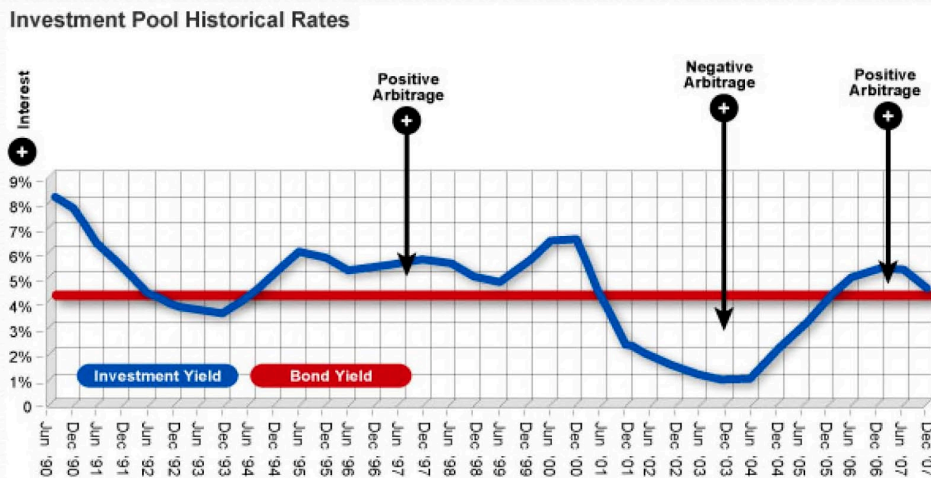
**BETHEL SCHOOL DISTRICT #52
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5.0%	5.0%	No Arbitrage
6.0%	5.0%	Negative Arbitrage

C. Areas of arbitrage compliance that must be addressed:

1. The arbitrage rebate requirements identify what must be done with any arbitrage (profits or earnings) above the debt issuance’s yield earned on the investment of the gross proceeds of the debt issuance. Arbitrage on gross proceeds must be rebated to the federal government every five years after the date of issuance (or earlier if elected) through and including the final maturity (“filing date”).

What is Arbitrage Rebate?

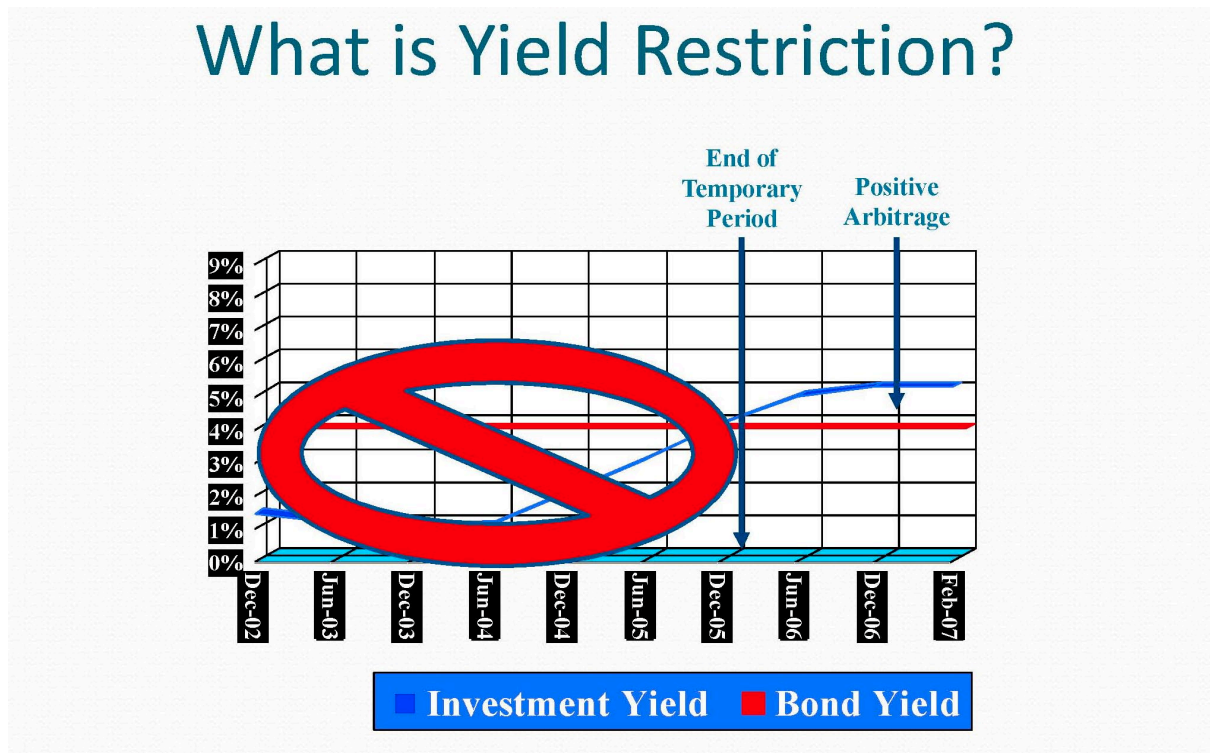


2. The yield restriction requirements set forth various investment yield limitation conditions for different categories of gross proceeds from a debt issuance (e.g. construction, refunding escrow, debt service, and reserve funds). The issuer should meet these various yield restriction conditions to avoid compromising the tax-exempt or tax-advantaged status of the debt issuance. Since the yield restriction requirements are specific to a debt issuance it is recommended that the Bethel School District consult with the Arbitrage Consultant and/or Bond Counsel to determine the specific yield restriction requirements on a per debt issuance basis.

Construction Fund Yield Restriction: The most common yield restriction constraint for an issuer is related to construction funds. Generally, if there are unexpended project/construction proceeds at the end of the initial 3-year temporary period in excess of the **minor portion** (the lesser of \$100,000 or 5% of the sale proceeds of the debt issuance), an issuer may no longer invest the remaining proceeds above the **materially higher yield** (debt issuance yield + .125%) without taking corrective actions to remedy interest earnings above the materially higher yield. The issuer must yield restrict the proceeds below the materially higher yield, or a yield reduction payment report will be required. Any yield reduction payment under the yield restriction requirements must be paid per the same deadlines as the arbitrage rebate

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requirements: every five years after the date of issuance (or earlier if elected) through and including the final maturity.



