



BETHEL SCHOOL BOARD MEETING
District Office – 4640 Barger Drive
Monday, September 10, 2018
6:30 p.m.

AGENDA

- 1. Call to Order** **Debi Farr, Chair**
- 2. Pledge of Allegiance** **Paul Jorgensen, Vice Chair**
- 3. Approval of Minutes**
- 4. Superintendent's Report**
 - A. School is Open – Highlights from Principals
 - B. Fiscal Year 2018 Financial Statement, Simon Levear
 - C. Legislative and School Finance Update
 - D.
- 5. Delegations and Visitors**
- 6. Consent Agenda**
Personnel Action Resolution No. 11
- 7. Action Items**
 - A. Adopt Policies/ARs: IGBA, IGBAG-AR, IGBAH, IGBAJ, IGBAJ-AR, IKF, and IKF-AR Resolution No. 12
 - B. Approve Transfer Caps for 2018-19 Resolution No. 13
 - C.
- 8. Information and Discussion**
 - A. OBEF 4th Annual Scholarship Dinner, Thursday, September 13, 5:30pm, NWCU Community Room
 - B. OSBA Fall Regional Meeting, September 13, 5pm Roundtable/6pm Dinner/6:30pm Meeting, Lane ESD
 - C. BEF Breakfast at Bethel, Friday, October 12, 7am - 8am, Meadow View School
 - D. OSBA Annual Convention, November 8-11, Portland Marriott Downtown Waterfront
 - E.
- 9. Board Activity Update**
 - A.
- 10. Review of Next Meeting: Monday, September 24, 2018**
 - A. Student Representative Reports, KHS and WHS
 - B. Measure 98 WHS and KHS, Stefan Aumack and Mindy LeRoux

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- C. Oregon Harvest Day, Jennie Kolpak and Kyle Ryan
- D. Bond Work Recap, Pat McGillivray and Jason Betterley
- E. Financial Statement, Simon Levear
- F. Budget Committee Openings and Timeline
- G. Legislative & School Finance Update
- H. Board Policies Up for Periodic Review
- I.

11. Adjournment

MINUTES
BETHEL SCHOOL DISTRICT #52
BOARD OF DIRECTORS
WORK SESSION NOTES
July 17, 2018

ATTENDANCE

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

Absent: None

District staff, students, and community members identified: Superintendent Parra, Tina Gutierrez-Schmich, Amy Tidwell, Pat McGillivray, Tasha Katsuda, Simon Levear, Remie Calalang, Danielle Connelly, Bobbi Derrickson, and Jill Busby

CALL TO ORDER

Chair Johnson called the July 17, 2018, Work Session to order at 4:43 p.m.

Board Professional Development

Equity Director Tina Gutierrez-Schmich provided a historical overview of public education in the United States. Superintendent Parra, Ms. Gutierrez-Schmich, and the Board discussed how education in the United States has always moved toward equity and inclusivity.

Director Laisure arrived at approximately 5:33 p.m.

Chair Johnson called a recess at 6:31 p.m.

Chair Johnson reconvened the Work Session at 6:37 p.m.

Superintendent Parra provided a magnet school update.

2018-2019 Board Priorities/Goals Discussion

Superintendent Parra reviewed the 2018-19 School Board Priorities (DRAFT) document and the Board provided input.

Superintendent Parra will update the School Board Priorities document and present it at the August 27, 2018, Board Meeting for discussion and possible approval.

2018-2019 Committee Opportunities

District Wellness (1-2): Alan Laisure and Ginger Poage

Committee Leaders: Amy Tidwell, Pat McGillivray, and Jennie Kolpak
Meetings occur 2-3 times per year, generally begin at 3:45pm

ESD Budget (1): Rich Cunningham; alternate: Ginger Poage

Contact: Tony Scurto, Superintendent, Lane ESD
Meetings occur 1-2 times per year, evenings

LCOG (1): Alan Laisure; alternate: Rich Cunningham

Contact: Brenda Wilson, Executive Director, LCOG
Meetings occur 6-7 times per year, Thursday evenings

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Negotiations (2+): Alan Laisure and Paul Jorgensen; alternate: Rich Cunningham
Committee Leader: Remie Calalang
Meetings occur as needed, afternoons, evenings, and weekends

Safety and Equity (2): Dawnja Johnson and Debi Farr
Committee Leader: Tina Gutierrez-Schmich
Meetings occur 3-4 times per year, generally 7-9pm

Bethel Education Foundation Board Representative (1): Paul Jorgensen; alternate: Debi Farr
Executive Director: Dawnja Johnson
Meetings occur monthly, generally 5:30-7pm and special events throughout the year

Bethel Health Center Advisory Board (1): Debi Farr; alternate: Ginger Poage
Committee Leaders: Pat McGillivray and Amy Tidwell
Meetings occur 2 times per year (October and May), generally 1 hour, evenings

2012 Bond Committee (1): Greg Nelson, Dawnja Johnson, and Rich Cunningham
Committee Leaders: Pat McGillivray and Chris Parra
Meetings occur as needed (1-3 times total)

Sustainability Committee (2-3): The Sustainability Committee has been dissolved.

Long Term Planning Committee: (1-3): Greg Nelson, Alan Laisure, and Rich Cunningham; alternate: Paul Jorgensen
Committee Leaders: Chris Parra, Pat McGillivray, and Simon Levear

ADJOURNMENT

Chair Johnson adjourned the Work Session at 7:14 p.m.; the Regular Session Board Meeting followed.

Clerk – Chris Parra

jcb

Chair – Debi Farr

MINUTES

BETHEL SCHOOL DISTRICT #52

BOARD OF DIRECTORS

July 17, 2018

ATTENDANCE

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

Absent: None

District staff, students, and community members identified: Superintendent Parra, Remie Calalang, Amy Tidwell, Simon Levear, Tina Gutierrez-Schmich, Tasha Katsuda, Pat McGillivray, Danielle Connelly, Bobbi Derrickson, Jennifer Tillotson, and Jill Busby

CALL TO ORDER

Chair Johnson called the July 17, 2018, meeting of the Board of Directors to order at 7:22 p.m., following the 4:30 p.m. Board Work Session.

PLEDGE OF ALLEGIANCE

Vice Chair Farr led the Pledge of Allegiance.

Chair Johnson stated that it has been a pleasure serving as Board Chair during the 2017-18 school year.

ELECTION OF OFFICERS

Chair Johnson opened nominations for the position of Board Chair. Rich Cunningham nominated Debi Farr; Alan Laisure seconded. Hearing no further nominations, Chair Johnson closed nominations and asked for a roll call vote. Debi Farr was declared Board Chair by a unanimous vote.

Debi Farr assumed the duties of Board Chair and opened nominations for the position of Vice Chair. Rich Cunningham nominated Paul Jorgensen; Dawnja Johnson seconded. Hearing no further nominations, Chair Farr closed nominations and asked for a roll call vote. Paul Jorgensen was declared Vice Chair by a unanimous vote.

DELEGATIONS AND VISITORS

In the interest of time for visitors, the Delegations and Visitors portion of the agenda was shifted to an earlier time.

Jennifer Tillotson
6073 Landmark Lane
Eugene, OR

Ms. Tillotson expressed her concerns with plans for a youth house to be constructed on District owned property located near the intersection of Legacy and Avalon streets.

ACTION ON MINUTES

Chair Farr presented the Minutes from the June 25, 2018, Board Meeting (which included the 2018-2019 Budget Hearing and the Regular Session), and asked for additions or corrections. Hearing none, the Board approved the Minutes as submitted.

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Director Laisure apologized for his late arrival to the Work Session.

SUPERINTENDENT'S REPORT

Annual English Language Learner Report (HB 3499), Amy Tidwell

Special Services Director Amy Tidwell presented Bethel's 2016-17 Annual English Language Learner (ELL) Report and reviewed outcomes. Ms. Tidwell summarized ongoing professional development and supports in response to Bethel's Targeted Assistance designation.

Janus Decision, Remie Calalang

Human Resources Director Remie Calalang provided an overview of the recent Supreme Court ruling in *Janus v. AFSCME* deeming that "fair share" agreements violate First Amendment rights. Ms. Calalang reviewed actions the District has taken to comply with the Janus decision and answered questions from the Board. The District continues to work with legal counsel on "opt in" language.

Legislative and School Finance Update

Superintendent Parra shared information about the Comcast settlement and the possible impact to the District's State School Fund allocation.

Policy & Administrative Rule Update, 1st Reading

Superintendent Parra reported on the following Board Policies and Administrative Rules:

IGBAC – Special Education - Personnel – *Updated to reflect new language*

IGBAE – Special Education - Participation in Regular Education Programs – *Updated to reflect new language*

IGBAE-AR – Special Education – Participation in Regular Education Programs – *Updated to reflect new language*

IGBAI – Special Education – Private Schools – *Updated to reflect new language*

IGBAI-AR – Special Education – Private Schools – *Updated to reflect new language*

IGBH – Alternative Education Programs – *No changes*

CONSENT AGENDA

Resolution No. 1

Motion: Greg Nelson moved, Rich Cunningham seconded, to approve the Consent Agenda, Resolution No. 1, as Revised:

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

1. Appoints the following personnel to the positions indicated for the 2018-19 school year: Chris Parra: Executive Officer and District Clerk; Simon Levear: Budget Officer, Deputy Clerk, Custodian of Funds; Nancy Porter: Deputy Clerk; Jill Busby: Board Secretary;

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

July 17, 2018	October 8 and 22, 2018	January 14 and 28, 2019	April 8 and 22, 2019
August 13, 2018 (Work Session)	November 26, 2018	February 11 and 25, 2019	May 13, 2019
August 27, 2018	December 10, 2018	March 11, 2019	June 10 and 24, 2019
September 10 and 24, 2018			

8. Pursuant to ORS 294.460, and in the interest of effective cash management, the Business Services Director is hereby authorized to consolidate and commingle the cash balances of the several funds of the District whenever practicable; That the temporary inter-fund loans (amounts due to and due from the various funds) incidental to this practice are hereby authorized for the fiscal year 2018-19;
9. Authorizes the Superintendent to submit the Title I-A, Title II-A, Title III, and Title II-D, Applications for the 2018-19 school year;
10. Approves the participation of the Willamette High School Infant Toddler Center in the Child and Adult Care Food Program (CACFP) for the 2018-19 calendar year (October 1 through October 1); and,
11. Approves the following Alternative Education Programs for 2018-19:

Center Point School (Looking Glass)

- Therapeutic day treatment program.

