

**BETHEL SCHOOL BOARD MEETING**

Hybrid Meeting hosted from the District Office – 4640 Barger Drive

Monday, January 23, 2023 - 6:30 p.m.

Join Zoom Webinar:

<https://bethel-k12-or-us.zoom.us/j/85997303233?pwd=bExGZTBZZStYUnFweC8zY3JxbmJHdz09>

Passcode: 784253

Or

Phone number to listen: 1-253-215-8782

Webinar ID: 859 9730 3233

Passcode: 784253

**AGENDA**

**1. Call to Order**

**Rich Cunningham, Chair**

**2. Pledge of Allegiance**

**3. Approval of Minutes and Work Session Notes**

**4. Delegations and Visitors**

Public comment will be taken either in person, via Zoom Webinar, or in writing and will be limited to thirty minutes. To sign up for public comment via Zoom Webinar, please complete [this form](#) by noon the day of the Board Meeting. Written comments can be submitted to [publiccomment@bethel.k12.or.us](mailto:publiccomment@bethel.k12.or.us). Board members will have access to written public comments submitted by noon the day of the Board Meeting.

**5. Superintendent's Report**

- A. Oregon School Board Appreciation Proclamation
- B. Student Representative Reports, KHS and WHS
- C. School Presentation: Danebo Elementary
- D. Airport Rotary Foundation Scholarship Update: Glen Martz
- E. Lane ESD 2023-25 Local Service Plan (Year One): Tony Scurto
- F. Narcan Placement Update: Sherine Forrest
- G. Annual Audit Report: Andrea Belz
- H. Financial Statement: Andrea Belz
- I. Superintendent's Update
- J. Policy Update, 1<sup>st</sup> Reading
  - a. IGBB – Talented and Gifted Program – *Updated to reflect new language*
  - b. IGBBA – Identification – Talented and Gifted Students – *Updated to reflect new language*
  - c. JOA – Directory Information – *Updated to reflect new language*
  - d. JG – Student Discipline – *No changes*
  - e. JGD – Suspension – *No changes*
  - f. JGE – Expulsion – *Updated to reflect new language*

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**BOARD OF DIRECTORS**

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- K. Policy Update, 2<sup>nd</sup> Reading
  - a. IGDJ – Interscholastic Activities – *New policy*

L.

**6. Consent Agenda**

Personnel Action

Resolution No. 23

**7. Action Items**

- A. Adopt Policies IKF, JG, and JGD Resolution No. 24
- B. Approve Fiscal Year 2022 Audited Financial Statements and Corrective Action Plan Resolution No. 25
- C. Approve 2023-25 Lane ESD Local Service Plan (Year One) Resolution No. 26
- D.

**8. Information and Discussion**

- A. 27<sup>th</sup> Annual Airport Rotary Foundation Dinner & Auction, Friday, February 24, 5:30pm, Valley River Inn
- B.

**9. Board Activity Update**

A.

**10. Review of Next Meeting: Monday, February 13, 2023**

- A. Student Representative Reports, KHS and WHS
- B. Financial Statement: Andrea Belz
- C. Review Budget Calendar
- D.

**11. Adjournment**

**MINUTES**  
**BETHEL SCHOOL DISTRICT #52**  
**BOARD OF DIRECTORS**  
**NOVEMBER 14, 2022**

The November 14, 2022 meeting of the Board of Directors was held in person and was remotely accessible via Zoom Webinar.

**ATTENDANCE**

**Board Members:** Debi Farr, Paul Jorgensen, Ashley Espinoza, Greg Nelson, Caleb Clark, Robin Zygaitis, and Chair, Rich Cunningham

Absent: None

**District staff and presenters:** Superintendent Sproles, KHS Student Representative Mikah Graham, WHS Student Representative Annette Tapia, Remie Calalang, Andrea Belz, Janay Stroup, Dan Hedberg, Ry Robinson, Erica Milkovich, Anne Bridgman, Christy Sheerin, Jaiden Prew, and Jill Busby

**CALL TO ORDER**

Chair Cunningham called the November 14, 2022 meeting of the Board of Directors to order at 6:32 p.m.

**PLEDGE OF ALLEGIANCE**

Director Jorgensen led the Pledge of Allegiance.

**ACTION ON MINUTES**

Chair Cunningham presented the Work Session Notes from the October 24, 2022 Work Session and asked for additions or corrections. Hearing none, the Board approved the Work Session Notes as submitted.

**DELEGATIONS AND VISITORS**

Assistant Superintendent Calalang summarized written public comment submitted by Bethel parent Cyndi Cook expressing frustration with the lack of space to accommodate all students at the recent homecoming dance; from community member Dan Fleming expressing concern with people experiencing homelessness camping on school property and the impact to students and the community; and from Bethel teacher Torie Meyer expressing concern with student behavior, how it is negatively affecting her school, and lack of training for staff to respond to extreme behavior.

Jenni Baccus

Bethel Teacher Jenni Baccus provided public comment via Zoom Webinar describing her teaching experience, expressing concern with support systems in her classroom, and sharing that when students exhibit behavior they are communicating that their needs are not being met. Students need to be heard and staff need additional support and training.

Curt Nordling

Bethel Teacher and Eugene Education Association (EEA) Vice President Curt Nordling provided public comment via Zoom Webinar commenting on student behavior in schools and sharing results from a recent staff survey related to behavioral supports. EEA is requesting that the District clearly communicate behavioral support systems, provide time for staff to strengthen and implement the systems, and provide adequate staffing to meet the needs of all students.

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Amy Riepma-Ponciano

Bethel Teacher Amy Riepma-Ponciano provided public comment via Zoom Webinar sharing her experience working in education this year and expressing concern with student behavior and lack of accountability for students who exhibit extreme behavior.

Kayla Summers

Bethel Teacher Kayla Summers provided public comment via Zoom Webinar describing the impact to her students when doors are locked in her building due to a student exhibiting aggressive behavior. Ms. Summers stated that the environment is stressful for both students and staff, and that students who exhibit extreme behavior need to be provided the skills to function in a school building safely.

Sabrina Gordon

Eugene Education Association President Sabrina Gordon provided public comment via Zoom Webinar. Ms. Gordon commented that educators are struggling to support the high level of needs many students have for social and emotional well-being and are requesting clearly communicated behavioral support systems, time to strengthen and implement the support systems, and adequate staffing to meet the needs of all students. Ms. Gordon invited Board members to join an upcoming listening session to hear directly from educators.