D. Purpose of the Tax Code regarding arbitrage:

The Tax Code was put into place to minimize the benefits of investing tax-exempt or tax-advantaged debt proceeds, thus encouraging expenditures for the governmental purpose of the debt issuance and to remove the incentive to:

1. Issue debt earlier than needed,
2. Leave debt outstanding longer than necessary, and/or
3. Issue more debt than necessary for a governmental purpose.

E. Type of debt issuances and funds subject to arbitrage compliance:

1. The following types of debt issuances are subject to arbitrage compliance as of the following dates:
 - a. Single Family Debt Issuances 09/25/79
 - b. Private Activity Debt Issuances 12/31/84
 - c. Student Loan Debt Issuances 12/31/85
 - d. Governmental Debt Issuances 08/31/86

2. The following funds and proceeds of a debt issuance are defined as **Gross Proceeds** of a debt issuance:
 - a. Project funds
 - b. Debt service funds
 - c. Costs of issuance funds
 - d. Refunding escrow funds
 - e. Reserve funds

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- f. Disposition proceeds
- g. Replacement proceeds (other than debt service funds)
- h. Transferred proceeds (if an old debt issuance has been refunded by a new debt issuance and the old debt issuance has unspent funds, such funds may transfer to the new debt issuance)

Note of Concern: An often misunderstood concept is that monies received upon closing of a debt issuance are the only monies subject to arbitrage rebate. One of the most common funds found to be subject to arbitrage rebate that is not funded from debt issuance proceeds is the debt service fund. The debt service fund receives a majority of its funding from tax or use revenues. The debt service fund is required to be included in the arbitrage rebate calculation unless the fund balance is depleted at least once each bond year, except for a reasonable carryover amount not to exceed the greater of:

- a. The earnings on the fund for the immediate preceding bond year; **or**
- b. One-twelfth of the principal and interest payments on the Debt Issuance or the immediately preceding bond year.

F. Exceptions to the rebate requirements:

The Tax Code sets forth general arbitrage and rebate requirements for debt issuances. The general rule is that any arbitrage earned must be determined and reported to the federal government every fifth anniversary date after the date of issuance of the debt issuance and on the final maturity, or as elected. Arbitrage rebate is essentially 100% of investment earnings in excess of the debt issuance's yield. There are several exceptions to the arbitrage and rebate requirements, and if any one of these exceptions are met, all or a portion of the debt issuance's proceeds are not subject to the arbitrage and rebate requirements. Consult with the District's Arbitrage Consultant and/or Bond Counsel to determine if the debt issuance is eligible for a particular exception, to establish the appropriate investment plan for the debt issuance proceeds, and to assess whether the exception requirements were met.

The purpose of this section is to introduce the concept of spending exceptions and their requirements. There may be special elections and circumstances for a debt issuance that can affect how the exceptions are tested. Advice from the District's Arbitrage Consultant and/or Bond Counsel is strongly recommended before any action is taken. Below are descriptions of the various exceptions:

1. **6-month spending exception:** If all gross proceeds and actual interest earnings are spent within 6-months after issuance, the interest earned during that period is not subject to the rebate requirements. Intermediate expenditure requirements are necessary (95% by 6 months and 100% within 12 months).

If there are unspent proceeds remaining at the end of the 6-month period, an issuer may still qualify for the spending exception under the following condition:

- a. If the remaining amount is 5% or less and is spent within 6 months from the end of the 6-month spending date.
2. **18-month spending exception:** If a debt issuance *does not* qualify as a construction issuance (75% of the debt issuance actually spent on construction) then the debt issuance is eligible for the 18-month spending exception, but *not* the 2-year spending exception. If all gross proceeds and expected interest earnings for the 6-month and 12-month period and actual interest for the 18-month period is spent within 18-months according to a strict timetable, the interest earned during that period is not subject to the rebate requirements. Intermediate expenditure requirements are necessary (15% by 6 months, 60% by 12 months, 100% by 18 months).

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If there are unspent proceeds remaining at the end of the 18-month period an issuer may still qualify for the spending exception under the following conditions:

- a. A reasonable retainage amount of 5% or less is allowed for business purposes and the retainage is spent within 12 months from the end of the 18-month spending date, **or**;
 - b. If the remaining amount does not exceed the lessor of \$250,000 or 3% of the issue price and due diligence is exercised to complete the project and spend the remaining project/construction proceeds.
3. **2-year spending exception:** If a debt issuance qualifies as a construction issuance (75% of the debt issuance is actually spent on construction) and all gross proceeds and expected interest earnings for the 6-month, 12-month, and 18-month period and actual interest for the 24-month period are spent within 2 years according to a strict timetable, then interest earned during that period is not subject to the rebate requirements. Intermediate expenditure requirements are necessary (10% by 6 months, 45% by 12 months, 75% by 18 months and 100% by 2-years).

If there are unspent project/construction proceeds remaining at the end of the 2-year period, an issuer may still qualify for the spending exception under the following conditions:

- a. A reasonable retainage amount of 5% or less is allowed for business purposes and the retainage is spent within 12 months from the end of the 2-year spending date, **or**;
 - b. If the remaining amount does not exceed the lessor of \$250,000 or 3% of the issue price and due diligence is exercised to complete the project and spend the remaining project/construction proceeds.
4. **Small issuer exception:** General taxing authorities reasonably expecting to issue \$5M or less in tax-exempt or tax-advantaged debt during each calendar year (cumulative for all debt issuances) may qualify for the small issuer exception to the rebate requirements, *but must still satisfy the yield restriction requirements*. The small issuer exception does not apply to private activity, 501(c)(3) or student loan debt.
- a. General requirements:
 - i. The issuer must have general taxing powers.
 - ii. The debt issuances must be governmental debt issuances.
 - iii. At least 95% of the proceeds must be used for local governmental activities of the issuer or by governmental units located within the issuer's boundaries.
 - iv. All tax-exempt or tax-advantaged debt issued in a calendar year cannot exceed \$5,000,000.
 - b. Additional requirements for refunding debt issuances:
 - i. The debt being refunded (old debt issuance) must have qualified for the small issuer exception.
 - ii. The weighted average maturity of the refunding debt issuance (new debt issuance) must not exceed the weighted average maturity of the refunded debt (old debt issuance). Current refunding debt issuances that have a three year or less weighted average maturity are exempt from the weighted average maturity test.
 - iii. The refunding debt (new debt issuance) must not mature more than thirty years after the issuance of the original refunded debt (old debt issuance).