Jasper Mountain / Safe Center

- Therapeutic day treatment program.

Lane Metro Youth Corps (Looking Glass)

- Grades 9-12 and connected to Riverfront.

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

New Roads (Looking Glass)

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

Riverfront (Looking Glass)

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

Wellsprings Friends School

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

MLK Education Center

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

12. Personnel Action:

#	Name	Type	Description
1.	Bishoff, Erik	Temporary Hire for 2018-19	Offer Temporary Contract for 1.0 FTE Career Technical Education Teacher @ Willamette; Start Date: 8/27/2018.
2.	Burns, Amber	Hire for 2018-19	Offer 1 st Year Probationary Contract for 1.0 FTE Title Teacher @ Prairie Mountain; Replaces: Haley Ellis; Start Date: 8/27/2018.

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

Bethel School District (Lane County No. 52)

INVESTMENT POLICY

PURPOSE

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

SCOPE and SIZE

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

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Special Revenue Funds
Debt Service Funds
Capital Projects Funds
Internal Service Funds
Fiduciary Funds

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

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

OBJECTIVES

Investment objectives are

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

DELEGATION OF AUTHORITY

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

STANDARD OF PRUDENCE

The investment officer shall make investments under the prudent investor rule, which states: "Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence,

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discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived."

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

SAFEKEEPING AND COLLATERALIZATION

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

ACCOUNTING METHOD

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

INTERNAL CONTROLS

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

REPORTING REQUIREMENTS

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

INVESTMENT POLICY ADOPTION

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

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

QUALIFIED INSTITUTIONS

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

INVESTMENT MATURITY

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

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

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

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

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

PORTFOLIO DIVERSIFICATION

1. <u>Diversification by Instrument</u>	Maximum Percent of <u>Portfolio *</u>
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US Treasury Obligation	100%
US Government Agency Securities (GSE's)	100%
Bankers' Acceptances from qualified institutions	25%
Negotiable Certificates of Deposit from Qualified institutions	25%
Repurchase Transactions	25%
Commercial Paper	25%
Corporate Notes	10%

2. Diversification by Institution

Local Government Investment Pool	100%
Non-US Treasury/GSE issuer	10%

*Limitations under ORS 294.035

*Percentages apply as of the date of settlement.

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

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

COMPETITIVE SELECTION OF BIDS OR OFFERS

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

MONITORING AND ADJUSTING THE PORTFOLIO

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

PERFORMANCE EVALUATION

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

Original Adoption

June 21, 2000

The Board discussed Board Meeting dates and shifting the start time of the meetings. The Board concluded that the start time of the meetings remain at 7:00 p.m.

END OF RESOLUTION 1: CONSENT AGENDA

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Motion Passed, 7-0

Absent: None

ACTION ITEMS

Resolution No. 2 – Adopt Policy IGBH

Motion: Dawnja Johnson moved, Ginger Poage seconded, to adopt the following policy:

IGBH – Alternative Education Programs

Motion Passed, 7-0

Absent: None

INFORMATION AND DISCUSSION

- A. Welcome Back Ceremony, Tuesday, August 28, 2018, 9:00-10:00 a.m., Powers Auditorium
- B. OSBA Annual Convention, November 8-11, 2018
- C. The Board acknowledged the petition provided to them with approximately 390 signatures opposing the youth house.

BOARD ACTIVITY UPDATE

None

REVIEW OF NEXT MEETING: MONDAY, AUGUST 27, 2018

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

Chair Farr readdressed shifting the start time of Board Meetings. The Board concluded that beginning in August 2018 meetings begin at 6:30 p.m. on a trial basis.

ADJOURNMENT

There being no further business to bring before the Board, Chair Farr adjourned the meeting at 8:22 p.m.

Clerk – Chris Parra

jcb

Chair – Debi Farr

**MINUTES
BETHEL SCHOOL DISTRICT #52
BOARD OF DIRECTORS
SPECIAL BOARD MEETING
AUGUST 13, 2018**

ATTENDANCE

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

Absent: Ginger Poage

District staff, students, and community members identified: Superintendent Parra, Pat McGillivray, Simon Levear, Tracy Stone, Terry Thorn, Judy Kramer, Gary Kramer, Melissa Hayden, Vern Hayden, and Jill Busby

CALL TO ORDER

Chair Farr called the August 13, 2018, Special Meeting of the Board of Directors to order at 6:33 p.m.

PLEDGE OF ALLEGIANCE

Vice Chair Jorgensen led the Pledge of Allegiance.

DELEGATIONS AND VISITORS

Terry Thorn
91009 Railroad Street
Junction City, OR

Representing the Bethel Boosters, Terry Thorn distributed and shared information regarding the organization and requested Board support providing exposure for the Bethel Boosters and in recruiting new members to the organization.

SURPLUS DESIGNATED REAL ESTATE

Superintendent Parra referred to a copy of Resolution No. 14-15: 63 provided to Board Members and described the property located between 5580 and 5690 Barger Drive, Eugene, Oregon. Though the 2014-2015 resolution is still in effect, Superintendent Parra asked the Board to re-affirm via a new resolution the sale of the surplus designated real estate. The Board discussed the property located between 5580 and 5690 Barger Drive, Eugene, Oregon, and access to the nearby fields.

ACTION ITEMS

Resolution No. 3 – Approve Health Curriculum Adoption

Motion: Dawnja Johnson moved, Alan Laisure seconded, to approve the award of a contract to Goodheart-Wilcox for the purchase of Comprehensive Health Textbook/6 year Online Bundle (2018) for grades 9-12. Director Laisure expressed his gratitude to those involved with selecting this curriculum.

Motion Passed, 6-0

Absent: Ginger Poage

Resolution No. 4 – SVDP Correspondence

Motion: Paul Jorgensen moved, Rich Cunningham seconded, to accept St. Vincent de Paul's request to withdrawal for siting the youth house on school district property located on Legacy and Avalon, thereby

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SPECIAL BOARD MEETING

AUGUST 13, 2018

nullifying Board Resolution No. 17-18: 33. Chair Farr read a statement regarding the SVDP youth house. Board Members were provided copies of the letter from SVDP addressed to Superintendent Parra.

Motion Passed, 6-0

Absent: Ginger Poage

Resolution No. 5 – Direct the Superintendent or Designee to Negotiate Terms and Dispose of Surplus Property

Motion: Alan Laisure moved, Dawnja Johnson seconded, to affirm Resolution No. 14-15: 63 directing the Superintendent or designee to negotiate the terms and conditions for transference of the surplus property, execute all documents on behalf of the District necessary for closing the property sale transaction and dispose of the surplus property. The Board discussed the property located between 5580 and 5690 Barger Drive, Eugene, Oregon, and the appraisal of the property. Community Relations Director Pat McGillivray will notify property owners adjacent to the property between 5580 and 5690 Barger Drive, Eugene, Oregon, of the District's plans to dispose of the surplus property.

Motion Passed: 5-1

Absent: Ginger Poage

Director Cunningham voted against Resolution No. 5.

The Board did not meet in Executive Session and a resolution for Board Response to Appeal was not necessary.

ADJOURNMENT

There being no further business to bring before the Board, Chair Farr adjourned the Special Board Meeting at 7:13 p.m.

Clerk – Chris Parra

jcb

Chair – Debi Farr

Bethel School District GENERAL FUND
Revenue and Expenditure Summary/Projection (unaudited)
Fiscal Year 2017/2018

	better than forecast
	within 2% of forecast
	Within 2% - 4% of forecast
	Over 4% of forecast