### **OATH OF OFFICE**

Superintendent Sproles welcomed Mikah Graham and Annette Tapia. Mikah and Annette took the oath and were officially sworn in by Chair Cunningham as Student Representatives to the Board of Directors for the 2022-23 school year.

### **SUPERINTENDENT'S REPORT**

#### **KHS Student Representative Report: Mikah Graham**

KHS student Mikah Graham Introduced himself and shared that Kalapuya is nearing the end of its first term. The upcoming term will include German, culturally inclusive art, and cooking electives. Mikah reported on several clubs at Kalapuya including the running club, GSA alliance, and the hot sauce club, and shared that he is the BSU president this year.

#### **WHS Student Representative Report: Annette Tapia**

WHS student Annette Tapia Introduced herself and shared that she is the ASB president and vice president of the national honor society this year. Annette expressed excitement about the upcoming winter dance that leadership class is planning, reported that Willamette offers a variety of clubs, described a recent event hosted by Latinos Unidos, and shared that a play will be held at the school this week.

#### **School Presentation: Cascade**

Cascade Middle School Principal Ry Robinson reviewed several documents distributed to the Board. The documents outlined Cascade's theory of action and the school's mission, vision, values, and goals. In addition, Mr. Robinson discussed community engagement and student service projects, reviewed a list of community partners and contributors, provided details on Cascade's welcome back night and other in person community events including last year's promotion ceremony, and summarized a copy of the document that is shared with Cascade's community partners.

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#### School Presentation: Willamette

Willamette High School Principal Dan Hedberg, Wolverine Community High School teacher Erica Milkovich, and Wolverine Community High School student Jaiden Prew introduced themselves. Mr. Hedberg shared the vision for Wolverine Community High School and how the program has evolved at Willamette. Ms. Milkovich shared highlights of the program, described and shared images of projects, and reported feedback from students and guardians on the program, including results from the unit 1 student survey. Jaiden shared his experience as a student in the program. Wolverine Community High School combines the comprehensive offerings of Willamette with the small group, integrated curriculum of Kalapuya. Mr. Hedberg and Ms. Milkovich answered questions and discussed the program with the Board.

Chair Cunningham called a recess at 7:38 p.m.

Chair Cunningham reconvened the meeting at 7:46 p.m.

#### Bethel Mentor Program: Anne Bridgman and Christy Sheerin

Superintendent Sproles introduced Bethel Mentor Program Coordinators Anne Bridgman and Christy Sheerin. Ms. Bridgman and Ms. Sheerin distributed Bethel Mentor Program brochures to Board members and provided an overview of the program. The Bethel Mentor Program pairs committed community members with middle school students interested in extra support. After a pilot mentor program during the 2019-20 school year, the program is now resuming at Cascade and Shasta. Ms. Bridgman and Ms. Sheerin discussed recruitment of mentors for the program and answered questions from the Board.

#### Financial Statement: Andrea Belz

Business Services Director Andrea Belz reviewed the October 2022 financial statement showing an estimated Ending Fund Balance of \$5,017,138. Ms. Belz, Superintendent Sproles, and the Board discussed Ending Fund Balance and creating a budget document that includes general fund and additional funding sources.

#### Superintendent's Update

Superintendent Sproles reported on Ruby Bridges Walk to School Day and how the day was celebrated with students walking to school this morning. In addition, Superintendent Sproles discussed the following with the Board:

The 2022-23 academic calendar includes several professional development days for staff training and collaboration to increase the knowledge, will, and skill of Bethel staff which will increase student outcomes. The next professional development day will be a K-12 licensed staff collaboration day on January 3<sup>rd</sup>. Superintendent Sproles shared an overview of classified staff trainings taking place on designated professional development days.

A K-12 engagement survey by Upbeat is currently being conducted to gather feedback from staff. The survey focuses on staff retention, school climate, hiring/onboarding, training, professional development, inclusion, and efficacy, and will be administered again in spring 2023.

Superintendent Sproles reported on immediate and long-term actions the District is taking to focus on behavioral engagement. Immediate actions include increasing school/classroom supports by having district office staff in schools; creating a task force with licensed teachers, classified staff, and administrators to

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design strategies to support students who are exhibiting unsafe behaviors; convening district-wide CRPBIS team meetings; adding an additional support classroom for kindergarten students; communicating behavioral support systems at each school; advocating for additional placements for students who need more intensive therapeutic support and interventions; and focusing on trauma-informed approaches. Long-term actions include problem solving with staff who work closely with students exhibiting behaviors to articulate solutions and long-term plans; creating multiple layers of support for staff and students (implementing strong MTSS systems); and aligning resources to established action plans. Superintendent Sproles commented on a recent classified staff training that provided instruction for responding to specific behaviors and summarized recent communications with staff that addressed immediate actions the District is taking to support student behavior in schools.

Superintendent Sproles also reminded the Board of the upcoming play, *Alice @Wonderland*, which will take place at Willamette this week, shared details of the recent Hispanic Heritage event held at Willamette, provided an overview of how Bethel celebrates its students every day, and discussed clarifying expectations for schools and families related to celebrating students around holidays.

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

Assistant Superintendent Calalang and Superintendent Sproles reported on the following Board policies and administrative regulations:

- BBFA – Board Member Ethics and Conflicts of Interest – *No changes*
- BBFB – Board Member Ethics and Nepotism – *No changes*
- BCE – School Board Committees – *No changes*
- BFA – Policy Format – *No changes*
- BG – Board-Staff Communications – *New policy*
- CD – Team Management – *No changes*
- GBN/JBA-AR2 – Federal Law (Title IX) Sexual Harassment Complaint Procedure – *New administrative regulation*
- JBA/GBN-AR2 – Federal Law (Title IX) Sexual Harassment Complaint Procedure – *New administrative regulation*
- IGAI – Human Sexuality Education – *Updated to reflect new language*
- IGBAF – Special Education – Individualized Education Plan (IEP) – *Updated to reflect new language*
- IGBAF-AR – Special Education – Individualized Education Plan (IEP) – *Updated to reflect new language*

**CONSENT AGENDA**

**Resolution No. 17 – Personnel Action**

**Motion:** Greg Nelson moved, Debi Farr seconded, to approve the Consent Agenda as specified below.

#	Name	Type	Description
1.	Aquiso, Elizabeth	Infant Care Leave	Approve 1.0 FTE Infant Care Leave during the 2022-23 school year beginning 2/6/2023 through 5/19/23; Position: 1 <sup>st</sup> Grade Teacher @Fairfield.