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Note – Historically 1/3 of refunding debt issuances (new debt issuances) will fail one of the three rules listed above and become subject to the rebate requirements.

c. Additional requirements for public school debt issuances:

- i. Public school debt issuances issued from 8/31/86 – 12/31/97
\$5 Million small issuer exception available
- ii. Public school debt issuances issued from 1/1/98 – 12/31/01
\$10 Million small issuer exception available: \$5 Million can be used for any purpose; the amount that exceeds \$5 Million *must* be for new public school construction.
- iii. Public school debt issuances issued from 1/1/02 – current
\$15 Million small issuer exception available: \$5 Million can be used for any purpose; the amount that exceeds \$5 Million *must* be for new public school construction.

II. DUE DILIGENCE REVIEW AT REGULAR INTERVALS

This policy and its related procedures start with a review of the due diligence measures that will take place at regular intervals, as well as each filing date to ensure that each debt issuance is compliant with the requirements of the Tax Code. The District will complete the annual due diligence review every year on all debt issuances.

III. IDENTIFYING THE COMPLIANCE OFFICER RESPONSIBLE FOR REVIEW

The Business Office is primarily responsible for the administration of this policy. Within the Business Office, the Compliance Officer will be responsible for the due diligence review. The due diligence review will apply to all debt issuances.

IV. TRAINING OF COMPLIANCE OFFICER

The Compliance Officer has and will continue to take all necessary steps to maintain an adequate understanding of post-issuance compliance requirements relating to the debt issuances for which he/she will review. These steps include, but are not limited to: trainings provided by the District's Arbitrage Compliance Consultant as well as Oregon Association of School Business Officials.

V. RETENTION OF ADEQUATE RECORDS TO SUBSTANTIATE COMPLIANCE

A. General overview

1. **Debt not refunded:** Currently the IRS record retention requirements are to keep all records, data and documents associated with non-refunded debt issuances for three years past the final maturity date for the debt issuance (or longer if required by local or state law.)
2. **Refunded debt:** Since the refunding debt issuance (new debt issuance) is dependent on the tax-exempt or tax-advantaged status of the refunded debt issuance (old debt issuance), all records are required to be maintained for three years past the final maturity of both debt issuances (or longer if required by local or state law).
3. **Electronic data storage requirements:** Electronic records may be stored in an electronic format in lieu of hard copies if certain requirements are satisfied, for example:

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- a. The system must ensure an accurate and complete transfer of the hard copy books and records to the electronic storage system and contain a retrieval system that indexes, stores, preserves, retrieves and reproduces all transferred information.
- b. The system must include reasonable controls and quality assurance programs.
- c. The information maintained in the system must be cross-referenced with the books and records in a manner that provides an audit trail to the source documents.
- d. Upon request by the IRS, a complete description of the electronic storage system, including all procedures relating to its use and the indexing system must be provided.
- e. Upon request by the IRS, the issuer must retrieve and reproduce hard copies of all electronically stored records.
- f. The system must not be subject to any agreement that would limit the IRS' access to the use of the system.

B. Electronic file storage and backup: Financial/accounting transactions will be retained in a designated computer file folder labeled as and will be backed up by Bethel School District Technology Department, Access to this folder will be restricted as authorized by the Compliance Officer.

C. Storage of hard copies: A folder jacket, box or other media storage container displaying the debt issuance description will be set up for each debt issuance. The storage container will contain the documents mentioned in Section E on the next page. Access will be restricted to persons authorized by the Compliance Officer.

D. Destruction of records: A log will be kept of all debt issuances whose records are destroyed after the IRS mandated retention period detailing the debt issuance description, allowable destruction date, date records were destroyed, the Compliance Officer's signature authorizing the record destruction, and witness signature. Access to this information will be restricted as authorized by the Compliance Officer and stored at the District's Administrations Business Office.

E. Required information to be stored for each debt issuance

1. **Documents:** Bond Counsel shall send a Transcript for the debt issuance to the Compliance Officer. If a Transcript was not compiled, then copies of the following documents will be forwarded or made available to the Compliance Officer's office:

- a. Bond Counsel Opinion
- b. Final Official Statement or Private Placement Memorandum
- c. Insurance Documents
- d. Council Certificate for Ordinance
- e. Copy of Ordinance Authorizing Debt Issuance
- f. IRS Form 8038-G, Form 8038-GC, Form 8038, Form 8308-TC or Form 8038-B
- g. CPA Verification Report (for refunding debt issuances only)
- h. Non-Arbitrage Tax Certificate or similar document
- i. All Debt Service Schedules not included in the Official Statement
- j. Letter of Credit Agreement (generally for variable rate debt issuances only)
- k. Swap Agreement (generally for variable rate debt issuances only)
- l. Winning Bid Forms
- m. Trust Indenture
- n. Investment Banker's Closing Memorandum
- o. Investment Banker's Notice of Delivery Memorandum
- p. Investment Banker's Sources and Uses of Funds Memorandum

2. **Reports completed after issuance**

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- a. Rebate calculation reports
- b. Yield restriction reports
- c. Spending exception reports
- d. Penalty in lieu of rebate reports
- e. CPA verification report for restructuring of escrow
- f. Payment documentation to include:
 - i. Form 8038-T
 - ii. Cancelled check
 - iii. Proof of mailing
- g. Refund claims
- h. Other reports related to the Debt Issuance

3. Correspondence

- a. Bond Counsel
- b. Board Meetings
- c. Financial Advisor
- d. Arbitrage Consultant
- e. Underwriter
- f. Investment Firms
- g. Other correspondence concerning any other aspect of the debt issuance to include but not limited to expenditures, investments, allowable projects, etc.

4. Investment activity: Trust statements (or equivalent) with detailed investment activity for the entire computation period for each fund/account in which gross proceeds of the debt issuance were held. Investment information must be recorded on a daily transactional level. This information is required to compute the yield on the investments and to comply with archive requirements. Investment activity details should include such items as:

- a. General ledgers
- b. Subsidiary ledgers
- c. Investment statements (state pools, bank statements, etc.)
- d. Type of investment
- e. Date of purchase and purchase price
- f. Interest rate
- g. Interest payment amounts
- h. Maturity date
- i. Interest payment dates
- j. Interest calculation methodology
- k. Date of sale and sales price
- l. Investment contract information to include:
 - i. Evidence of the purchase price paid for investment contract
 - ii. Detailed documentation of the investment contract bid process
 - iii. Certification by the investment contract provider of fees paid for contract
 - iv. All bid solicitation forms (3 bid minimum)
 - v. Administrative costs

5. Expenditure information: The Business Department will capture expenditure information. The following expenditure information must be captured and stored in accordance with the above mentioned record retention requirements to include:

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- a. Description of expenditure
- b. Date of expenditure
- c. Amount of expenditure
- d. Invoices
- e. Proof of payment (canceled check, wire information, etc.)