	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Preliminary	Projected	2017/2018	Budget	YTD	YTD	Variance
	July 2017	Aug 2017	Sept 2017	Oct 2017	Nov 2017	Dec 2017	Jan 2018	Feb 2018	March 2018	April 2018	May 2018	June 2018	Totals					
REVENUES																		
LOCAL SOURCES:																		
Current year's levy* R1111	0	0	0	0	8,633,998	5,116,459	279,089	117,981	325,164	45,853	55,803	324,131	14,898,478	15,222,447	-323,969	14,898,478	15,222,447	(323,969)
Prior years' taxes* R1112 & 1190 & 1200	0	0	41,903	32,225	29,794	20,041	21,123	23,250	-4,806	20,613	22,674	31,368	238,186	58,000	180,186	238,186	58,000	180,186
Tuition from other Districts	0	0	0	0	762	2,285	0	0	0	15,611	11,709	11,709	42,076	0	42,076	42,076	0	42,076
Investment earnings R1510	16,091	19,035	17,782	17,570	18,834	31,107	35,387	32,444	43,480	36,995	44,543	29,040	342,309	110,000	232,309	342,309	110,000	232,309
Misc. local sources R1910 & R1940 & R196	15,883	4,990	5,284	51,561	2,561	1,228	-2,646	1,995	2,751	6,071	-78	57,510	147,110	44,300	102,810	147,110	44,300	102,810
Subtotal	31,974	24,025	64,970	101,356	8,685,949	5,171,120	332,954	175,670	366,589	125,143	134,650	453,758	15,668,159	15,434,747	233,412	15,668,159	15,434,747	233,412
INTERMEDIATE SOURCES:																		
County School Fund* R2101	0	0	0	0	0	0	0	0	0	0	0	85,419	85,419	60,000	25,419	85,419	60,000	25,419
Subtotal	0	0	0	0	0	0	0	0	0	0	0	85,419	85,419	60,000	25,419	85,419	60,000	25,419
STATE SOURCES:																		
SSF- Current Year R3101	6,318,731	3,157,468	3,157,468	3,157,468	3,157,484	3,157,567	3,157,567	3,157,567	3,264,586	3,288,612	3,685,223	2	38,659,745	37,167,223	1,492,522	38,659,745	37,167,223	1,492,522
Common School Fund* R3103	0	0	0	0	0	0	0	311,765	0	0	0	311,765	623,529	678,627	-55,098	623,529	678,627	(55,098)
High Cost Disability	0	0	0	0	0	0	0	0	0	0	28,915	0	28,915	80,000	-51,085	28,915	80,000	(51,085)
Other State Funds	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	6,318,731	3,157,468	3,157,468	3,157,468	3,157,484	3,157,567	3,157,567	3,469,332	3,264,586	3,288,612	3,714,138	311,767	39,312,189	37,925,850	1,386,339	39,312,189	37,925,850	1,386,339
FEDERAL SOURCES:																		
Other Federal Grants 4700	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Federal Forest Fees* R4801	0	0	0	0	0	0	0	0	0	0	0	245,157	245,157	0	245,157	245,157	0	245,157
Subtotal	0	0	0	0	0	0	0	0	0	0	0	245,157	245,157	0	245,157	245,157	0	245,157
OTHER RESOURCES:																		
Interfund Transfers In R5200	0	0	0	0	0	24,233	0	0	0	0	0	333,793	358,026	350,000	8,026	358,026	350,000	8,026
Sale of or Comp for loss of asset	0	0	0	0	0	0	0	0	1,683	0	0	0	1,683	0	1,683	1,683	0	1,683
Beginning fund balance R5400	6,078,226	0	0	0	0	0	0	0	0	0	0	0	6,078,226	4,457,000	1,621,226	6,078,226	4,457,000	1,621,226
Subtotal	6,078,226	0	0	0	0	24,233	0	0	1,683	0	0	333,793	6,437,935	4,807,000	1,630,935	6,437,935	4,457,000	1,621,226
Total, monthly revenues	12,428,931	3,181,494	3,222,438	3,258,824	11,843,433	8,352,921	3,490,521	3,645,002	3,632,858	3,413,755	3,848,788	1,429,895	61,748,859	58,227,597	3,521,262	61,748,859	57,877,597	3,511,553
CUMULATIVE RESOURCES	12,428,931	15,610,425	18,832,863	22,091,686	33,935,120	42,288,040	45,778,561	49,423,563	53,056,421	56,470,176	60,318,964	61,748,859	61,748,859	58,227,597	3,521,262	61,748,859	57,877,597	3,511,553
EXPENDITURES																		
Salaries- 100	344,600	580,674	2,034,015	2,374,765	2,427,029	2,342,824	2,236,749	2,385,217	2,337,423	2,292,159	2,425,551	5,473,915	27,254,921	27,091,600	163,321	27,254,921	27,091,600	163,321
Employee benefits- 200	283,175	420,177	1,482,897	1,651,354	1,682,621	1,692,122	1,565,916	1,677,584	1,653,013	1,624,043	1,701,075	3,338,354	18,772,331	19,365,580	-593,249	18,772,331	19,365,580	(593,249)
Purchased services- 300	88,933	455,372	244,271	406,047	442,309	531,675	560,925	395,049	477,264	498,335	495,931	999,862	5,595,972	5,734,730	-138,758	5,595,972	5,734,730	(138,758)
Supplies- 400	87,807	72,594	65,428	84,320	77,848	58,052	39,756	41,340	94,053	69,144	102,040	92,468	884,850	966,942	-82,092	884,850	966,942	(82,092)
Capital outlay- 500	0	89,898	79,567	9,106	17,623	62,157	-17,443	24,627	20,722	14,036	6,893	3,455	310,641	320,000	-9,359	310,641	320,000	(9,359)
Insurance/Dues/Other- 600	382,316	36,986	1,974	8,040	2,773	4,314	3,616	-8,868	1,496	2,515	2,891	370	438,422	405,683	32,739	438,422	405,683	32,739
Interfund Transfers	0	0	0	120,000	0	0	0	60,000	0	0	0	0	500,403	442,730	57,673	500,403	442,730	57,673
Contingency	0	0	0	0	0	0	0	0	0	0	0	0	0	3,658,848	0	0	0	0
Total, monthly expend.	1,186,831	1,655,700	3,908,151	4,653,632	4,650,203	4,691,144	4,389,519	4,574,949	4,583,969	4,500,232	4,734,380	10,228,829	53,757,539	57,986,112	-569,726	53,757,539	54,327,264	(569,726)
CUMULATIVE EXPENDITURES	1,186,831	2,842,531	6,750,682	11,404,314	16,054,517	20,745,661	25,135,179	29,710,128	34,294,098	38,794,330	43,528,710	53,757,539	53,757,539	57,986,112	-569,726	53,757,539	54,327,264	(569,726)
Month-end Fund Balance	11,242,101	12,767,894	12,082,180	10,687,372	17,880,603	21,542,379	20,643,382	19,713,435	18,762,323	17,675,846	16,790,254	7,991,320	7,991,320	1,000,000	0	1,000,000	0	0

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September 10, 2018

RESOLUTION NO. 18-19: 11

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.	Born, Dean	Hire for 2018-19	Offer Extra Duty Contract for Assistant Boys Junior Varsity 2 Soccer Coach @ Willamette.
2.	Buck, Ronald	Hire for 2018-19	Offer Extra Duty Contract for Assistant Football Coach @ Willamette.
3.	Dilworth, Stacy	Temporary Hire for 2018-19	Offer Temporary Contract for .5 FTE Title I Teacher @ Irving; Replaces: Liz Johnson; Start Date: 8/29/2018.
4.	Hutchison, Seth	Resignation	Accept resignation effective September 6, 2018; Position Held: Adaptive PE Teacher @ District Office/ PE Teacher @ Irving; 3 years at Bethel.
5.	Johnson, Liz A.	Resignation	Accept resignation effective August 30, 2018; Position Held: Title I Teacher @ Irving; 3 years at Bethel.
6.	Nelson, Dain	Hire for 2018-19	Offer Extra Duty Contract for Assistant Football Coach @ Willamette.
7.	Reardon, Matt	Hire for 2018-19	Offer Extra Duty Contract for Assistant Football Coach @ Willamette.
8.	Wiggins, Andrea	Temporary Hire for 2018-19	Offer Temporary Contract for 1.0 FTE 5 th Grade Teacher @ Irving; Replaces: Ivy Sawyer; Start Date: 9/4/2018.

Recommended by: Remie Calalang, Human Resources Director

ATTEST _____
Clerk – Chris Parra

Chair – Debi Farr

MOVED BY _____

SECONDED BY _____

DATE _____

RESOLUTION: *Passed / Failed*

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



September 10, 2018

RESOLUTION NO. 18-19: 12

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

- IGBA:** Students with Disabilities – Child Identification Procedures
- IGBAG-AR:** Special Education – Procedural Safeguards
- IGBAH:** Special Education – Evaluation Procedures
- IGBAJ:** Special Education – Free Appropriate Public Education (FAPE)
- IGBAJ-AR:** Special Education – Free Appropriate Public Education (FAPE)
- IKF:** Graduation Requirements
- IKF-AR:** Graduation Requirements

ATTEST _____
 Clerk – Chris Parra

 Chair – Debi Farr

MOVED BY _____

SECONDED BY _____

DATE _____

RESOLUTION: *Passed / Failed*

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

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BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

Subject: Students with Disabilities – Child Identification Procedures

Policy Number: IGBA Effective Date: 9/2018

Date of Original Policy and Revisions: 2/08, 11/09, 5/12, 6/15, 1/18

Cancels Policy No.: _____ Dated: _____

Date of Next Review: 9/2021

POLICY

The District implements an ongoing system to locate, identify and evaluate all children, birth to age 21, residing within its jurisdiction who have disabilities and need early intervention, early childhood special education or special education services. For preschool children, the District is responsible for the evaluation(s) used to determine eligibility; the designated referral and evaluation agency Early Childhood CARES is responsible for determining the eligibility of children for Early Intervention/Early Childhood Special Education (EI/ECSE) services in accordance with OAR 581-015-2100. The District identifies all children with disabilities, regardless of the severity of their disabilities, including those who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. Indian preschool children living on reservations;
4. Suspected of having a disability even though they are advancing from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, attending private (religious or secular) school located within the boundaries of the District;
7. Attending a public charter school located in the District;
8. Below the age of compulsory school attendance who are not enrolled in a public or private school program; and,
9. Above the age of compulsory school attendance who have not graduated from high school with a regular high school diploma and have not completed the school year in which they reach their 21st birthday.

The District determines residency in accordance with ORS Chapter 339 and, for the purposes of public charter school students with disabilities, in accordance with ORS Chapter 338 and ORS Chapter 339. The District enrolls all students who are five on or before September 1 of the current school year. Students with disabilities are eligible to enroll in the District through the school year in which they reach the age of 21 if they have not graduated with a regular high school diploma.

The District shall annually submit data to the Oregon Department of Education (ODE) regarding the number of resident students with disabilities who have been identified, located and evaluated, and are receiving special education and related services. The District conducts an annual count of the total number of private school children attending private schools located within the boundaries of the District, and a count of all children with disabilities attending private schools located within the boundaries of the District, in accordance with OAR 581-015-2465. The District reports any additional data to ODE as required by the ODE to meet the requirements of federal or state law and the applicable reporting dates.

REPORTS

None.

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

ATTACHMENTS

None.

END OF POLICY

REFERENCES / COMMENTS

[ORS 332.075](#)
[ORS 338.165](#)
[ORS 339.115 to-137](#)
[ORS 343.151](#)
[ORS 343.157](#)
[ORS 343.193](#)
[ORS 343.221](#)
[ORS 343.517](#)
[ORS 343.533](#)

[OAR 581-015-2040](#)
[OAR 581-015-2045](#)
[OAR 581-015-2080](#)
[OAR 581-015-2085](#)
[OAR 581-015-2190](#)
[OAR 581-015-2195](#)
[OAR 581-015-2315](#)
[OAR 581-015-2480](#)
[OAR 581-021-0029](#)
[OAR 581-022-2315](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1412 (a)(3) (2017).
Early Intervention Program for Infants and Toddlers with Disabilities, 34 C.F.R. Part 303 (2017).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.111(2017).
[Bethel Administrative Rule IGBA](#): Students with Disabilities – Child Identification Procedures

IGBAG. SPECIAL EDUCATION – PROCEDURAL SAFEGUARDS
Adopted: 1/2018, 9/2018

1. Procedural Safeguard

- a. The district provides procedural safeguards to:
 - (1) Parents, guardians (unless the guardian is a state agency), or persons in parental relationship to the student;
 - (2) Surrogate parents; and
 - (3) Students who have reached the age of 18, the age of majority, or are considered emancipated under Oregon law and to whom rights have transferred by statute, identified as adult students (called “eligible students”).