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2.	Boorman, Christina	Hire for 2022-23	Offer Extra Duty Contract for Sources of Strength District Team Leader @Cascade.
3.	Boorman, Christina	Additional Temporary Hours for 2022-23	Offer Temporary Contract for additional .17 FTE Zero Period/Jazz Teacher @Cascade.
4.	Davidson, Will	Hire for 2022-23	Offer Extra Duty Contract for Sources of Strength District Team Leader @Shasta.
5.	Forkish, Lisa	Resignation	Accept Resignation effective October 21, 2022; Position Held: Choir Teacher and Vocal Director @Willamette; 2 months at Bethel.
6.	Glenn, Mike	Resignation	Accept Resignation effective October 27, 2022; Position Held: Art Teacher @Meadow View; 2 months at Bethel.
7.	Hamar, Chelsea	Hire for 2022-23	Offer Extra Duty Contract for Sources of Strength District Team Leader @Meadow View.
8.	Hendrix, Kami	Additional Temporary Hours for 2022-23	Offer Temporary Contract for additional .17 FTE Zero Period/Choir Director @Cascade.
9.	Hucke, Bailey	Hire for 2022-23	Offer Extra Duty Contract for Unified Special Olympics Coach @Willamette.
10.	Kritzer, Jeff	Temporary Hire for 2022-23	Offer 1 <sup>st</sup> Year Temporary Contract for 1.0 FTE Special Education TOSA @District Office; Start Date: 10/13/2022.
11.	Lancaster, Ewa	Additional Temporary Hours for 2022-23	Offer Temporary Contract for additional .17 FTE German Teacher @Willamette; Total: 1.0 FTE.
12.	Larsen, Amanda	Hire for 2022-23	Offer Extra Duty Contract for Unified Special Olympics Coach @Willamette.
13.	Liebl, Edica	Hire for 2022-23	Offer Extra Duty Contract for Yearbook Advisor @Prairie Mountain.
14.	McCurry, Kiley	Temporary Hire for 2022-23	Offer 1 <sup>st</sup> Year Temporary Contract for 1.0 FTE Kindergarten Teacher @Irving; Replaces: Kelly Ciaverelli; Start Date: 12/1/2022.

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15.	Mollinary, Wendy	Hire for 2022-23	Offer Extra Duty Contract for Sources of Strength District Team Leader @Prairie Mountain.
16.	Moreno, Carlos	Resignation	Accept Resignation effective October 28, 2022; Position Held: Spanish Teacher @Willamette; 1+ years at Bethel.
17.	Morrow, Katie	Infant Care Leave	Approve .67 FTE Infant Care Leave for the 2022-23 school year beginning approximately 10/7/2022; Position: Choir Teacher @Willamette.
18.	Myrmo, Megan	Temporary Hire for 2022-23	Offer 1 <sup>st</sup> Year Temporary Contract for 1.0 FTE Spanish Teacher @Willamette; Replaces: Carlos Moreno; Start Date: 11/3/2022.
19.	Skordal, Kassidy	Resignation	Accept Resignation effective October 7, 2022; Position Held: K-5 Extended Resource Room Teacher @Prairie Mountain; 1+ months at Bethel.
20.	Williamson, LeeAnn	Resignation	Accept Resignation effective December 31, 2022; Position Held: Speech Language Pathologist @Fairfield; 13+ years at Bethel.
21.	Wilson, Samantha	Temporary Hire for 2022-23	Offer 1 <sup>st</sup> Year Temporary Contract for 1.0 FTE 1 <sup>st</sup> Grade Teacher @Fairfield; Replaces: Elizabeth Aquiso; From: 10/24/2022 through 5/19/2023.

**Motion Passed, 7-0**

**Absent:** None

**ACTION ITEMS**

**Resolution No. 18 – Adopt Policies BBFA, BBFB, BCE, BFA, and CD**

**Motion:** Debi Farr moved, Greg Nelson seconded, to adopt the following Board Policies:

BBFA – Board Member Ethics and Conflicts of Interest

BBFB - Board Member Ethics and Nepotism

BCE - School Board Committees

BFA - Policy Format

CD - Team Management

**Motion Passed, 7-0**

**Absent:** None



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**Resolution No. 19 – Extend Budget Committee Timeline**

**Original Motion:** Paul Jorgensen moved, Robin Zygaitis seconded, to extend the application period to January 3, 2023, at 4:00 p.m. for positions #3, #4, and #5 on the Budget Committee. Budget Committee appointments will be made at a future Board of Directors meeting.

The Board discussed amending Resolution No. 19 to remove positions #3 and #6. Superintendent Sproles clarified the verbiage of the amended resolution.

**Amended Motion:** Robin Zygaitis moved, Paul Jorgensen seconded, to remove positions #3 and #6 from Resolution No. 19 as previously stated by Superintendent Sproles and extend the application period for position #4 on the Budget Committee to January 3, 2023, at 4:00 p.m. Budget Committee appointments will be made at a future Board of Directors' meeting.

**Motion Passed, 7-0**

**Absent:** None

**INFORMATION AND DISCUSSION**

None

**BOARD ACTIVITY UPDATE**

- A. Vice Chair Zygaitis stated that Board members have been invited to an upcoming EEA listening session and noted that she is unable to attend. The Board discussed availability for the event and how they would report back to share information with other Board members.
- B. Vice Chair Zygaitis commented on several Board members' attendance at the recent OSBA Convention and shared that Willamette's Jazz Band performance at the event was amazing.

**REVIEW OF NEXT MEETINGS: MONDAY, DECEMBER 12, 2022**

- A. OSBA Election
- B. Financial Statement: Andrea Belz

**Monday, January 9, 2023 – Strategic Planning Work Session**

**ADJOURNMENT**

There being no further business to bring before the Board, Chair Cunningham adjourned the meeting at 9:09 p.m.