6. Initial letter of credit information to include:

- a. Payment amounts
- b. Date of payment
- c. Terms

7. Actual letter of credit information to include:

- a. Actual amount paid
- b. Actual date payment is made
- c. Invoices
- d. Statements

8. Initial swap/hedge agreement information to include:

- a. Payment amounts
- b. Date of payment
- c. Terms

9. Final swap/hedge agreement information to include:

- a. Actual date payment is made
- b. Actual amount paid
- c. Invoices
- d. Statements

10. Allocation of gross proceeds to expenditures: Any allocation of gross proceeds to expenditures must involve a current outlay of cash for the governmental purpose of the debt issuance. A current outlay of cash is an outlay reasonably expected to occur within five banking days after the date of an allocation. If expenditure is paid by check, the outlay is the date the check is mailed, provided that it is expected to be cashed in five days.

- a. **Allocation:** Reasonable allocation methods for allocating funds from different sources to expenditures for the **same** governmental purpose include any of the following methods if consistently applied:
 - i. The first in, first out/FIFO method permits the District to put the proceeds of more than one debt issuance into a single account (commingle) and treat all expenditures as coming from proceeds of the first debt issuance until they are fully spent.
 - ii. The gross proceeds spent first method is used where available funds include, tax revenues, private contributions, etc., in addition to debt issuance proceeds. The debt issuance proceeds are treated as spent first.
 - iii. The specific tracing method permits the District to keep proceeds from different debt issuances in separate accounts. Costs may be charged to any debt issuance/checking account at the District's discretion.

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- iv. The ratable allocation method permits the District to place proceeds of more than one debt issuance into a single account (commingle) and treat expenditures as coming from proceeds of each debt issuance that contributed proceeds to that account. The expenditures are allocated to each debt issuance ratably based on each debt issuance's proportion of ownership of the account.
 - b. **Timing:** An issuer must account for the allocation of proceeds to expenditures not more than 18 months after the later of: the date the expenditure is paid or the date the project, if any, that is financed by the debt issuance is placed in service. This allocation must be made in any event by the date 60 days after the fifth anniversary of the issuance date or the date 60 days after the retirement of the debt issuance, if earlier. This paragraph applies to debt issuances issued on or after May 16, 1997.
11. **Allocation of investments in a commingled fund:** The Tax Code requires that all payments and receipts on investments held in a commingled fund must be allocated to the different sources/investments in the fund not less frequently than the close of a consistently used fiscal period (not in excess of three months); this allocation must be based on a consistently applied, reasonable ratable allocation. Treasury Reg. Section 1.148-6(e). Currently, the District allocates all payments and receipts monthly.
12. **Qualified use of proceeds, financed property, private business use:** The qualified use of proceeds, property financed, and private business use limitations by the debt issuance should be identified and continually monitored to ensure compliance with the limitations as defined in the debt issuance documents or if more restrictive, state law or the Tax Code's limitations. Supporting documentation is required to support qualified use of proceeds, property financed, and private business use. The Compliance Officer will ensure such limitations are in compliance with debt issuance documents or if more restrictive, state law or the Tax Code's limitations.
13. **Issuance price and volume cap allocation:** The issuance price and volume cap allocation activity limitations should be identified and monitored to ensure compliance with the limitations as defined in the debt issuance documents or if more restrictive, state law or the Tax Code's limitations. Supporting documentation is required for issuance price determination and volume cap allocation limitations of the debt issuance. The Compliance Officer will ensure such limitations are in compliance with the debt issuance documents or if more restrictive, state law or the Tax Code's limitations.
14. **Fair market value of investments:** The District is to provide information to support that the investments were purchased or sold at a fair value. The District may not purchase an investment at a price in excess of fair market value with gross proceeds of the debt issuance. Nor may the District sell an investment purchased with gross proceeds at a price lower than fair market value. Treasury Regulations Section 1.148-6(c). In dealing with fair market value requirements, the Tax Code specifically provides three safe harbor categories of investments:
- a. Securities traded on an established market from a willing seller in a bona fide arm's-length transaction.
 - b. Certificates of deposit purchased using a safe harbor under the applicable Tax Code. The safe harbor is available only for certificates that have a fixed interest rate, a fixed payment schedule and a substantial penalty for early withdrawal.
 - c. Guaranteed investment contracts purchased used a three-bid safe harbor under the Tax Code.
15. **Continuing disclosure:** The District is to provide continuing disclosure, such as annual financial information and material event notices in accordance with SEC rule 15c2-12. The Compliance Officer is primarily responsible for undertaking such continuing disclosure obligations and to monitor compliance with such obligations.

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VI. PROCEDURES TO IDENTIFY NON-COMPLIANCE

This policy and its related procedures begin with a review of the due diligence measures that will take place at regular intervals to ensure that each debt issuance is compliant with the Tax Code.

Date due diligence review completed: _____

Person(s)/Contractor(s) completing review:

Compliance Officer:	_____	_____	_____
	Name/Title	Signature/Date	Sections Completed

Bond Counsel:	_____	_____	_____
	Name/Title	Signature/Date	Sections Completed

Arbitrage Consultant:	_____	_____	_____
	Name/Title	Signature/Date	Sections Completed

Financial Advisor:	_____	_____	_____
	Name/Title	Signature/Date	Sections Completed

Trustee:	_____	_____	_____
	Name/Title	Signature/Date	Sections Completed

Other:	_____	_____	_____
	Name/Title	Signature/Date	Sections Completed

Other:	_____	_____	_____
	Name/Title	Signature/Date	Sections Completed

Other:	_____	_____	_____
	Name/Title	Signature/Date	Sections Completed

Results accepted by:	_____	_____	_____
	Name/Title	Signature	Date

Date of next due diligence review: _____

The following pages contain items that are required to be verified for compliance. For all “no” responses, provide an explanation in Schedule A.