- b. The district gives parents/guardians a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education (ODE):
 - (1) At least once a year; and
 - (2) At the first referral or parental request for evaluation to determine eligibility for special education services;
 - (3) When the parent/guardian (or adult student) requests a copy;
 - (4) To the parent/guardian and the student one year before the student’s 18th birthday or upon learning that the student is considered emancipated.

- c. The *Procedural Safeguards Notice* is:
 - (1) Provided written in the native language or other communication of the parents/guardians (unless it is clearly not feasible to do so) and in language clearly understandable to the public.
 - (2) If the native language or other mode of communication of the parent/guardian is not a written language, the district takes steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication;
 - (b) The parent/guardian understands the content of the notice; and
 - (c) There is written evidence that the district has met these requirements.

2. Content of Procedural Safeguards Notice

The procedural safeguards notice includes all of the content provided in the *Notice of Procedural Safeguards* published by the Oregon Department of Education.

3. Parent/Guardian or Adult Student Meeting Participation

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

- b. The district provides parents/guardians or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
 - (1) States the purpose, time and place of the meeting and who is invited to attend;
 - (2) Advises that parents/guardians or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - (3) Advises the parents/guardians or adult student that the team may proceed with the meeting even if they are not in attendance;
 - (4) Advises the parent/guardian or adult students who to contact before the meeting to provide information if they are unable to attend; and

Bethel School District #52
Administrative Rule

- (5) Indicates if one of the meeting's purposes is to consider transition services or transition service needs. If so:
 - (a) Indicates that the student will be invited; and
 - (b) Identifies any agencies invited to send a representative.
- c. The district takes steps to ensure that one or both of the parents/guardians of a student with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
 - (1) Notifying parents/guardians of the meeting early enough to ensure that they will have an opportunity to attend; and
 - (2) Scheduling the meeting at a mutually agreed on time and place.
- d. If neither parent/guardian can participate, the district will use other methods to ensure participation, including, but not limited to, individual or conference phone calls or home visits.
- e. The district may conduct an evaluation planning or eligibility meeting without the parent/guardian or adult student if the district provided meeting notice to the parent/guardian or adult student sufficiently in advance to ensure an opportunity to attend.
- f. The district may conduct an IEP or placement meeting without the parent/guardian or adult student if the district is unable to convince the parents/guardians or adult students that they should participate. Attempts to convince the parent/guardian to participate will be considered sufficient if the district:
 - (1) Communicates directly with the parent/guardian or adult student and arranges a mutually agreeable time and place and sends written notice to confirm the arrangement; or
 - (2) Proposes a time and place in the written notice stating that a different time and place might be requested and confirms that the notice was received.
- g. If the district proceeds with an IEP meeting without a parent/guardian or adult student, the district must have a record of its attempts to arrange a mutually agreed upon time and place such as:
 - (1) Detailed records of telephone calls made or attempted and the results of those calls;
 - (2) Copies of correspondence sent to the parents/guardians and any responses received; and
 - (3) Detailed records of visits made to the parents'/guardians' home or place of employment and the results of those visits.
- h. The district takes whatever action is necessary to ensure that the parent/guardian or adult student understands the proceedings at a meeting, including arranging for an interpreter for parents/guardians or adult students who are deaf or whose native language is other than English.
- i. After the transfer of rights to an adult student at the age of majority, the district provides written notice of meetings to the adult student and parent/guardian, if the parent/guardian can be reasonably located. After the transfer of rights to an adult student at the age of majority, a parent/guardian receiving notice of an IEP meeting is not entitled to attend the meeting unless invited by the adult student or the district.
- j. An IEP meeting does not include:
 - (1) Informal or unscheduled conversations involving school district personnel;
 - (2) Conversations on issues such as teaching methodology, lesson plans or coordination of service provision if those issues are not addressed in the student's IEP; or
 - (3) Preparatory activities that district or public personnel engage in to develop a proposal or response to a parent/guardian proposal that will be discussed at a later meeting.

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Administrative Rule

4. Surrogate Parents

- a. The district protects the rights of a student with a disability, or suspected of having a disability, by appointing a surrogate parent when:
 - (1) The parent/guardian cannot be identified or located after reasonable efforts;
 - (2) The student is a ward of the state or an unaccompanied homeless youth and there is reasonable cause to believe that the student has a disability, and there is no foster parent or other person available who can act as the parent of the student; or
 - (3) The parent/guardian or adult student requests the appointment of a surrogate parent.
- b. The district secures nominations of persons to serve as surrogates. The district appoints surrogates within 30 days of a determination that the student needs a surrogate, unless a surrogate has already been appointed by juvenile court.
- c. The district will only appoint a surrogate who:
 - (1) Is not an employee of the district or the Oregon Department of Education;
 - (2) Is not an employee of any other agency involved in the education or care of the student;
 - (3) Is free of any personal or professional interest that would interfere with representing the student's special education interests; and
 - (4) Has the necessary knowledge and skills that ensure adequate representation of the student in special education decisions. The district will provide training, as necessary, to ensure that surrogate parents have the requisite knowledge.
- d. The district provides all special education rights and procedural safeguards to appointed surrogate parents.
- e. A surrogate will not be considered an employee of the district solely on the basis that the surrogate is compensated from public funds.
- f. The duties of the surrogate parent are to:
 - (1) Protect the special education rights of the student;
 - (2) Be acquainted with the student's disability and the student's special education needs;
 - (3) Represent the student in all matters relating to the identification, evaluation, IEP and educational placement of the student; and
 - (4) Represent the student in all matters relating to the provision of a free appropriate public education to the student.
- g. A parent/guardian may give written consent for a surrogate to be appointed.
 - (1) When a parent/guardian requests that a surrogate be appointed, the parent/guardian shall retain all parental rights to receive notice and all of the information provided to the surrogate. When the district appoints a surrogate at parent/guardian request, the district will continue to provide to the parent/guardian a copy of all notices and other information provided to the surrogate.
 - (2) The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the parent unless and until the parent/guardian revokes consent for the surrogate's appointment.
 - (3) If a parent/guardian gives written consent for a surrogate to be appointed, the parent/guardian may revoke consent at any time by providing a written request to revoke the surrogate's appointment;
- h. An adult student to whom rights have transferred at age of majority may give written consent for a surrogate to be appointed. When an adult student requests that a surrogate be appointed, the student shall retain all rights to receive notice and all of the information provided to the surrogate.

Bethel School District #52
Administrative Rule

The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the adult student unless and until the adult student revokes consent for the surrogate's appointment. If an adult student gives written consent for a surrogate to be appointed, the adult student may revoke consent at any time by providing a written request to revoke the surrogate's appointment.

- i. The district may change or terminate the appointment of a surrogate when:
 - (1) The person appointed as surrogate is no longer willing to serve;
 - (2) Rights transfer to the adult student or the student graduates with a regular diploma;
 - (3) The student is no longer eligible for special education services;
 - (4) The legal guardianship of the student is transferred to a person who is able to carry out the role of the parent;
 - (5) A foster parent or other person is identified who can carry out the role of parent;
 - (6) The parent/guardian, who previously could not be identified or located, is now identified or located;
 - (7) The appointed surrogate is no longer eligible;
 - (8) The student moves to another school district; or
 - (9) The student is no longer a ward of the state or unaccompanied homeless youth.
- j. The district will not appoint a surrogate solely because the parent/guardian or student to whom rights have transferred is uncooperative or unresponsive to the special education needs of the student.

5. Transfer of Rights at Age of Majority

- a. When a student with a disability reaches the age of majority, marries or is emancipated, rights previously accorded to the student's parents/guardians under the special education laws, transfer to the student. A student for whom rights have transferred is considered an "adult student" under OAR 581-015-2000(1).
- b. The district provides notice to the student and the parent/guardian that rights (accorded by statute) will transfer at the age of majority. This notice is provided at an IEP meeting and documented on the IEP:
 - (1) At least one year before the student's 18th birthday;
 - (2) More than one year before the student's 18th birthday, if the student's IEP team determines that earlier notice will aid transition; or
 - (3) Upon actual knowledge that within a year the student will likely marry or become emancipated before age 18.
- c. The district provides written notice to the student and to the parent/guardian at the time of the transfer.
- d. These requirements apply to all students, including students who are incarcerated in a state or local adult or juvenile correctional facility or jail.
- e. After transfer of rights to the student, the district provides any written prior notices and written notices of meetings required by the special education laws to the adult student and to the parent/guardian if the parent/guardian can be reasonably located.
- f. After rights have transferred to the student, receipt of notice of an IEP meeting does not entitle the parent/guardian to attend the meeting unless invited by the student or the district.

Bethel School District #52
Administrative Rule

6. Prior Written Notice

- a. The district provides prior written notice to the parent/guardian of a student, or student, within a reasonable period of time, before the district:
 1. Proposes to initiate or change the identification, evaluation, or educational placement of the student, or the provision of a free, appropriate public education to the child; or
 2. Refuses to initiate or change the identification, evaluation, or educational placement of the student, or the provision of a free, appropriate public education to the child.
- b. The content of the prior written notice will include:
 1. A description of the action proposed or refused by the district;
 2. An explanation of why the district proposed or refused to take the action;
 3. A description of each evaluation procedure, test, assessment, record, or report used as a basis for the refusal;
 4. A statement that the parents/guardians of a student with a disability have procedural safeguards and, if this notice is not an initial referral for evaluation, how a copy of the Procedural Safeguards Notice may be obtained;
 5. Sources for parents/guardians to contact to obtain assistance in understanding their procedural safeguards;
 6. A description of other options the IEP team considered and the reasons why those options were rejected; and
 7. A description of other factors that are relevant to the agency's proposal or refusal.
- c. The prior written notice is:
 1. Written in language understandable to the general public; and
 2. Provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian, unless it is clearly not feasible to do so;
 3. If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent/guardian in the parent's/guardian's native language or other mode of communication;
 - (b) The parent/guardian understands the content of the notice; and
 - (c) There is written evidence that the requirements of this rule have been met.