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Clerk – Kraig Sproles  
*jcb*

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Chair – Rich Cunningham

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Bethel School District GENERAL FUND  
 Revenue and Expenditure Report (unaudited)  
 Fiscal Year 2023

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

	Actuals To December 2022	Future Months Projected To June 2023	Preliminary	2022-2023 ADOPTED BUDGET	Budget Variance
			2022-2023 Totals		
<b>REVENUES</b>					
LOCAL SOURCES:					
Property Taxes	17,285,709	1,444,282	18,729,991	18,729,991	0
Tuition from other districts	0	500	500	500	0
Investment earnings	279,848	220,152	500,000	100,000	400,000
Misc. local sources	20,134	123,866	144,000	144,000	0
Subtotal	17,585,691	1,788,800	19,374,491	18,974,491	400,000
INTERMEDIATE SOURCES:					
County School Fund	0	100,000	100,000	230,000	(130,000)
Heavy Equipment Tax	4,326	25,674	30,000	30,000	0
Subtotal	4,326	125,674	130,000	260,000	(130,000)
STATE SOURCES:					
State School Fund	24,685,583	17,669,063	42,354,645	42,354,645	0
Common School Fund	0	554,101	554,101	554,101	0
High Cost Disability	0	100,000	100,000	100,000	0
Subtotal	24,685,583	18,323,164	43,008,747	43,008,747	0
FEDERAL SOURCES:					
Federal Forest Fees	0	0	0	200,000	(200,000)
Subtotal	0	0	0	200,000	(200,000)
OTHER RESOURCES:					
Interfund Transfers In	50,000	0	50,000	0	50,000
Sale of or Comp for loss of asset	338	0	338	0	338
Subtotal	50,338	0	50,338	0	50,338
Total, monthly revenues	33,340,917	29,222,659	62,563,576	62,443,238	120,338
<b>EXPENDITURES</b>					
Salaries	9,438,296	23,931,708	33,370,003	34,740,644	(1,370,641)
Employee payroll costs & benefits	5,639,122	16,663,137	22,302,259	23,236,407	(934,148)
Purchased services	1,417,901	4,196,354	5,614,256	5,614,256	0
Supplies	625,158	852,319	1,477,477	1,477,477	0
Capital outlay	35,070	64,930	100,000	20,000	80,000
Insurance/Dues/Other	689,552	206,323	895,875	895,875	0
Interfund Transfers	155,269	1,769,317	1,924,586	1,924,586	0
Contingency	0	0	0	4,033,992	(4,033,992)
Total, monthly expend.	18,000,369	47,684,088	65,684,457	71,943,238	(6,258,781)
<b>Operating Income / (Deficit)</b>			<b>(3,120,881)</b>	<b>(9,500,000)</b>	

<b>Beginning Fund Balance (unaudited)</b>	<b>10,152,808</b>	<b>9,500,000</b>
Operating Income / (Deficit)	(3,120,881)	(9,500,000)
<b>Estimated Ending Fund Balance</b>	<b>7,031,927</b>	<b>0</b>

Ending Fund Balance as Percentage of Expenditures **10.71%** Goal - 9% (payroll for one month)

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

Subject: Talented and Gifted Program and/or Services

Policy Number: IGBB Effective Date: 2/2023

Date of Original Policy and Revisions: 3/92, 5/95, 2/00, 2/07, 12/09, 11/13, 5/17, 2/22

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

Date of Next Review: 2/2026

**POLICY**

The District is committed to providing an educational program that recognizes, identifies, and serves the unique strengths and needs of all students, including those identified as talented and gifted (TAG) in accordance with state law. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability.

The Board directs the Superintendent to develop a written identification process for identifying identification of academically talented and intellectually gifted students in grades K through 12. (See Board policy IGGBA – Talented and Gifted Students - Identification.)

A written plan shall be developed that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students and provides an opportunity for the student's parents to discuss with the District the programs and services available to the student and to provide input on the programs and services to be made available to the student.

The District will develop a written plan of instruction for talented and gifted students that:

1. Includes a statement of the District policy on the education of talented and gifted students (this policy);
2. Identifies and assesses special talented and gifted programs and services available in the District;
3. States goals related to providing such programs and services, including timelines for achievement;
4. Describes the programs and services intended to accomplish stated goals;
5. Describes how the District provides parents an opportunity to discuss and to provide input on programs and services for their child;
6. Describes how the District will evaluate progress of the plan; and
7. States the name and contact information for the District's talented and gifted coordinator.

The plan will be provided at the school or the district office, when requested, and will be published on the District's website. The District website shall also provide the name and contact information of the District's coordinator of special education and programs for talented and gifted.

Complaints regarding programs and/or services can be filed in accordance with Board Policy KL – Public Complaints, beginning at Step 2. The Superintendent or designee may choose to convene a committee in making a decision.

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

**REPORTS**

None.

**ATTACHMENTS**

None.

**END OF POLICY**

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**REFERENCES / COMMENTS**

**Legal Reference(s):**

[ORS 343.391-343.401](#)

[ORS 343.407-343.413](#)

[OAR 581-022-2325](#)

[OAR 581-022-2330](#)

[OAR 581-022-2370](#)

[OAR 581-022-2500](#)

[SB 486 \(2021\)](#)

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

Subject: ~~Identification—Talented and Gifted Students - Identification~~

Policy Number: IGBBA Effective Date: 2/2023

Date of Original Policy and Revisions: 6/17, 1/20

Cancels Policy: N/A Dated: N/A

Date of Next Review: 2/2026

**POLICY**

In order to serve academically talented and intellectually gifted (“TAG”) students in grades K-12, the District directs the Superintendent or designee to establish an written identification process.

This process of identification shall include as at a minimum:

1. Use of research evidence-based best practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395
2. Behavioral, learning and/or performance information Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
3. A nationally standardized mental ability test for assistance in the identification of intellectually gifted students Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
  - a. Students who are racially/ethnically diverse;
  - b. Students experiencing disability;
  - c. Students who are culturally and/or linguistically diverse;
  - d. Students experiencing poverty; and
  - e. Students experiencing high mobility.
4. A nationally standardized academic achievement test of reading or mathematics such as the Smarter Balanced Assessment for assistance in identifying academically talented Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.
5. A team shall make the final decisions on the identification of students using the information described above in numbers 2, 3 and 4. No single test, measure or score shall

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

— be the sole criterion. Identified students shall score at or above the 97th percentile on one  
— of these tests. Other students who demonstrate the potential to perform at the eligibility  
— criteria may be identified as talented and gifted. A record of the team’s decision, and the  
— data used by the team to make the decision, shall become a part of the educational record  
— for each student considered. Identify how the educational record under ORS 326.565 of the  
student being considered will document and reflect the record of the team’s decision and the procedures  
and data used by the team to make the decision.