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

A. GENERAL OVERVIEW OF ARBITRAGE, YIELD RESTRICTION AND REBATE REQUIREMENTS	Yes/No	Responsibility
1. Debt Facts		
a. Has a debt listing been prepared identifying all debt issuances issued on and after August 31, 1986? Include the following facts: <ul style="list-style-type: none"> i. Debt issuance description ii. Date of issuance iii. Maturity date iv. Subjectivity to arbitrage rebate v. Subjectivity to project fund yield restriction 		
2. Debt Issuances that are Subject to Arbitrage Rebate		
a. Have arbitrage reports been completed for each filing date?		
3. Debt Issuances Subject to Project Fund Yield Restriction		
a. Have project proceeds been spent before the end of the temporary period for each debt issuance? If no, proceed with question 3.b. below.		
b. Have yield restriction calculations been completed for all filing dates until the project monies were spent below the minor portion? If no, provide the following information on Schedule A: <ul style="list-style-type: none"> i. End date of temporary period ii. Balance remaining on temporary period end date iii. Balance remaining as date of the review (if known) iv. Explanation of compliance measures taken 		

B. TRAINING OF COMPLIANCE OFFICER AND OTHER RESPONSIBLE PARTIES	
Provide the following information for training sessions attended since the last due diligence review.	
Name(s) of Attendees:	_____ _____
Name of Program:	
Program Provider's Organization:	
Date of Training:	
Hours of Training:	

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

C. RETENTION OF ADEQUATE RECORDS	Yes/No	Responsibility
1. Retention of Adequate Records in Adherence to Policy Manual Guidelines		
a. Electronic data storage requirements met?		
b. Electronic file storage and backup requirements met?		
c. Storage of hard copy requirements met?		
d. Destruction of records requirements met?		
e. Document data storage requirements met?		
f. Report storage requirements met?		
g. Correspondence storage requirements met?		
2. Recording of Financial Transactions in Adherence to Policy Manual Guidelines		
a. Investment activity recording requirements met?		
b. Expenditure activity recording requirements met?		
c. Allocation of gross proceeds to expenditure requirements met?		
d. Allocation of investments in commingled fund requirements met?		
3. Qualified Use of Proceeds, Financed Property, Private Business Use		
a. Have proceeds been properly spent on allowable uses?		
b. Has the financed property been used in accordance with the allowable uses including Private Business Use limitations?		
4. Issuance Price, Volume Cap Allocation and Private Activity		
a. Has the issuance price been identified appropriately according to the requirements of the Tax Code and guidelines stated within the debt issuance documents?		
b. Have the volume cap allocation requirements been satisfied for applicable debt issuances as identified in the Tax Code and guidelines stated within the debt issuance documents?		
c. Have all qualified private activity debt issuances been identified appropriately according to the requirements of the Tax Code and guidelines stated within the debt issuance documents?		
5. Fair Market Value of Investments		
a. Have all investments purchased since the last due diligence review qualified under the safe harbor rules for purchasing investments at fair market value?		
6. Continuing Disclosure		
a. Have continuing disclosure requirements been met for each debt issuance?		

BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

Such action may include, but is not limited to the following steps:

- A. Notify Compliance Officer.
- B. Notify Bond Counsel, Arbitrage Consultant, and/or Financial Advisors.
- C. Resolve non-compliance in a timely manner in order to reduce penalties and late interest. A 60 day resolution period is recommended.
- D. Take the appropriate remedial action as advised by Bond Counsel. Remedies may include, but are not limited to:
 1. Enter the Voluntary Closing Agreement Program (VCAP).
 2. Pay all past due arbitrage rebate or yield restriction liabilities to the IRS to include a letter of explanation for late payment, late interest and/or penalties.
 3. Correct non-compliance matter to ensure future compliance.

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

Subject: Admissions to District Events

Policy Number: DFEA Effective Date: 6/2024

Date of Original Policy and Revisions: 7/10, 5/14, 5/17

Cancels Policy No.: _____ Dated: _____

Date of Next Review: 6/2027

POLICY

All spectators in the district will be assessed the uniform district rate for home extracurricular activities. Spectators are defined as patrons who attend extracurricular activities for the purpose of entertainment.

Exceptions to the above are as follows:

1. Volunteers, such as Booster Club, team doctors, fire/rescue personnel, police department;
2. Participants designated by the Principal or Athletic Director with responsibility at extracurricular activities will be admitted free of charge;
3. Senior citizens will be admitted free to all league events with a district-provided Golden Age card. Passes are not honored at league or state playoff events;
4. Southwestern Conference and Oregon High School Coaches Association passes will be honored. Accompanying family members or guests will be assessed the uniform district rate. Passes are not honored at league or state playoff events;
5. Bethel School Board members will be admitted to home events at no charge as part of their responsibilities of being informed about district operations. Official Bethel School District School Board identification must be displayed. School Board members are not granted free admittance at league or state playoff events;
6. Bethel School District staff will be admitted to home events at no charge in order to promote employee participation in district extracurricular activities. Official Bethel School District employee identification must be displayed. When asked, employees must be prepared to help at the event in whatever capacity is needed. Accompanying family or guests of staff will be assessed the uniform district rate. Staff is not granted free admittance to away events or to league or state playoff events.

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

REFERENCES / COMMENTS

Legal Reference(s):

[ORS Chapter 244](#)
[ORS 332.107](#)

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

Subject: ~~Purchasing Goods or Services Bidding Requirements~~

Policy Number: DJC Effective Date: 6/2024

Date of Original Policy and Revisions: 2/08, 10/08, 1/12, 9/16, 11/20

Cancels Policy No.: DJF Dated: 1/84, 9/94, 11/99, 10/05, 11/10

Date of Next Review: 6/2027

POLICY

All public contracts for goods or services shall be based upon applicable competitive procurement provisions of Oregon Revised Statutes and adopted public contracting rules except:

- ~~1. Contracts between contracting agencies or between contracting agencies and the federal government;~~
- ~~2. Insurance and services contracts as provided for under state law;~~
- ~~3. Contracts for the procurement or distribution of textbooks;~~
- ~~4. Energy savings performance contracts;~~
- ~~5. Contracts made with qualified nonprofit agencies providing employment opportunities for disabled individuals;~~
- ~~6. Public improvement contracts and special procurements exempted by the Local Contract Review Board (LCRB) upon findings that the award would not encourage favoritism or substantially diminish competition and would result in substantial cost savings to the contracting agency;~~
- ~~7. Emergency contracts;~~
- ~~8. Any other public contract specifically exempted from the code by another provision or law.~~
- ~~9. Contracts between public agencies utilizing an existing solicitation or current requirement contract of one of the public agencies that is a party to the contract as provided by law.~~

The Board will serve as the LCRB for the District. All District purchasing shall be conducted in accordance with the Board's adopted rules¹:

The Board, acting as its own LCRB, adopts² the *Oregon Attorney General's Model Public Contract Rules* OAR Chapter 137, Divisions 046 through 049, in effect at the time this policy is adopted. These rules govern purchasing procedures, and other matters subject to public contracting provisions of law. Additionally, the Board may include as part of its rules portions of the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246-249 in effect at the time this policy is adopted.