7. Consent¹ – Initial Evaluation

- a. The district provides notice and obtains informed written consent from the parent/guardian or adult student before conducting an initial evaluation to determine whether a student has a disability (as defined by Oregon law) and needs special education. Consent for initial evaluation is not consent for the district to provide special education and related services.
- b. The district makes reasonable efforts to obtain informed consent from a parent/guardian for an initial evaluation to determine a child's eligibility for special education services. If a parent/guardian does not provide consent for an initial evaluation or does not respond to a request for consent for an initial evaluation, the school district may, but is not required to, pursue the initial evaluation of the child through mediation or due process hearing procedures. The district does not violate its child find obligations if it declines to pursue the evaluation using these procedures.

¹“Consent” means that the parent/guardian or adult student: a) has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought; and b) understands and agrees in writing to the carrying out of the activity for which his/her consent is sought. Consent is voluntary on the part of the parent/guardian and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).

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8. Consent – Initial Provision of Special Education Services

- a. The district provides notice and obtains informed written consent from the parent/guardian or adult student before the initial provision of special education and related services to the student.
- b. The district makes reasonable efforts to obtain informed consent, but if a parent/guardian or adult student does not respond or refuses consent for initial provision of special education and related services, the district does not convene an IEP meeting, develop an IEP or seek to provide special education and related services through mediation or due process hearing procedures. The district will not be considered to be in violation of the requirement to make FAPE available to the student under these circumstances. The district stands ready to serve the student if the parent/guardian or adult student later consents.

9. Consent – Reevaluation

- a. The district obtains informed parent/guardian consent before conducting any reevaluation of a child with a disability, except:
 - (1) The district does not need written consent for a reevaluation, if, after reasonable efforts to obtain informed consent, the parent/guardian does not respond. However, the district does not conduct individual intelligence tests or tests of personality without consent.
 - (2) If a parent/guardian refuses to consent to the reevaluation, the district may, but is not required to, pursue the reevaluation by using mediation or due process hearing procedures.
- b. A parent/guardian or adult student may revoke consent at any time before the completion of the activity for which they have given consent. If a parent/guardian or adult student revokes consent, that revocation is not retroactive.

10. Consent – Other Requirements

- a. The district documents its reasonable efforts to obtain parent/guardian consent, such as phone calls, letters and meeting notes.
- b. If a parent/guardian of a student who is home schooled or enrolled by the parents/guardians in a private school does not provide consent for the initial evaluation or the reevaluation, or if the parent/guardian does not respond to a request for consent, the district:
 - (1) Does not use mediation or due process hearing procedures to seek consent; and
 - (2) Does not consider the child as eligible for special education services.
- c. If a parent/guardian or adult student refuses consent for one service or activity, the district does not use this refusal to deny the parent/guardian or child any other service, benefit or activity, except as specified by these rules and procedures.
- d. If, at any time subsequent to the initial provision of special and related services, the parent/guardian of a child revokes consent in writing for the continued provision of special education and related services, the district:
 - (1) May not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services;
 - (2) May not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child;
 - (3) The district will not be considered to be in violation of the requirement to make 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.

11. Exceptions to Consent

5/12, 6/15, 1/18, 9/18

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- a. The district does not need written parent/guardian or adult student consent before:
 - (1) Reviewing existing data as part of an evaluation or reevaluation;
 - (2) Administering a test or other evaluation administered to all students without consent unless, before administration of that test or evaluation, consent is required of parents/guardians of all students;
 - (3) Conducting evaluations, tests, procedures or instruments that are identified on the student's individualized education program (IEP) as a measure for determining progress; or
 - (4) Conducting a screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.

- b. The district does not need written parent/guardian consent to conduct an initial special education evaluation of a student who is a ward of the state and not living with the parent/guardian if:
 - (1) Despite reasonable efforts to do so, the district has not been able to find the parent/guardian;
 - (2) The parent/guardian's rights have been terminated in accordance with state law; or
 - (3) The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

- c. The district does not need written parental consent if an administrative law judge (ALJ) determines that the evaluation or reevaluation is necessary to ensure that the student is provided with a free appropriate public education.

12. Independent Educational Evaluations (IEE)

- a. A parent/guardian of a student with a disability has a right to an independent educational evaluation at public expense if the parent/guardian disagrees with an evaluation obtained by the school district.

- b. If a parent/guardian requests an independent educational evaluation at public expense, the district provides information to parents/guardians about where an independent educational evaluation may be obtained, and the district criteria applicable for independent educational evaluations.

- c. If a parent/guardian requests an independent educational evaluation at public expense, the district, without unnecessary delay, either:
 - (1) Initiates a due process hearing to show that its evaluation is appropriate; or
 - (2) Ensures that an independent educational evaluation is provided at public expense unless the district demonstrates in a hearing that the evaluation obtained by the parent/guardian did not meet district criteria.

- d. The district criteria for independent educational evaluations are the same as for district evaluations including, but not limited to, location, examiner qualifications and cost.
 - (1) Criteria established by the district do not preclude the parent's/guardian's access to an independent educational evaluation.
 - (2) The district provides the parents/guardians the opportunity to demonstrate the unique circumstances justifying an IEE that does not meet the district's criteria.
 - (3) A parent/guardian may be limited to one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent/guardian disagrees.

- e. If a parent/guardian requests an independent educational evaluation, the district may ask why the parent/guardian disagrees with the public evaluation. The parent/guardian may, but is not required to, provide an explanation. The district may not:

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- (1) Unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation;
 - (2) Except for the criteria listed above in c., impose conditions or timelines related to obtaining an IEE at public expense.
- f. The district considers an independent educational evaluation submitted by the parent/guardian, in any decision made with respect to the provision of a free appropriate public education to the student, if the submitted independent evaluation meets district criteria.

13. Dispute Resolution – Mediation

- a. The district or parent/guardian may request mediation from ODE for any special education matter, including before the filing of a complaint or due process hearing request.
- b. The district acknowledges that:
 - (1) Mediation must be voluntary on the part of the parties, must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques and may not be used to deny or delay a parent/guardian's right to a due process hearing or filing a complaint.
 - (2) Each mediation session must be scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute.
 - (3) An agreement reached by the parties to the dispute in the mediation process must be set forth in a legally binding written mediation agreement that:
 - (a) States the terms of the agreement;
 - (b) States that all discussions that occurred during the mediation process remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
 - (c) Is signed by the parent/guardian and a representative of the school district who has the authority to bind the district to the mediation agreement.
 - (4) Mediation communication is not confidential if it relates to child or elder abuse and is made to a person who is required to report abuse, or threats of physical harm, or professional conduct affecting licensure.
 - (5) The mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States.

14. Dispute Resolution – Complaint Investigation

- a. Any organization or person may file a signed, written complaint with the State Superintendent of Public Instruction alleging that a school district or ESD is violating or has violated the Individuals with Disabilities Education Act or associated regulations within one year before the date of the complaint. Upon receiving a parent/guardian complaint, the Oregon Department of Education (ODE) forwards the complaint to the district or ESD along with a request for a district response to the allegations in the complaint.
- b. Upon receiving a request for response from ODE, the district responds to the allegations and furnishes any requested information or documents within 10 business days.
- c. The district sends a copy of the response to the complainant. If ODE decides to conduct an on-site investigation, district personnel participate in interviews and provide additional documents as needed.
- d. The district and the complainant may attempt to resolve a disagreement that led to a complaint through mediation. If they decide against mediation, or if mediation fails to produce an agreement, ODE will pursue the complaint investigation.

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- e. If ODE substantiates some or all of the allegations in a complaint, it will order corrective action. The district satisfies its corrective action obligations in a timely manner.
- f. If the district disagrees with the findings and conclusions in a complaint final order, it may seek reconsideration by ODE or judicial review in county circuit court.

15. Due Process Hearing Requests

- a. The district acknowledges that parents/guardians may request a due process hearing if they disagree with a district proposal or refusal relating to the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
- b. The district may request a due process hearing regarding the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
- c. When requesting a due process hearing, the district or the attorney representing the district provides notice to the parent/guardian and to ODE.
- d. The party, including the district, that did not file the hearing request must, within 10 days of receiving the request for a hearing, send to the other party a response that specifically addresses the issues raised in the hearing request.
- e. If the parent/guardian had not yet received prior written notice of the district's proposal or refusal, the district, within 10 days of receiving the hearing request for a due process hearing, sends to the parent/guardian a response that includes:
 - (1) An explanation of why the district proposed or refused to take the action raised in the hearing request;
 - (2) A description of other options that the district considered and the reasons why those options were rejected;
 - (3) A description of each evaluation procedure, assessment, record or report the district used as the basis for the proposed or refused action; and
 - (4) A description of the factors relevant to the district's proposal or refusal.

16. Resolution Session

- a. Within 15 days of receiving a due process hearing request, the district will hold a resolution session with the parents/guardians and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request.
- b. This meeting will include a representative of the district who has decision-making authority for the district.
 - (1) The district will not include an attorney unless the parent/guardian brings an attorney.
 - (2) The district will provide the parent/guardian with an opportunity for the parent/guardian to discuss the hearing request and related facts so that the district has an opportunity to resolve the dispute.
 - (3) The district and parent/guardian may agree in writing to waive the resolution meeting. If so, the 45-day hearing timeline will begin the next business day, unless the district and parent/guardian agree to try mediation in lieu of the resolution session.

17. Time Limitations and Exception

- a. A parent/guardian must request a due process hearing within two years after the date of the district act or omission that gives rise to the parent/guardian's hearing request.

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- b. This timeline does not apply to a parent/guardian if the district withheld relevant information from the parent/guardian or incorrectly informed the parent/guardian that it had resolved the problem that led the parent/guardian

18. Hearing Costs

- a. The district reimburses the Oregon Department of Education (ODE) for costs related to conducting the hearing, including pre-hearing conferences, scheduling arrangement and other related matters.
- b. The district provides the parent/guardian with a written or, at the option of the parent/guardian, an electronic verbatim recording of the hearing, within a reasonable time of the close of the hearing.
- c. The district does not use IDEA funds to pay attorney's fees or other hearing costs.

19. Discipline and Placement in Interim Alternative Setting

See Board Policy JGDA – Discipline of Disabled Students.

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

Subject: Special Education – Evaluation Procedures

Policy Number: IGBAH Effective Date: 9/2018

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

Cancels Policy No.: _____ Dated: _____

Date of Next Review: 9/2021

POLICY

Consistent with its child find and parent consent obligations, the District responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.