The District will provide professional development for staff assigned the responsibility for identification  
of talented and gifted students.

When a student is identified for TAG, the District shall inform parents of the programs and services  
available to their student and provide an opportunity for parents to provide input to, and discuss TAG  
instruction proposed for their student. The instruction provided shall be designed to accommodate the  
student’s assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal  
of their student from TAG at any time.

If a parent is dissatisfied with the identification process or placement of their student, they may submit an  
appeal ~~the decision~~ through Board policy and administrative rule KL – ~~Complaint Procedure~~ Public  
Complaints and begin at Step 2 with the Superintendent or designee.

After exhausting the District’s appeal procedure and receiving the District’s final decision, a parent may  
appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule  
(OAR) 581-002-0001 – 581-002-0023. The District shall provide a copy of the OARS upon request.

**REPORTS**

None.

**ATTACHMENTS**

None.

**END OF POLICY**

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**REFERENCES/COMMENTS**

**Legal Reference(s):**

- [ORS 343.395](#)
- [ORS 343.407](#)
- [ORS 343.409](#)
- [ORS 343.411](#)
- [OAR 581-021-0030](#)
- [OAR 581-022-1310 to 1330 2325](#)
- [OAR 581-022-1940-2330](#)
- [OAR 581-022-1941-2370](#)
- [OAR 581-022-2500](#)



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

Subject: Directory Information

Policy Number: JOA Effective Date: 2/2023

Date of Original Policy and Revisions: 6/14, 4/17

Cancels Policy: N/A Dated: N/A

Date of Next Review: 2/2026

**POLICY**

“Directory information” means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released.

An educational agency or institution shall disclose personally identifiable information from an education record to law enforcement, child protective services, health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals.

~~The following categories are designated as directory information.~~ The following directory information may be released to the public through appropriate procedures:

1. Student’s name;
- ~~2. Student’s telephone listing;~~
- ~~3. Student’s email address;~~
4. Student’s photograph;
5. Major field of study;
6. Participation in officially recognized sports and activities;
7. Weight and height of athletic team members;
8. Dates of attendance;
9. ~~Degrees~~ **Honors** or awards received;
10. Most recent previous school or program attended.

**Public Notice**

The District will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the District’s option to release such information and the requirement that the District must, by law **upon request**, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the District withhold this information. Such notice will be given prior to release of directory information.

**Exclusions**

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

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent or guardian, student 18 years of age or emancipated student within 15 days of annual public notice. A parent, guardian, or student 18 years of age or an emancipated student, may not opt out of directory information to prevent the District from disclosing or requiring a student to disclose their names identifier, institutional email address in a class in which the student is enrolled or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the District in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the District to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

A student's Social Security Number or student identification number shall not be considered directory information. The District shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

**REPORTS**

None.

**ATTACHMENTS**

None.

**END OF POLICY**

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**REFERENCES/COMMENTS**

**Legal Reference(s):**

[ORS 30.864](#)

[ORS 107.154](#)

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 336.187](#)

[OAR 581-021-0220 to 0430](#)

[OAR 581-022-1660](#)

HB 3464 (2017)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 – 1427 (2006/2017).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2011/2017); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2011/2017).

No Child Left Behind Act of 2001, 20 U.S.C. § 7908 (2006).

Every Student Succeeds Act of 2015, 20 U.S.C. § 7908 (2017).

BETHEL SCHOOL DISTRICT #52  
BOARD OF EDUCATION POLICY STATEMENT

Subject: Student Discipline

Policy Number: JG Effective Date: 2/2023

Date of Original Policy and Revisions: 12/16

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

Date of Next Review: 2/2026

**POLICY**

Discipline in the District is based upon a philosophy designed to produce behavioral changes that will enable students to develop the self-discipline necessary to remain in school and to function successfully in their educational and social environments.

Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the District and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of rights of others.

The major objectives of the District discipline program are to teach the following fundamental concepts for living:

1. Understanding and respect for individual rights, dignity and safety;
2. Understanding and respect for the law, Board policies, administrative regulations and school rules;
3. Understanding of and respect for public and private property rights.

The Board seeks to ensure a school climate which is appropriate for learning and which assures the safety and welfare of personnel and students. The superintendent will develop administrative regulations whereby those students who disrupt the educational setting or who endanger the safety of others, will be offered corrective counseling and be subject to disciplinary sanctions that are age appropriate, and to the extent practicable, that use approaches that are shown through research to be effective to correct behavioral problems, while supporting a student's attendance to school and classes. Examples include, but are not limited to, restorative practices, reprimands, conferences, detention and denial of participation in co-curricular and extracurricular activities. Titles and/or privileges available to or granted to students may be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, field trips, senior trip, prom, etc.).

The District shall enforce consistently, fairly and without bias all student conduct policies, administrative regulations and school rules.

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended. Students may be expelled for any of the following circumstances: a) when a student's conduct poses a threat to the health or safety of students or employees; b) when other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or c) when required by law. The District shall consider the age of the student and the student's past pattern of behavior prior to imposing the suspension or expulsion. The District will ensure careful consideration of

BETHEL SCHOOL DISTRICT #52  
BOARD OF EDUCATION POLICY STATEMENT

the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

The use of out-of-school suspension or expulsion for discipline of a student in the fifth grade or below, is limited to:

1. Non-accidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
3. When the suspension or expulsion is required by law.

When an out-of-school suspension is imposed on a student in the fifth grade or lower, the District shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.

Parents, students and employees shall be notified by handbook, code of conduct or other document of acceptable behavior, behavior subject to discipline and the procedures to address behavior. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

**REPORTS**

None

**ATTACHMENTS**

None

**END OF POLICY**

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**Legal Reference(s):**

[ORS 243.650](#)  
[ORS 332.061](#)  
[ORS 332.072](#)  
[ORS 332.107](#)  
[ORS 339.115](#)  
[ORS 339.240 to -339.280](#)  
[ORS 659.850](#)  
[OAR 581-021-0045](#)  
[OAR 581-021-0050 to -0075](#)

Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969).

Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).

Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).

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

Subject: Suspension  
Policy Number: JGD Effective Date: 2/2023  
Date of Original Policy and Revisions: 12/16  
Cancels Policy No.: N/A Dated: N/A  
Date of Next Review: 2/2026

**POLICY**

The Board authorizes student suspension for one or more of the following reasons:

1. Willful violation of Board policies, administrative regulations or school rules;
2. Willful conduct which materially and substantially disrupts the rights of others to an education;
3. Willful conduct which endangers the student, other students or staff members;
4. Willful conduct which damages or injures District property.

Students and parents are given notice of possible discipline actions resulting from student misconduct that may result in suspension in the *Student/Parent Handbook* - code of conduct made available by the District.

The District personnel will follow Board Policy JG for the use of out of school suspension or expulsion for a student in the fifth grade or below.

Each suspension will include a statement of the reasons for suspension, the length of the suspension, a plan for readmission and may include a plan for the student to make up school work. No suspension shall extend beyond 10 school days. Every reasonable and prompt effort must be made to notify the parents of suspended students. The District may require a student to attend school during non-school hours as an alternative to suspension.

In emergency situations that are a result of risk to health and safety, the District may postpone the suspension notice process above until the emergency condition has passed.

Students who are suspended may not attend after-school activities and athletic events, be present on District property without a parent or participate in activities directed or sponsored by the District.

Suspensions may be appealed to the Board.

**REPORTS**

None

**ATTACHMENTS**

None

**END OF POLICY**

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

**REFERENCES/COMMENTS**

**Bethel School Board Policies:**

Student Discipline - JG

**Legal Reference(s):**

[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050](#) to -0075

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

Subject: **Expulsion**

Policy Number: **JGE** Effective Date: **2/2023**

Date of Original Policy and Revisions: **12/16**

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

Date of Next Review: **2/2026**

**POLICY**

A principal, after reviewing available information, may recommend to the Superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may be expelled for any of the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observations or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearing officer.

When an expulsion hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service<sup>1</sup> or by certified mail<sup>2</sup> at least five days prior to the scheduled hearing. Notice shall include:
  - a. The specific charge or charges;
  - b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;
  - c. A recommendation for expulsion;

<sup>1</sup>The person serving the notice shall file a return of service. (OAR 581-021-0070)

<sup>2</sup>When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

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

- d. The student's right to a hearing;
  - e. When and where the hearing will take place; and
  - f. The right to representation.
2. The Board may expel, or may delegate the authority to decide on an expulsion to the Superintendent or Superintendent's designee, who may also act as the hearings officer. The District may contract with an individual who is not employed by the District to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators;
  3. Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the student's parents request an open session;
  4. In case the parent or student or the student's parent requires the services of a language interpreter, one will be provided by the District has difficulty understanding the English language or has other serious communication disabilities, the District will provide an interpreter;
  5. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney and/or parent. The District's attorney may be present;
  6. The student shall be afforded the right to present his/her their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;
  7. The student shall be permitted to be present and to hear the evidence presented by the District;
  8. The hearings officer or the student may record the hearing;
  9. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;
  10. If the Board is conducting the expulsion hearing, the Board may designate the Board chair or a third party as the hearings officer. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. The hearings officer will provide to the Board, findings as to the facts, the recommended decision and whether or not the student has committed the alleged conduct. This will include the hearings officer's recommended decision on disciplinary action, if any, including the duration of any expulsion. This material will be available in identical form to the Board, the student if age 18 or over and the student's parents at the same time. Following the review by the Board of the hearings officer's recommendation, the Board will make the final decision regarding the expulsion;
  11. If the Board has delegated authority to the Superintendent, or designee, to act as the hearings officer, the Superintendent may designate him or herself themselves, or a third party, as the hearings officer. The hearings officer's decision is final; however, a decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review. If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the



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

Board, the student and the student’s parents at the same time. At its next regular or special meeting, the Board will review the hearings officer’s decision and will affirm, modify or reverse the decision;

12. A Board review of the hearings officer’s decision will be conducted in executive session unless the student or the student’s parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:
- a. The name of the minor student;
  - b. The issues involved, including a student’s confidential ~~medical records~~ and that student’s ~~educational program~~;
  - c. The discussion;
  - d. The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion, the District must propose alternative programs of instruction or instruction combined with counseling to a student subject to expulsion for reasons other than a weapons policy violation. For weapons policy violations, the District will follow guidance set forth by Policy JFCJ – Weapons in Schools. The District must document to the parent of the student that proposals of alternative education programs have been made.

**REPORTS**

None

**ATTACHMENTS**

None

**END OF POLICY**

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**Legal Reference(s):**

[ORS 192.660](#)  
[ORS 332.061](#)  
[ORS 336.615 to -336.665](#)  
[ORS 339.115](#)  
[ORS 339.240](#)  
[ORS 339.250](#)  
[OAR 581-021-0050 to -0075](#)

House Bill 2514 (2019)

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

Subject: Interscholastic Activities

Policy Number: IGDJ Effective Date: 2/2023

Date of Original Policy and Revisions: 2/23

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

Date of Next Review: 2/2026

**POLICY**

The Board recognizes the integral role interscholastic activities<sup>1</sup> play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, advisors, student participants, and others associated with the District's high school activities programs and events shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the District and any associated voluntary organization<sup>2</sup>. Each will be held accountable for their actions.

The District and its schools may only be members of and pay fees, if any, to a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities if the organization:

1. Implements and adheres to equity focused policies that:
  - a. Address the use of derogatory or inappropriate names, insults, verbal assaults, profanity, or ridicule that occurs at an interscholastic activity, including by spectators of the interscholastic activity;
  - b. Prohibit discrimination;
  - c. Permit a student to wear religious clothing in accordance with the student's sincerely held religious belief and consistent with any safety and health requirements; and
  - d. Balance the health, safety, and reasonable accommodation needs of participants on an activity-by-activity basis;
2. Maintains a transparent complaint process that:
  - a. Has a reporting system to allow participants of interscholastic activities or members of the public to make complaints about student, coach, or spectator behavior;
  - b. Responds to a complaint made within 48 hours of the complaint being received; and
  - c. Resolves a complaint within 30 days of the complaint being received unless the organization determines that there is good cause to extend the timeline for resolving the complaint;

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<sup>1</sup> Interscholastic activities includes: for students any grade from kindergarten through grade 12, athletics, music, speech and other similar or related activities; for students in any grade from kindergarten through grade eight, activities that are offered only before or after regular school hours and that may, but are not required to, involve interaction among other schools.