Where necessary, the Board has made the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the District and made available on request.

The District shall review its rules each time the Attorney General adopts a modification of the model rules, as required by ORS 279A.065 (5)(b), to determine whether any modifications need to be made to District rules to ensure compliance with statutory changes. New rules, as necessary, will be adopted by the Board. In the event it is unnecessary to adopt new rules, Board minutes will reflect that the review process was completed as required. The Board recognizes that a public contracting agency that has not established its own rules of procedure as required by

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

~~ORS 279A.065 (5) is subject to the model rules adopted by the Attorney General, including all modifications to the model rules that the Attorney General may adopt.~~

~~Opportunity will be provided to all responsible suppliers to do business with the District. The business manager will develop and maintain lists of potential vendors for various types of materials, equipment and supplies. Such lists may be used to develop a mailing list for distribution of specifications and solicitations for bids or proposals. Any supplier may be included in the list upon request.~~

~~Records of bids, proposals and specifications will be kept in the District administration office and will conform with Oregon Revised Statutes and applicable records retention provisions of the *Oregon Attorney General's Model Public Contract Rules*.~~

The Board is the Local Contract Review Board (LCRB) for the District. The LCRB has not adopted its own rules of procurement. Consequently, the *Oregon Attorney General's Model Public Contracting Rules*¹ shall apply to the district.²

Additionally, the District may include as part of its procedures portions of the Oregon Department of Administrative Services administrative rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246 - 249.

The LCRB may make the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the district and made available on request.

The District may not artificially divide or fragment a procurement to reduce the procurement requirements.

The Superintendent may develop administrative regulations or procedures to assist with the implementation of this policy and applicable procurement rules.

Goods and Services

The District will purchase goods and services through the following procedures, unless an exception applies:

1. Small Procurement. For purchases of goods and services with a contract price not exceeding \$25,000, the District can use any manner deemed practical or convenient, including direct selection or award. Amendments to a contract awarded through small procurement must be in accordance with OAR 137-047-0800.
2. Intermediate Procurement. For purchases of goods and services with a contract price exceeding \$25,000, but not exceeding \$250,000, the District shall seek at least three informally solicited competitive price quotes or competitive proposals from prospective contractors. The District will keep record of the request and quotes. If three quotes are not reasonably available, fewer will suffice, but the District will make a written record of the effort made. The District may negotiate with a prospective contractor to clarify the quote or offer, or to effect modifications. Amendments to a contract awarded through intermediate procurement must be in accordance with OAR 137-047-0800.
3. Regular Procurement. For purchases exceeding \$250,000, the District will use competitive sealed bids (OAR 137-047-0255) or competitive sealed proposals (OAR 137-047-0260). Amendments to contracts awarded through regular procurement must be in accordance with OAR 137-047-0800.
4. Emergency Procurements. In situations of emergency³, the LCRB or designee may authorize an emergency procurement. In an emergency procurement, the District is not required to follow general procurement

¹ Oregon Administrative Rules (OAR) 137-045 - 049

² See ORS 279A.065(5).

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

requirements. The District must ensure competition for the contract that is reasonable and appropriate under the circumstances. The District must document the nature of the emergency and the method used for the selection of the contractor.

5. Sole-source Procurements. If the LCRB or designee determines that the goods or services are available from only one source, the District may award a contract without competition. To the extent reasonably practicable, the District shall negotiate with the sole source to obtain contract terms that are advantageous to the district. The determination of sole source must be based on written findings and may include:
 - a. That the efficient utilization of existing goods requires acquiring compatible goods or services;
 - b. That the goods or services required to exchange software or data with other public or private agencies are available from only one source;
 - c. That the goods or services are for use in a pilot or experimental project; or
 - d. Other findings that support the conclusion that the goods or services are available from only one source.⁴
6. Special Procurements. “Special procurement” means a contract or class of contracts that use a contracting procedure other than competitive sealed proposals, competitive sealed bidding, small procurement or intermediate procurement. Special procurements require LCRB approval and will be conducted in accordance with ORS 279B.085, OAR 137-047-0285, and this policy.
7. Personal Services Contracts. “Personal services contract,” as used in this policy, means a contract whose primary purpose is to acquire specialized skills, knowledge and resources in the application of technical or scientific expertise, or the exercise of professional, artistic or management discretion or judgment.⁵ Unless otherwise designated by the LCRB, personal services contracts will be procured in accordance with applicable procurement laws. The LCRB may designate certain service contracts or classes of service contracts as personal services contracts and exempt them from competitive bidding. All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and obtain services at a fair and reasonable price. Personal service contractors may be required to qualify as independent contractors in accordance with applicable laws.⁶

Procurements for services estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process in accordance with ORS 279B.030.

Public Improvements

³ “Emergency” means circumstances that:

1. Could not have been foreseen;
2. Create a substantial risk of loss, damage or interruption of services or a substantial threat to property, public health, welfare or safety; and
3. Require prompt execution of a contract to remedy the condition.

⁴ If the contract does not exceed \$250,000, using intermediate procurement is likely less burdensome than sole source.

⁵ This includes, but is not limited to, contracts for the services of an accountant, physician or dentist, educator, consultant (including a provider under an Architectural and Engineering Service Contract), broadcaster, or artist (including a photographer, filmmaker, painter, weaver or sculptor (OAR 137-045-0010(19)). Also includes architectural, engineering, photogrammatic mapping, transportation planning or land surveying services procured under ORS 279C.105 (ORS 279C.100) and related services procured under ORS 279C.120 (ORS 279C.100(5)).

⁶ See ORS 670.600 and OAR 459-005-0020.

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

“Public improvement” means a project for construction, reconstruction or major renovation on real property by or for the district.⁷ The district will contract for public improvements using the following procedures, unless an exception applies.

1. Public improvements contracts with a value of less than \$25,000 are exempt from competitive bidding.
2. Intermediate Procurements. For public improvement contracts not exceeding \$100,000, the District may utilize three quotes⁸:
 - a. The request for the quotes shall be in writing (unless not reasonably practicable)⁹;
 - b. The request for quotes shall include the selection criteria and if the criteria are not of equal value, their relative value or ranking.