A full and individual evaluation of a student’s educational needs that meets the criteria established in the Oregon Administrative Rules will be conducted before determining eligibility and before the initial provision of special education and related services to a student with a disability. The District implements an ongoing system to locate, identify and evaluate all children birth to 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education or special education services.

The District identifies all children with disabilities, regardless of the severity of their disabilities, including children who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. Indian preschool children living on reservations;
4. Suspected of having a disability even though they are advancing from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, attending private school (religious or secular) located within the boundaries of the District;
7. Attending a public charter school located in the District;
8. Below the age of compulsory school attendance who are not enrolled in a public or private school program; and
9. Above the age of compulsory school attendance who have not graduated from high school with a regular high school diploma and have not completed the school year in which they reach their 21st birthday.

The District is responsible for evaluating and determining eligibility for special education services for school-age children. The District is responsible for evaluating children who may be eligible for Early Intervention/Early Childhood Special Education (EI/ECSE) services. The District’s designated referral and evaluation agency is responsible for determining eligibility.

Before conducting any evaluation or reevaluation, the District:

1. Plans the evaluation with a group that includes the parent(s);
2. Provides prior written notice to the parent that describes any proposed evaluation procedures the agency proposes to conduct as a result of the evaluation planning process; and
3. Obtains informed written consent for evaluation.

The District conducts a comprehensive evaluation or reevaluation before:

1. Determining that a child has a disability;

BETHEL SCHOOL DISTRICT #52
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2. Determining that a child continues to have a disability;
3. Changing the child's eligibility;
4. Providing special education and related services;
5. Terminating the child's eligibility for special education, unless the termination is due to graduation from high school with a regular or modified diploma or exceeding the age of eligibility for a free appropriate public education.

Upon completion of the evaluation, the District provides the parent or eligible child a copy of the evaluation report at no cost. The evaluation report describes and explains the results of the evaluation. Upon completion of the eligibility determination, the District provides the parent or eligible child documentation of eligibility determination at no cost.

The District ensures that assessments and other evaluation materials, including those tailored to assess specific areas of education need, used to assess a child are:

1. Selected and administered so as not to be racially or culturally discriminatory;
2. Provided and administered in the child's native language or other mode of communication and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally unless it is clearly not feasible to do so;
3. Used for purposes for which assessments or measures are valid and reliable;
4. Administered by trained and knowledgeable personnel; and
5. Administered in accordance with any instructions provided by the producer of such assessments.

Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

A student must meet the eligibility criteria established in the Oregon Administrative Rules.

The District conducts reevaluations:

1. When the educational or related services needs, including improved academic achievement and functional performance of the children warrant a reevaluation;
2. When the child's parents or teacher requests a reevaluation; and,
3. At least every three years, unless that parent and the District agree that a reevaluation is unnecessary.

The District does not conduct reevaluation more than once a year, unless the parent and District agree otherwise.

If a parent has previously revoked consent for special education and related services and subsequently requests special education and related services, the District will conduct an initial evaluation of the student to determine eligibility for special education.

REPORTS

None.

ATTACHMENTS

None.

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

END OF POLICY

REFERENCES / COMMENTS

Legal Reference(s):

[ORS 343.155](#)

[ORS 343.157](#)

[ORS 343.164](#)

[OAR 581-015-2000](#)

[OAR 581-015-2095](#)

[OAR 581-015-2105 to-2190](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.7, 300.530 - 300.534, 300.540 - 300.543 (2017).

[Bethel Administrative Rule IGBAH: Special Education – Evaluation Procedures](#)

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BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

Subject: Special Education – Free Appropriate Public Education (FAPE)

Policy Number: IGBAJ Effective Date 9/2018

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

Cancels Policy No.: _____ Dated: _____

Date of Next Review: 9/2021

POLICY

1. The District admits all resident school age children with disabilities and makes special education and related services available at no cost to those:
 - a. Who have reached five years of age but have not yet reached 21 years of age on or before September 1 of the current school year, even if they are advancing from grade to grade;
 - b. Who have not graduated with a regular high school diploma;
 - c. Who have been suspended or expelled in accordance with special education discipline provisions; or,
 - d. Who reach age 21 before the end of the school year. These students remain eligible until the end of the school year in which they reach 21.
2. The District determines residency in accordance with Oregon law.
3. The District takes steps to ensure that its children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the District and provides a continuum of services to meet the individual special education needs of all resident children with disabilities, including resident children enrolled in District charter schools.
4. The District may, but is not required to, provide special education and related services to a student who has graduated with a regular diploma.
5. State law prohibits the District from recommending to parents, or requiring a child to obtain, a prescription for medication to affect or alter thought processes, mood or behavior as a condition of attending school, receiving an evaluation to determine eligibility for early childhood special education or special education, or receiving special education services.
6. If the individualized education program (IEP) team determines that placement in a public or private residential program is necessary to provide FAPE, the program, including nonmedical care and room and board, must be at no cost to the parents of the child.
7. If a parent revokes consent for a student receiving special education and related services, the District will not be considered to be in violation of the requirement to make FAPE available to the student because of the failure to provide the student with further special education and related services.

REPORTS

None.

ATTACHMENTS

None.

BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

END OF POLICY

REFERENCES / COMMENTS

[ORS 338.165](#)

[ORS 339.115](#)

[ORS 343.085](#)

[ORS 343.224](#)

[OAR 581-015-2020](#)

[OAR 581-015-2035](#)

[OAR 581-015-2040 to-2065](#)

[OAR 581-015-2050](#)

[OAR 581-015-2530](#)

[OAR 581-015-2600](#)

[OAR 581-015-2605](#)

[OAR 581-021-0029](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.17, 300.101-110, 300.113 (2006).

[Bethel Administrative Rule IGBAJ: Special Education – Free Appropriate Public Education \(FAPE\)](#)

Bethel School District #52
Administrative Rule

IGBAJ. SPECIAL EDUCATION - FREE APPROPRIATE PUBLIC EDUCATION (FAPE)
Adopted: 1/2018, 9/2018

1. FAPE and Age Ranges

The district provides special education and related services to all resident school-age students, including students enrolled in public charter schools located in the district with disabilities, except as provided below.

- a. "School-age children" are children who have reached 5 years of age but have not yet reached 21 years of age on or before September 1 of the current school year.
- b. The district will admit an otherwise eligible student who has not yet reached 21 years of age on or before September 1 of the current school year.
- c. An otherwise eligible person whose 21st birthday occurs during the school year will continue to be eligible for FAPE for the remainder of the school year.
- d. The district provides FAPE to students with disabilities who have been suspended or expelled from school in accordance with the special education discipline rules.

2. Nonacademic Services

- a. The district provides equal opportunity for students with disabilities for participation in nonacademic and extracurricular services and activities.
- b. Nonacademic and extracurricular services and activities may include meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the district and assistance in making outside employment available.
- c. The district ensures that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of each individual child.

3. Graduation

- a. A student graduating with a regular high school diploma is no longer entitled to FAPE.
- b. The district provides prior written notice a reasonable time before a student with a disability graduates with a regular high school diploma.
- c. The district is not required to conduct a reevaluation before terminating eligibility due to graduation with a regular high school diploma.
- d. Graduation with an alternative document:
 - (1) The district may award an alternative document meeting the criteria of the State Board of Education alternative document to a student with a disability.
 - (2) Graduation with an alternative document does not terminate eligibility, require an evaluation, or require prior written notice.
- e. The district may, but is not required to, provide special education and related services to a student who has graduated with a regular diploma.

4. Incarcerated Youth

- a. The district has a plan, approved by the local Board, to provide or cause to be provided, appropriate education for children placed in a local or regional correctional facility located in the district.
- b. The district provides FAPE for students with disabilities ages 18 through 21, incarcerated as adults in an adult correctional facility if, in the last educational setting before their incarceration:

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Administrative Rule

- (1) Were identified as students eligible for special education; and
 - (2) Had an individualized education program (IEP).
- c. The district's provisions of FAPE do not include:
- (1) The requirements relating to participation of children with disabilities in statewide and district assessments.
 - (2) For students whose eligibility for services will end before their release, the requirements related to transition planning and transition service do not apply. The district makes this determination based on considerations of the sentence and eligibility for early release. Requirements relating to transition planning and transition services, with respect to the students whose eligibility will end, because of their age, before they will be eligible to be released from adult correctional facilities based on consideration of their sentence and eligibility for early release.
 - (3) The IEP team may modify the student's IEP or placement if the state has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated. Least restrictive environment requirements do not apply with respect to these modifications.
 - (4) The public agency responsible for the special education of students in an adult correctional facility is not required to provide notice of meetings to the parent after rights transfer to the student.

5. Residential Placement

If the IEP team determines that placement in a public or private residential program is necessary to provide FAPE to a student with a disability, the district ensures that the program, including nonmedical care and room and board, is provided at no cost to the parents of the student.

6. Physical Education

- a. The district makes physical education services, specially designed if necessary, available to every child with a disability receiving FAPE, unless the school enrolls children without disabilities and does not provide physical education to children without disabilities in the same grade.
- b. The district provides the opportunity to each child with a disability to participate in the regular physical education program available to nondisabled children unless the child needs specially designed physical education as prescribed in the child's IEP.
- c. If specially designed physical education is included in the child's IEP, the district must provide the services directly or make arrangements for those services to be provided through other public or private programs.
- d. If the child with a disability is enrolled full time in a separate facility, the district must ensure that the child receives appropriate physical education services.

7. Public Charter Schools

- a. The district serves resident children with disabilities attending charter schools sponsored by the district in the same manner and in accordance with applicable laws and rules governing the district's provision of services to children with disabilities in its other schools.
- b. The district shall, in consultation with the student's parent, guardian, or person in parental relationship, provide FAPE to the students, in accordance with Oregon Administrative Rule (OAR) 581-015-2230(1), until the district implements the IEP from the previous district or develops, adopts, and implements a new IEP that meets acceptable requirements. If the information received was in effect in a previous district in another state, the district will implement the IEP with OAR 581-015-2330(2).