<sup>2</sup> Includes a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities.

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

3. Develops and implements a system of sanctions against schools, students, coaches, and spectators if a complaint is verified; and
4. Performs an annual survey of students and their parents to understand and respond to potential violations of equity focused policies or other discrimination.

The District shall allow homeschooled students that reside in the district, students eligible to attend school and enrolled in a high school equivalency program<sup>3</sup> that reside in the district, and students attending a public charter school that does not provide interscholastic activities that reside in the District, the opportunity to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the District will comply with Title IX and other nondiscrimination laws.

District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a District school for interscholastic activity eligibility or participation. The principal, activities director, advisors and coaches are each responsible for ensuring student participants meet all District eligibility requirements of participation and those of the associated voluntary organization. The principal or designee is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal or designee shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with District activities with prior approval from the principal.

The principal shall investigate all allegations of District student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or the rules and regulations of the associated voluntary organization. The principal shall notify the Superintendent or designee of conduct that violates the terms of this policy and report to the associated voluntary organization if required.

An employee determined to have violated Board policies and/or rules and regulations of the associated voluntary organization may be subject to discipline, up to and including, dismissal. A student in violation of Board policies and/or the rules and regulations of the associated voluntary organization will be subject to discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of Board policies and/or the rules and regulations of the associated voluntary organization shall be subject to discipline, up to and including, removal from District programs and activities and such other sanctions as may be deemed appropriate by the District.

Employees, volunteers, or students in violation of such policies, rules and/or regulations may be required to remunerate the District in the event fines are assessed as a result of their actions.

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<sup>3</sup> “High school equivalency program” means a program provided to assist a student in earning a certificate for passing an approved high school equivalency test such as the General Educational Development (GED) test.

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

The Superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all District rules governing the conduct of students, staff, and volunteers engaged in District activities are regularly reviewed and updated.

The District will annually review interscholastic activities and participation to determine whether the current offerings reflect the students the District serves.

**REPORTS**

None.

**ATTACHMENTS**

None.

**END OF POLICY**

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**Legal Reference(s):**

<a href="#">ORS 326.051</a>	<a href="#">OAR 581-015-2255</a>	<a href="#">OAR 581-026-0700</a>
<a href="#">ORS 332.075(1)(e)</a>	<a href="#">OAR 581-021-0045 – 0049</a>	<a href="#">OAR 581-026-0705</a>
<a href="#">ORS 332.107</a>	<a href="#">OAR 581-022-2308(2)</a>	<a href="#">OAR 581-026-0710</a>
<a href="#">ORS 339.450 - 339.460</a>	<a href="#">OAR 581-026-0005</a>	

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).  
Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).  
Senate Bill 1522 (2022).

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**January 23, 2023**

**RESOLUTION NO. 22-23: 23**

**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.	Cleland, Ely	Temporary Hire for 2022-23	Offer Temporary Contract for .67 FTE Choir Teacher @Willamette; Replaces: Lisa Forkish; Start Date: 1/3/2023.
2.	Cleland, Ely	Hire for 2022-23	Offer Extra Duty Contract for Vocal Director @Willamette.
3.	Daniels, Joshua	Temporary Hire for 2022-23	Offer Temporary Contract for .33 FTE Culinary Teacher @Meadow View; Start Date: 11/28/2022.
4.	Rusk, Sally	Temporary Hire for 2022-23	Offer Temporary Contract for 1.0 FTE English Language Arts Teacher @Meadow View; Replaces: Nathan Young; Start Date: 1/17/2023.

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

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

\_\_\_\_\_  
 Chair – Rich Cunningham

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

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

DATE \_\_\_\_\_

RESOLUTION: *Passed / Failed*

BOARD MEMBERS	AYE	NAY	ABSTAIN	ABSENT
Rich Cunningham				
Debi Farr				
Ashley Espinoza				
Paul Jorgensen				
Caleb Clark				
Greg Nelson				
Robin Zygaitis				

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**January 23, 2023**

**RESOLUTION NO. 22-23: 24**

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

- IKF:            Graduation Requirements**
- JG:             Student Discipline**
- JGD:           Suspension**

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

\_\_\_\_\_  
**Chair – Rich Cunningham**

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

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

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

**RESOLUTION:**     *Passed / Failed*

BOARD MEMBERS	AYE	NAY	ABSTAIN	ABSENT
Debi Farr				
Ashley Espinoza				
Paul Jorgensen				
Caleb Clark				
Greg Nelson				
Robin Zygaits				
Rich Cunningham				

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

Subject: **Graduation Requirements**

Policy Number: **IKF** Effective Date: **1/2023**

Date of Original Policy and Revisions: **6/09, 10/12, 1/14, 10/16, 1/18, 5/18, 9/18**

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

Date of Next Review: **1/2026**

**POLICY**

The Board establishes graduation requirements for 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 the student is 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 child<sup>1</sup>;
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 an educational program<sup>2</sup> in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

**Diploma**

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits in mathematics (must be Algebra I and above);

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<sup>1</sup> As defined in ORS 30.297.

<sup>2</sup> "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

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

2. Four credits in language arts (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (including history, civics<sup>3</sup>, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts or world languages<sup>4</sup> (units shall be earned in any one or a combination).

The District shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must<sup>5</sup>:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

**Modified Diploma**

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Has a documented history of 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 credits which shall include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;

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<sup>3</sup> Civics becomes a half-credit requirement beginning on January 1, 2026 ORS 329.451.

<sup>4</sup> "World language" includes sign language, heritage language and languages other than a student's primary language.

<sup>5</sup> The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

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

4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

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.

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

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their 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 that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Smarter Balanced assessment.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the District shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

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

**Extended Diploma**

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
  - a. Two credits in mathematics;
  - b. Two credits in language arts;
  - c. Two credits in science;
  - d. Three credits in history, geography, economics or civics;
  - e. One credit in health;
  - f. One credit in physical education; and
  - g. One credit in the arts or a world language.
2. Have a documented history of:
  - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
  - b. A medical condition that creates a barrier to achievement; or
  - c. 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 or beginning after a documented history to qualify for an extended diploma, the District shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

**Alternative Certificates**

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the District.

Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the District shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

**Other District Responsibilities**

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.

The District may not deny a student 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 listed under the above modified diploma or extended diploma requirements.

The District may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or 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.

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

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in the later of 4 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. 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.

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 a modified diploma, an extended diploma, or an alternative certificate shall 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 and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

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, extended diploma or 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 of graduation and diploma requirements.

The District may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form<sup>6</sup> and submitting the form to the District.

The District will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the District or is an Oregon resident and attended a high school of the District, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the District at the time of death or was an Oregon resident at the time of death and attended a high school of the District.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "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.

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<sup>6</sup> Oregon Department of Education page for: [30-day notice and opt-out form](#)

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

**REPORTS**

None.

**ATTACHMENTS**

None.

END OF POLICY

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**Legal Reference(s):**

[ORS 329.007](#)  
[ORS 329.045](#)  
[ORS 329.451](#)  
[ORS 329.479](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 336.585](#)  
[ORS 336.590](#)  
[ORS 339.115](#)  
[ORS 339.505](#)  
[ORS 343.295](#)

[OAR 581-021-0009](#)  
[OAR 581-022-0102](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)  
[OAR 581-022-2010](#)  
[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION.

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

Senate Bill 1522 (2022).





**January 23, 2023**

**RESOLUTION NO. 22-23: 25**

**BETHEL SCHOOL DISTRICT**

**A RESOLUTION TO ACCEPT FY 2022 AUDITED FINANCIAL STATEMENTS AND APPROVE CORRECTIVE ACTION PLAN**

**ANNUAL COMPREHENSIVE FINANCIAL REPORT FOR THE YEAR ENDED JUNE 30, 2023**

The District’s financial report for the year ended June 30, 2023, can be accessed on the Bethel website at <https://www.bethel.k12.or.us/wp-content/uploads/2023/01/Bethel-SD-2022-ACFR.pdf>

The Governance Letter, issued by our independent audit firm Grove, Mueller & Swank, P.C. is included with this resolution and provides the Board of Directors with a concise overview of the results of the fiscal year 2022 audit process. In summary:

***Financial Statements***

Type of auditor’s report issued:	Unmodified
Internal control over financial reporting:	
• Material weakness(es) identified?	No
• Significant deficiency(ies) identified?	None reported
Noncompliance material to financial statements noted?	No

***Federal Awards***

Internal control over major federal programs:	
• Material weakness(es) identified?	No
• Significant deficiency(ies) identified?	Yes
Type of auditor’s report issued on compliance for major federal programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR Section 200.516(a)?	Yes

Major programs:

<u><i>Assistance Listing Number(s)</i></u>	<u><i>Name of Federal Program or Cluster</i></u>
84.010	Title I Grants to Local Education Agencies
84.425	Education Stabilization Fund

## **AUDIT FINDING 2022-01 - Significant Deficiency in Internal Control over Compliance - Inadequate documentation of eligibility calculation**

Title I Grants to Local Education Agencies  
Assistance Listing No. 84.010  
Grant Period: Year Ended June 30, 2022

*Criteria and Condition:* Grantees are required to document that their schools meet the eligibility requirements for Title I support including the percentage of students from low-income families. The District does not have documentation supporting the calculations and associated percentages claimed.

*Context:* As part of our audit procedures, we reviewed the targeting report submitted to the State and compared it to the Community Eligibility Provision (CEP) Identified Percentages report. The numbers did not match. Inquired with the client and noted that the grant manager who created the targeting figures was no longer employed by the District and they had no backup to support the figures. An alternative method to calculate the percentage of students from low-income families is to use the CEP poverty figures multiplied by 1.6. This also did not match the targeting information submitted to the State however all the percentages reported were less than the allowable 1.6 multiplier and therefore there are no questioned costs due to the control deficiency over compliance.

*Effect or Potential Effect:* Without sufficient supporting documentation, the calculation of the poverty percentages for the targeting submission to the State could be incorrect. Incorrect poverty figures could result in the misappropriation of grant funds and unallowed expenditures.

*Cause:* The District's grant manager failed to maintain adequate records supporting the calculation of the poverty percentages.

*Recommendation:* Management should strengthen the controls over the calculation of eligibility requirements and proper record keeping to ensure all necessary information is created, reviewed, and maintained per the grant requirements.

*Views of Responsible Official(s):* Management agrees with the finding and has reviewed record keeping requirements with the new Grants Manager to ensure that appropriate supporting documentation is maintained per the grant agreement.

*Corrective Action Plan:* The Director of Business Services and Budget Analyst will work closely with grant managers across the district to conduct a review of grant compliance terms, including reporting and documentation requirements, for all state and federal grants awarded to the District. Reporting requirements will be clearly defined, and all grant managers will be required to maintain complete and comprehensive supporting documentation for all reports submitted to state and federal entities.

**BE IT RESOLVED**, that the Board of Directors accepts receipt of the Annual Comprehensive Financial Report for the year ended June 30, 2022, and approves the Corrective Action Plan for Finding 2022-001.

ATTEST \_\_\_\_\_  
Clerk – Kraig Sproles, Superintendent

\_\_\_\_\_  
Chair – Rich Cunningham

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

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

DATE \_\_\_\_\_

RESOLUTION:     *Passed / Failed*

BOARD MEMBERS	AYE	NAY	ABSTAIN	ABSENT
Debi Farr				
Paul Jorgensen				
Ashley Espinoza				
Caleb Clark				
Greg Nelson				
Robin Zygaitis				
Rich Cunningham				

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**January 23, 2023**

**RESOLUTION NO. 22-23: 26**

**BE IT RESOLVED**, That the Board of Directors, School District No. 52, Lane County, hereby authorizes the approval of the Lane ESD 2023-25 Local Service Plan - Year One and requests Lane ESD to provide the services described during the 2023-25 (year one) fiscal year in accordance with ORS 334.175.

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

\_\_\_\_\_  
Chair – Rich Cunningham

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

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

DATE \_\_\_\_\_

RESOLUTION: *Passed / Failed*

BOARD MEMBERS	AYE	NAY	ABSTAIN	ABSENT
Debi Farr				
Ashley Espinoza				
Paul Jorgensen				
Caleb Clark				
Greg Nelson				
Robin Zygaitis				
Rich Cunningham				