The District shall award the contract to the prospective contractor whose quote will best serve the interest of the District, based on the selection criteria. If the award is not made to the offeror and quote with the lowest price, the District will make a written record of the basis for the award. Amendments to a contract awarded via intermediate procurement may be increased in accordance with OAR 137-049-0160(6)-(7).

3. Regular Procurements. For purchases exceeding \$100,000, the District will use invitation to bid or request for proposals except as otherwise allowed by law. See OAR 137-049-0130 and OAR 137-049-0640. Amendments to contracts awarded through regular procurement must be in accordance with OAR 137-049-0910.
4. Emergency Procurements. Emergency contracts for construction services are not considered public improvement contracts and will be procured in accordance with OAR 137-049-0140 and OAR 137-049-0150.
5. Community Benefit Contracts. “Community benefit contract” means a public improvement contract that includes, but is not limited to, terms and conditions that require the contractor to:
 - a. Qualify as a training agent, as defined in ORS 660.010, or provide apprenticeship training that meets applicable federal and state standards for apprenticeship training;
 - b. Employ apprentices to perform a specified percentage of work hours that workers in apprenticeable occupations perform on the community benefit project;
 - c. Provide employer-paid family health insurance; and
 - d. Meet any other requirements that the LCRB sets forth.

Community benefits contracts may be procured in accordance with ORS 279C.308.

6. Construction Manager/General Contractor (CM/GC) Procurement. The District shall procure CM/GC services in accordance with model rules the Attorney General adopts under Oregon Revised Statute (ORS) 279A.065(3) and OAR 137-049-0690, which requires “the assistance of legal counsel with substantial experience and necessary expertise in using the CM/GC Method, as well as knowledgeable staff, consultants

⁷ Public improvement does not include:

1. Projects for which no funds of the district are directly or indirectly used, except for participation that is incidental or related primarily to project design or inspection; or
2. Emergency work, minor alternation, ordinary repair or maintenance necessary to preserve a public improvement.

⁸ If three quotes are not reasonably available, the district shall make a written record of the effort made to obtain these quotes.

⁹ For Public Works Contracts, oral quotations may only be utilized in the event that written copies of prevailing wage rates are not required by the Bureau of Labor and Industries.

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

or both staff and consultants who have demonstrated capability of managing the CM/GC process in the necessary disciplines of engineering, construction scheduling and cost control, accounting, legal, Public Contracting and project management.”

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

Legal Reference(s):

REFERENCES / COMMENTS

Oregon Department of Justice, or [Attorney General’s Model Public Contract rules Manual \(2004\)](#)

[Administrative Rule DJC: Purchasing Goods or Services](#)

[ORS Chapter 279](#)

[ORS Chapter 279A](#)

[OAR Chapter 125](#), Divisions 246 - 249

[OAR Chapter 137](#), Divisions 045 - 049

[ORS Chapter 279B](#)

[ORS Chapter 279C](#)

[ORS 670.600](#)

[OAR 459-005-0020](#)

[OREGON PROCUREMENT MANUAL](#), Oregon Department of Administrative Services.

¹~~1~~ The Board may contract with another public agency to serve as its LCRB.

²~~2~~ Purchases shall be governed by ORS Chapter 279, 279A, 279B, and 279C. Additionally, the Board may, as provided by ORS 279, 279A, 065, adopt the Oregon Attorney General’s Model Public Contract Rules, OAR Chapter 137 governing purchasing/bid procedures. The Board may also adopt the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125. The Board may adopt portions of those rules or adopt its own rules. A Board that creates its own LCRB but has not established its own rules of procedure for public contracts is subject to the model rules (OAR 137) adopted by the Attorney General.

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

Subject: Expense Reimbursement

Policy Number: DLC Effective Date: 6/2024

Date of Original Policy and Revisions: 1/04, 10/05, 10/08, 11/10, 1/12, 9/16, 11/20

Cancels Policy No.: _____ Dated: _____

Date of Next Review: 6/2027

POLICY

Bethel School District Employees and Bethel School Board Members may be reimbursed for reasonable and necessary expenses actually incurred on school business. When these individuals incur expenses in their official capacities, they will submit required documentation to the District for reimbursement. The District shall reimburse travel expenses that arise from professional development and other expenditures. Procedures for payments are in Administrative Rule DLC.

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

REFERENCES / COMMENTS

[ORS 332.018\(3\)](#)

[Bethel Administrative Rule DLC: Expense Reimbursement](#)

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

Subject: Disposal of District Property

Policy Number: DN Effective Date: 6/2024

Date of Original Policy and Revisions: 11/08, 11/10, 1/12, 9/16, 11/20

Cancels Policy No.: _____ Dated: _____

Date of Next Review: 6/2027

POLICY

The Superintendent or designee may dispose of all obsolete, surplus, unwanted and/or excessively damaged equipment and supplies owned by the District in accordance with the following procedures:

1. The Board will pass a resolution declaring any surplus property valued greater than \$5,000.
2. Items estimated by the Maintenance Supervisor, Superintendent or designee, to have a value of less than \$500 may be sold at prices estimated to be the market values of the items; provided that the cost to sell the item would not exceed the sale price. If a sale is not financially beneficial, items should be securely recycled (in the case of technology) or donated to another school district or a non-profit, charitable, or educational organization. All sales will be recorded by item, price and buyer.
3. Property or materials estimated by the Maintenance Supervisor, Superintendent or designee, to be greater than \$500 may be declared surplus and may be sold through a bidding procedure an authorized online sales platform or an in-person sale. If public sales fail to produce any interested buyers or bidders, remaining unsold materials may then, at the Maintenance Supervisor's or designee's discretion, be recycled, disposed of as scrap or junk, or be donated to appropriate charitable or educational agencies.

If the District property was purchased with state, federal, or private grant funds, then disposal of the property shall be made as outlined in the grant or by state or federal regulations.

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

REFERENCES / COMMENTS

[ORS 279B.055](#)

ORS Chapters [279A](#), [279B](#) and [279C](#)

[ORS 332.155](#)

[Bethel Administrative Rule DN: Disposal of District Property](#)

EDUCATION, TITLE 34 C.F.R. PART 80 § 80.32(e)

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BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

Subject: **Emergency Procedure Drills and Instruction**

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

Date of Original Policy and Revisions: **1/14, 5/15, 2/16, 12/19, 2/24**

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

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

POLICY

Each administrator will conduct emergency procedure drills in accordance with the provisions of Oregon Revised Statutes (ORS) and the applicable Oregon Fire Code.