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- c. The district provides supplementary and related services on site at a district charter school to the same extent to which the district has a policy or practice of providing such services on the site to its other public schools.
- d. A school district in which a public charter school is located must provide Individuals with Disabilities Education Act (IDEA) funds to those public charter schools on the same basis as the school district provides those funds to other public schools in the district, including proportional distribution based on relative enrollment of children with disabilities, at the same time as funds are distributed to other public schools in the district.
- e. If a child with a disability enrolls in a charter school, the public charter school is considered the school the child would attend if not disabled. Enrollment in any charter school is by parent choice. Enrollment in any out-of-district charter school does not require an interdistrict transfer agreement.

When a student enrolls in a public charter school, the district in which the public charter school is located shall:

- a. Provide written notification of the student's enrollment to the district in which the student resides;
- b. Request, in accordance with applicable confidentiality provisions in state and federal laws, the records of the student, including all information related to an individualized education program developed for the student;
- c. Provide written notification to the student's parent, guardian, or person in parental relationship to provide information about:
 - 1. The district's responsibility to identify, locate, and evaluate to determine a student's need for special education and related services and to provide those special education services in the public charter school; and
 - 2. The methods by which the district may be contacted to answer questions or provide information related to special education and related services.

When a student is no longer enrolled in a public charter school for any reason other than graduation, the district in which the public charter school is located shall notify:

- a. The district in which the student resided to provide notice:
 - 1. That the student no longer is enrolled in the public charter schools; and
 - 2. That the district will provide the student education records, including all information related to the student's IEP, if the student seeks enrollment or services for the district in which the student resides.
- b. The student's parent, guardian, or person in parental relationship to provide information about:
 - 1. The responsibility of the school district in which the student resides to identify, locate, and evaluate students and implement services;
 - 2. The methods by which the student's resident district may be contacted to answer questions or provide information about special education and related services; and
 - 3. The responsibility of the district to provide student records, including information related to the student's IEP, if the student seeks enrollment or services from another district, including the parent's resident district.

8. Recovery of Funds for Misclassified Students

The district ensures that students identified on the special education child count under Part B of the Individuals with Disabilities Education Act (IDEA) are limited to students who:

- a. Meet eligibility requirements under OAR 581-015-2130 to -2180;
- b. Have a current IEP that is being implemented;
- c. Are receiving a free appropriate public education;

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- d. Are enrolled in the district.

9. Students with Disabilities under IDEA Enrolled in Public Benefits or Insurance

A district may use the State's Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for special education and related services required under IDEA, and permitted under the public benefits or insurance programs as specified below.

With regard to services required to provide FAPE to a student with disabilities under IDEA, the district:

- a. May not require a parent to sign up for or enroll in public insurance programs in order for their student with disabilities to receive FAPE under the IDEA, but may pay the cost that the parent otherwise would be required to pay; and
- b. Will not use the student's benefits under a public insurance if that use would:
 - (1) Decrease available lifetime coverage or any other insured benefit;
 - (2) Result in the family paying for services that would otherwise be covered by the public insurance program and that are required for the student outside the time the student is in school;
 - (3) Increase premiums or lead to the discontinuation of insurance; or
 - (4) Risk the loss of eligibility for home- and community-based waivers, based on aggregate health-related expenditures; and

Prior to accessing a student's or parent's public benefits or insurance for the first time, and annually thereafter, the district must provide prior written notification to the student's parents and must obtain written consent that:

- a. States the personally identifiable information that may be disclosed (e.g. records or information about the services that may be provided to the student);
- b. States the purpose of the disclosure (e.g. billing for services under IDEA);
- c. Names the agency to which the disclosure may be made (e.g. Medicaid);
- d. Specifies that the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to pay for services under IDEA;
- e. Acknowledges the district may not require parents to incur an out-of-pocket expense (i.e. payment of a deductible or co-payment incurred in filing a claim for special education or related services), but may pay the cost that the parent otherwise would be required to pay; and
- f. Acknowledges the district may not use the student's benefits under a public insurance program, if that use would:
 - 1. Decrease available lifetime coverage or any other insured benefit;
 - 2. Result in the family paying for services that would otherwise be covered by the public insurance program and that are required for the student outside the time the student is in school;
 - 3. Increase premiums or lead to the discontinuation of insurance; or
 - 4. Risk the loss of eligibility for home- and community-based waivers, based on aggregate health-related expenditures

10. Accessible Materials

- a. Districts must ensure the timely provision of print instructional materials, including textbooks that comply with the National Instructional Materials Accessibility Standards (NIMAS) for students who are blind or print disabled.
- b. Districts must ensure the timely provision of instructional materials in accessible formats to children who need instructional materials in accessible formats, including those children who are not blind or print disabled.

Bethel School District #52
Administrative Rule

11. Extended School Year (ESY) services as per administrative regulations, Special Education - Individualized Education Program (IEP) - IGBAF-AR.
12. Assistive technology devices or services as per administrative regulations, Special Education - Individualized Education Program (IEP) - IGBAF-AR

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

Subject: **Graduation Requirements**

Policy Number: **IKF** Effective Date: **9/2018**

Date of Original Policy and Revisions: **6/09, 10/12, 1/14, 10/16, 1/18, 5/18**

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

Date of Next Review: **9/2021**

POLICY

The Board will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements. A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if they are 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that other district or public charter school².

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skills of Apply Mathematics, in a variety of settings, in the student's language of origin for those students who by the end of their 11th grade year are:

1. On track to meet all other graduation requirements; and
2. Unable to demonstrate proficiency in the Essential Skills in English.

The district will allow ELL students to demonstrate proficiency in Essential Skills other than Apply

¹As defined in ORS 30.297.

²For a high school diploma awarded on or after January 1, 2018.

BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

Mathematics, in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:

1. Are on track to meet all other graduation requirements;
2. Are unable to demonstrate proficiency in the Essential Skills in English;
3. Have been enrolled in a U.S. school for five years or less; and
4. Receives at least a level 3 (Intermediate) on the English Language Proficiency Assessment (ELPA)³.

The district will develop procedures to provide assessment options as described in the *Test Administration Manual*, in the ELL student's language of origin for those ELL students who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

The district may not deny a student, who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievements, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded. A student who is emancipated or has reached the age of 18 at the time the modified diploma or the extended diploma is awarded may sign the consent.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in either four years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

Beginning in grade five when a student is taking an alternative assessment or after a documented history to qualify for a modified diploma, extended diploma or an alternative certificate has been established, the district will annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma, an extended diploma and an alternative certificate.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives an extended diploma or an alternative certificate shall have access to individually designed instructional hours, hours of transition services and hours of other services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school, as determined by the individualized education program (IEP) team.

³This criteria does not apply to students seeking a diploma in 2017-2018.

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

A student who has received a modified diploma shall continue to have access to individually designed instructional hours, hours of transition services, and hours of other services that are designed to meet the unique needs of the student.⁴

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, an extended diploma or an alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified by grade five of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted-out of the statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option.

The district will issue a high school diploma, upon request, and pursuant to Oregon law (ORS 332.114) to a person who served in the Armed Forces⁵, and the person was discharged or released under honorable conditions.

The district shall establish conduct and discipline consequences for student-initiated test impropriety. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

REFERENCES / COMMENTS

⁴A student who received a modified diploma prior to July 1, 2018 shall continue to have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.

⁵The policy applies to any person who:

1. Served in the Armed Forces of the U.S. at any time during:
 - a. World War I;
 - b. World War II;
 - c. The Korean Conflict; or
 - d. The Vietnam War;
2. Served in the Armed Forces of the U.S. and was physically present in:
 - a. Operation Urgent Fury (Grenada);
 - b. Operation Just Cause (Panama);
 - c. Operation Desert Shield/Desert Storm (Persian Gulf War);
 - d. Operation Restore Hope (Somalia);
 - e. Operation Enduring Freedom (Afghanistan); or
 - f. Operation Iraqi Freedom (Iraq);

3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.

BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

Legal Reference(s):

[ORS 329.045](#)
[ORS 329.095](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 339.115](#)
[ORS 339.505](#)
[ORS 343.295](#)
[OAR 581-022-1910](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022 2000](#)
[OAR 581-022 2025](#)
[OAR 581-022-2015](#)
[OAR 581-022 2010](#)
[OAR 581-022-2020](#)
[OAR 581-022-2030](#)
[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION (2017-18).

Essential Skills and Local Performance Assessment Manual, published by the OREGON DEPARTMENT OF EDUCATION (JANUARY 22, 2018).

[Bethel Administrative Rule IKF: Graduation Requirements](#)

IKF. GRADUATION REQUIREMENTS
Adopted: 9/2018

BETHEL DIPLOMA

Students graduating from a Bethel high school must earn the following credits.

Subject	Requirements
English Language Arts	4
Math (Algebra I level and above)	3
Science	3
Social Sciences	3
Health	1
Physical Education	1
Personal Finance / Economics*	0.5
Arts/World Language/Career & Technical Education**	3
Electives	5.5
Total Credits	24
*Personal Finance is required at Willamette High School. At Kalapuya High School, students may take Personal Finance or Economics. **In any combination.	

Courses that satisfy these requirements are listed in the high school curriculum guide.

To receive a diploma, in addition to credit requirements as outlined in OAR 581-022-2000, a student must:

1. Demonstrate proficiency in the Essential Skills of Reading, Writing and Apply Mathematics;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence; and
4. Participate in career-related learning experiences outlined in the education plan.

The district will allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skill of Apply Mathematics, in a variety of settings, in the student’s language of origin for those students who by the end of their 11th grade year are:

1. On track to meet all other graduation requirements; and
2. Unable to demonstrate proficiency in the Essential Skills in English.

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The district will allow ELL students to demonstrate proficiency in Essential Skills other than Apply Mathematics, in a variety of settings, in a student’s language of origin for those students who by the end of their 11th grade year:

1. Are on track to meet all other graduation requirements;
2. Are unable to demonstrate proficiency in the Essential Skills in English;
3. Have been enrolled in a U.S. school for five years or less; and
4. Receives at least a proficient on the English Language Proficiency Assessment (ELPA 21).

The district will as appropriate and available develop procedures to provide assessment options as described in the *Test Administration Manual*, in the ELL student’s language of origin for those ELL students who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an ELL student’s language of origin are scored by a qualified rater.