All schools are required to instruct and drill students on District emergency procedures so that students they can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes and safety threats. Instruction and drills for students on fires, earthquakes and safety threats emergency procedures shall be conducted for at least 30 minutes each school month.

The first emergency evacuation drill shall be conducted within 10 days of the beginning of classes.

Fire Emergencies

The District will conduct monthly fire drills. At least one fire drill will be held within the first 10 days of the school year. Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.

Earthquake Emergencies

At least two drills on earthquakes shall be conducted each year¹.

Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of "drop, cover and hold on" during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the District may include additional response procedures for earthquake emergencies.

Safety Threats

At least two drills on safety threats shall be conducted each year. Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety, and will include explanation of the District's communication strategy following a safety threat action (See Board policy EBCA - Safety Threats).

The Board may use 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.

¹ Local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures and assist the District with the instruction and the conducting of drills for students in these emergency procedures.

BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

[The district may provide additional instruction relating to other disasters such as flooding, drought, excessive snowfall or wildfires.²]

Local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures and assist the District with the instruction and the conducting of drills for students in these emergency procedures.

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

Legal Reference(s):

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

[OAR 581-022-1420](#) 2225

[ORS 336.071](#)

[ORS 339.324](#)

[ORS 476.030\(4\)](#)

[OREGON STATE FIRE MARSHAL](#), OREGON FIRE CODE ~~(2014)~~

² The Oregon Department of Education has resources available at <https://www.oregon.gov/ode/schools-and-districts/grants/pages/threat-and-hazard-resources.aspx>.



June 10, 2024

RESOLUTION NO. 23-24: 57

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.	Brown, Erin	Resignation	Accept resignation effective the end of the 2023-24 school year; position held: Student Services TOSA @District Office; 10 years at Bethel.
2.	Fetters, Denise	Hire for 2024-25	Offer 1 st Year Probationary Contract for 1.0 FTE Occupational Therapist @District Office; start date: 8/26/2024.
3.	Galago, Tiny	Hire for 2024-25	Offer 1 st Year Probationary Contract for 1.0 FTE Resource Room Teacher @Willamette; replaces: Erin Brown; start date: 8/26/2024.
4.	Kaanapu, Todd	Hire for 2024-25	Offer 1 st Year Probationary Contract for 1.0 FTE Resource Room Teacher @Willamette; replaces: Tammy Miller; start date: 8/26/2024.
5.	Neuhaus, Carley	Resignation	Accept resignation effective June 7, 2024; position held: Student Services TOSA @District Office; 4 years at Bethel.
6.	North, Stephen	Resignation	Accept resignation effective the end of the 2023-24 school year; position held: English Language Arts Teacher @Willamette; 3 years at Bethel.
7.	Paulson, April	Hire for 2024-25	Offer 3 rd Year Probationary Contract for 1.0 FTE Resource Room Teacher @Shasta; Start Date: 8/26/2024.
8.	Rodriguez, Lena	Infant Care Leave	Approve 1.0 FTE Infant Care Leave from 9/3/2024 through 1/29/2025; Position: Social Studies Teacher @Willamette.
9.	Stearns, Alan	Resignation	Accept resignation effective June 28, 2024; position held: Assistant Principal @Willamette; 5 years at Bethel.

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				



June 10, 2024

RESOLUTION NO. 23-24: 58

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

- DDC:** Native American Education Program Grants – Title VI Indian Education
- DFA:** Short-Form Investment
- DFB:** Arbitrage Post-Issuance Compliance
- DFEA:** Admissions to District Events
- DLC:** Expense Reimbursement
- EBC:** Emergency Plan and First Aid
- IGBAF:** Special Education – Individualized Education Plan (IEP)
- IGBAF-AR:** Special Education - Individualized Education Plan (IEP)
- IGBAG:** Special Education – Procedural Safeguards

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				

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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

REFERENCES / COMMENTS

Legal Reference(s):

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

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

REFERENCES / COMMENTS

- | | |
|---------------------------------------|----------------------------------|
| ORS 343.068 | |
| ORS 343.151 | OAR 581-015-2210 |
| ORS 343.155 | OAR 581-015-2215 |
| ORS 343.321 - 343.333 | OAR 581-015-2220 |
| OAR 581-015-2000 | OAR 581-015-2225 |
| OAR 581-015-2190 | OAR 581-015-2229 |
| OAR 581-015-2195 | OAR 581-015-2230 |
| OAR 581-015-2200 | OAR 581-015-2235 |
| OAR 581-015-2205 | OAR 581-015-2055 |
| OAR 581-015-2265 | 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. §§ 300.5-300.6, 300.22-300.24, 300.34, 300.43, 300.105-106, 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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- 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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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. Agreement to Amend or Modify IEP

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

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

7. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:

5/12, 6/15, 1/20, 2/22, 12/22, 6/24

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- (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 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 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-

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345-0020. Information about these services shall also be provided to the 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 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.

8. Incarcerated Youth

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

9. Extended School Year Services

- 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

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Administrative Rule

(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.

10. 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.

11. Transfer Students

- a. In state:

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

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

- 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

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Administrative Rule

“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.¹

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.

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

¹ See ORS 343.324.

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. 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 education¹;
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 guardian(s) in private schools;
11. Civil actions; and,
12. Attorney’s fees.

Procedural Safeguards Notice

The District provides to 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 guardian request for special education evaluation, and when the 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 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 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 guardian and that the guardian understands the content of the notice. The District maintains written evidence that it meets these requirements.

¹If, at any time subsequent to the initial provision of special and related services, the 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

Guardian or Adult Student Meeting Participation

The District provides 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 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 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 guardians are not in attendance;
- d. Advises the 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 guardian or adult student consent).

The District takes steps to ensure that 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 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 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 guardian or adult student if the District provided meeting notice to the 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

BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

REFERENCES / COMMENTS

ORS 343.155	OAR 581-001-0005	OAR 581-015-2330
ORS 343.165	OAR 581-015-2000	OAR 581-015-2305
ORS 343.173	OAR 581-015-2195	OAR 581-015-2345
ORS 343.177	OAR 581-015-2030	OAR 581-015-2310
ORS 343.181	OAR 581-015-2095	OAR 581-015-2385
	OAR 581-015-2190	OAR 581-015-2090
	OAR 581-015-2325	OAR 581-015-2360

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.500 – 300.505, 300.515, 300.517.

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