Essential Skills Appeal

A student or parent/guardian who wishes to appeal the denial of a diploma based on failure to meet the essential skill requirements will follow this process:

1. Contact the principal of the student’s school and submit an appeal in writing by June 1.
2. The principal shall discuss the issue with the complainant, evaluate the evidence and render a decision within 10 working days of receiving the written appeal.
3. If the principal affirms the decision to withhold the student’s diploma, the complainant may submit an appeal to the Superintendent within five working days of the principal’s decision. The Superintendent or designee shall meet with the complainant, evaluate the evidence, and render a decision within 10 working days after receiving the appeal.
4. The appeal process allows that:
 - a. The time limits stated may be extended by mutual agreement of the complainant and the administration.
 - b. The complainant may withdraw an appeal at any time.
 - c. All decisions shall be in writing and include supporting rationale. Copies of all decisions and recommendations shall be furnished promptly to all parties of interest.

HONORS DIPLOMA

This is a special diploma awarded at graduation by Willamette High School to recognize those students who take a more rigorous course of study that will better prepare them for success in college. Students receiving an Honors Diploma must meet the following requirements:

Subject	Requirements
English Language Arts*	4
Math*	4
Science*	4
Social Science*	4
Health	1
Physical Education	1
Second Language **	3

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Administrative Rule

Personal Finance	0.5
Electives	6.5
Total	28
<i>*core classes</i>	
<i>** 3 credits in one language or 2 credits in each of two languages</i>	
Students who earn an International Baccalaureate diploma will automatically have completed the requirements for an Honors Diploma.	

Students earning the Honors Diploma must also meet all of the requirements of the Regular Diploma in the areas of:

1. Essential Skills
2. Educational Plan and Profile
3. Participate in career related learning experiences
4. Earn a minimum 3.5 GPA and a minimum grade of C in core classes
5. Complete at least 2 advanced courses (year long)

In addition, students earning an Honors Diploma must complete 150 hours of community service. These hours:

1. May be completed over the four years of high school
2. Must be voluntary, non-curriculum based, and non-paid
3. Must benefit the school, local or global community

MODIFIED DIPLOMA

The district shall award a modified diploma only to students who have fulfilled all state requirements below and have demonstrated the inability to meet the full set of academic content standards for a high school diploma, even with reasonable modifications and accommodations. To be eligible for a modified diploma, a student must have a documented history of:

- An inability to maintain grade level achievement due to significant learning barriers; or
- A medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 hour credits which shall include:

Subject	Requirements
English Language Arts	3
Mathematics	2
Science	2
Social Science	2
Health Education	1

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Physical Education	1
Personal Finance*	0.5
Career Technical Education/The Arts/ World Language	1
Additional units of credit as specified in the Education plan of the student	11.5
Total	24
<p>All courses must contain substantial academic content, although they may be modified to meet the student’s specific needs. *Personal Finance is a district requirement and students can apply for a waiver from school administration.</p>	

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

- a. For a student on an Individual Education Program (IEP), any modifications to work samples must be consistent with the requirements established in the IEP. Modifications are changes to the achievement level, construct, or measured outcome of an assessment. This means that the IEP or school teams responsible for approving modifications for a student’s assessment may adjust the administration of the assessment and/or the assessment’s achievement level.
- b. For a student not on an IEP, any modifications to work samples must have been provided to the student during his/her instruction in the content area to be assessed, and in the year in which the student is being assessed, and modifications must be approved by the school team.

Students not on an IEP or Section 504 plan may not receive a modified Smarter Balanced Assessment.

- c. A school district or public charter school shall determine which school teams shall decide if a student will work toward obtaining a modified diploma. A student’s school team must include an adult student and or parent/guardian of the student.
- d. A school district or public charter may award a modified diploma to a student only upon the consent of the parent or guardian of the student or upon the consent of the adult student or emancipated minor student. A district or school must receive the consent in writing and during the school year in which the modified diploma or the extended diploma is awarded:
 - i. If the student is under 18, consent must be received from the parent or guardian;
 - ii. If the student is under age 18 and emancipated, consent may be received from the student;
 - iii. If the adult student is 18 or older, consent must be received from the student or guardian;

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- iv. If the student is under guardianship from the courts, consent must come from the court-appointed authority.
- e. A student’s school team shall decide that a student should work toward a modified diploma no earlier than the end of the 6th grade and no later than 2 years before the student’s anticipated exit from high school. A student’s school team may decide to revise a modified diploma decision.
- f. The student’s school team may decide that a student, who was not previously working towards a modified diploma, should pursue a modified diploma, when the student is less than two years from anticipated exit from high school, if the documented history changed.

Beginning in grade five when a student is taking an alternate assessment, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

EXTENDED DIPLOMA

The district shall award an extended diploma only to students who have fulfilled all state requirements below and have demonstrated the inability to meet the full set of academic content standards for a Bethel high school diploma, or a standard or modified diploma, even with reasonable modifications and accommodations. To be eligible for an extended diploma, a student must have a documented history of:

- 1. An inability to maintain grade level achievement due to significant learning barriers; or
- 2. A medical condition that creates a barrier to achievement; and
- 3. Participating in an alternate assessment no later than grade six and lasting for two or more assessment cycles; or
- 4. A change in the student’s ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five when a student is taking an alternate assessment, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

While in grade nine through completion of high school, a student must successfully complete 12 credits, which may not include more than six credits in a self-contained special education classroom, and will include:

Subject	Requirements
English Language Arts	2
Mathematics	2
Science	2
History, Geography, Economics or Civics	3
Health Education	1
Physical Education	1
The Arts or World Language	1
Total	12

ALTERNATIVE CERTIFICATE REQUIREMENTS
Willamette High School Certificate of Skills & Knowledge

The district shall award a Certificate of Skills and Knowledge for students who have met the following requirements:

Subject	Requirements
English Language Arts	3
Mathematics	2
Science	1
Social Studies	1
Physical Education	1
Career Pathways	1
Young Mothers and Fathers	2
Infant Toddler Center	1
Other electives	3
Total	15
Completion of a transition plan for further education. The plan will consist of formal goals and strategies to achieve the goals, completion of the LCC Placement test, and completion of the FAFSA forms.	

CERTIFICATE OF CREDIT COMPLETION

A Bethel School District ‘Certificate of Credit Completion’ will be awarded to any student who has earned all the prerequisite credits to graduate with a diploma, but has not met Essential Skills requirements in Reading, Writing, and/or Mathematics after completion of intervention coursework aimed at meeting these requirements.

Upon completion of a Certificate of Credit Completion, students may continue for an additional year to meet Essential Skills requirements and earn a Bethel diploma.

CERTIFICATE OF ACCOMPLISHMENT

Students who have an Individual Education Plan (IEP) and have taken functional curriculum may be awarded a Certificate of Accomplishment. Students may become eligible for this certificate upon successful completion of an individualized plan of study, usually after four-years of high school, as prescribed in the student’s IEP. The student’s IEP Team will determine eligibility for this certificate.

VETERANS DIPLOMA

Upon request, the district will issue a high school diploma to a person who served in the Armed Forces as specified in Oregon law, if the person was discharged or released under honorable conditions and has received either a

Bethel School District #52
Administrative Rule

General Education Development, a post-secondary degree or has received a minimum score on the Armed Services Vocational Aptitude Battery.

1. Served in the Armed Forces of the U.S. at any time during:
 - a. World War I;
 - b. World War II;
 - c. The Korean Conflict; or,
 - d. The Vietnam War

2. Served in the Armed Forces of the U.S. and was physically present in:
 - a. Operation Urgent Fury (Grenada);
 - b. Operation Just Cause (Panama);
 - c. Operation Desert Shield/Desert Storm (Persian Gulf War);
 - d. Operation Restore Hope (Somalia);
 - e. Operation Enduring Freedom (Afghanistan); or,
 - f. Operation Iraqi Freedom (Iraq).

3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the United States.

FOREIGN/INTERNATIONAL STUDENTS

Year Abroad students of senior age are permitted and encouraged to participate in senior end-of-year activities such as Prom, Baccalaureate, senior breakfast and the graduation party. They are permitted to participate in graduation activities on a ceremonial basis, but they are not eligible to earn or receive a diploma.

CREDIT FOR PROFICIENCY

Students will have the opportunity to earn credit by demonstrating proficiency based on state content standards. The Oregon Department of Education will provide guidelines on how this will be implemented.

COLLEGE CREDIT OPTIONS

Willamette provides multiple opportunities for students to earn college credit through AP, IB, College Now and other dual college opportunities.

ASSESSMENT

Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form¹ and submitting the form to the district.

Kalapuya students can earn college credits through the Expanded Options program.

¹www.ode.state.or.us; or navigate to Teaching & Learning > Testing - Student Assessment > Smarter Balanced
6/09, 2/10, 2/11, 4/12, 5/12, 10/12, 4/14, 12/17, 4/18

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September 10, 2018

RESOLUTION NO. 18-19: 13

BE IT RESOLVED, That the Board of Directors, School District No. 52, Lane County, hereby open the following grade-level bands to out-of-district students in 2018-2019 under the provisions of House Bill 3681 and Bethel Board Policy JECB.

The following grade-level bands are open to out-of-district students in 2018-19:

Grade-Level Band	Schools open to new out-of-district students for 2018-2019	Grade-level bands open to new out-of-district students for 2018-19
Elementary Level (K-5th Grade)	Clear Lake Elementary School Danebo Elementary School Fairfield Elementary School Irving Elementary School Malabon Elementary School Meadow View School Prairie Mountain School	At kindergarten through 5 th grade Bethel will open its enrollment to new out-of-district students through this process to a maximum of 142 students .
Middle Level (6th-8th Grade)	Cascade Middle School Prairie Mountain School	At 6 th through 8 th grade Bethel will open its enrollment to new out-of-district students through this process to a maximum of 18 students .
High School Level (9th-12th Grade)	Willamette High School	At 9 th through 12 th grade Bethel will NOT open its enrollment to ANY new out-of-district students through this process.

This resolution allows for the enrollment of additional students at most grade levels in Bethel School District. Actual enrollment numbers at each grade level and school will vary based on the latest projected enrollment and space available.

In addition, a cap on the number of students transferring out of the district is set at 125 in 2018-2019 under the provisions of Bethel Board Policy JECB.

ATTEST _____

Clerk – Chris Parra

Chair – Debi Farr

MOVED BY _____

SECONDED BY _____

DATE _____

RESOLUTION: *Passed / Failed*

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