



Central School District 13J

Regular Board Meeting

Published on September 25, 2025 at 10:26 AM PDT
Amended on October 3, 2025 at 1:27 PM PDT

Date and Time

Monday October 6, 2025 at 6:30 PM PDT

Location

Henry Hill Educational Support Center
750 S. Fifth St., Independence, OR 97361
Hawk Hall

Agenda

	Presenter	Time
I. Opening Items		6:30 PM
A. Record Attendance		1 m
B. Call the Meeting to Order		
C. Flag Salute		5 m
D. Adoption of the Agenda		5 m
II. Recognitions		6:41 PM
A. Principal Appreciation Month		5 m

Presenter

Time

III. Communication from the Floor

The Board of Directors welcomes public input. If you would like to address the board, please follow these steps: Please sign up for public comment by using this Google Form. You may also fill out a form before the meeting in person. Speaker's comments are limited to three minutes. The board welcomes additional information in writing at info@central.k12.or.us. If you are in need of a translator, please email info@central.k12.or.us. Oregon law prohibits the board from discussing specific employees or their job performance. For more information and guidance about addressing the Board of Directors, please see Board Policy BDDH. Subtitles for those who are hard of hearing or who speak a language other than English are available on the YouTube site.

Si necesita asistencia de un traductor por favor envíe un correo electrónico a:

info@central.k12.or.us

IV. Standing Reports**6:46 PM**

- | | | | |
|-----------|--|------------------|-----|
| A. | Division 22 | Jason Clark | 5 m |
| B. | Data Report: September Attendance; Culture/Climate Surveys | Jennifer Kubista | 5 m |
| C. | 2024-25 Integrated Plan Annual Report | | 5 m |

V. Superintendent's Report**7:01 PM**

- | | | |
|-----------|---|-----|
| A. | Policy 1st Reading --
OSBA released policy updates in August. Policy JOA has housekeeping updates. | 5 m |
| B. | Policy 2nd reading - JFCEB
Some minor changes have been made to this based on feedback from students and the Superintendent Policy Committee. Recommend that the board adopt this policy at their Oct. 20 PLC. | 5 m |

VI. Board Report

The board will meet for its PLC on October 20 at 6 p.m. This will also be the third and final reading of policy JFCEB Personal Electronic Devices.

The next regular board meeting is November 3 at 6:30 p.m.

Presenter

Time

VII. Consent Agenda**7:11 PM****A.** Approval of Minutes

5 m

B. Personnel Recommendations

5 m

VIII. Business Agenda**7:21 PM****A.** Out of State Field Trip request

Central High School Cross Country team would like to take all state qualifiers to the Nike Cross Regionals National Qualifier race in Spokane, Washington, from Thursday, Nov. 13, through Saturday, Nov. 15.

Suggested motion: I move to approve the out of state field trip request for the Central Cross Country team to compete at the Nike Cross Regionals National Qualifier race in Spokane, Washington, from November 13 through 15.

IX. Closing Items**7:21 PM****A.** Board Comments

5 m

B. Items for Action at Future Meetings

5 m

C. Adjourn Meeting

Coversheet

Division 22

Section:	IV. Standing Reports
Item:	A. Division 22
Purpose:	
Submitted by:	
Related Material:	D22 Board Presentation 24-25' SY (10.06.2025).pdf



Division 22 Standards Assurances for the 2024-25 School Year

Monday, October 6th 2025

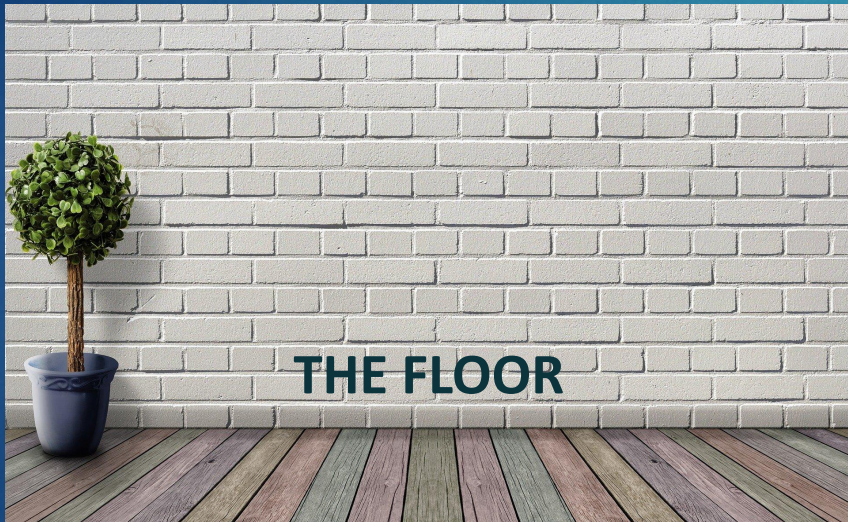
CSD 13J / Jason Clark

Division 22 Standards for Public Elementary and Secondary School

Introduction/Background:

By November 1st of each year, school districts are to report to their local school board the district's standing with respect to all Division 22 Standards for Public Elementary and Secondary Schools set forth in Oregon Administrative Rule 581-022-2305.

What are the Division 22 Standards?



- All Oregon administrative rules (OARs) set out in Chapter 581, Division 22, Standards for Public Elementary and Secondary Schools.

Example: 581 - 022 - 0102 Definitions

Ch. Div. Rule Title

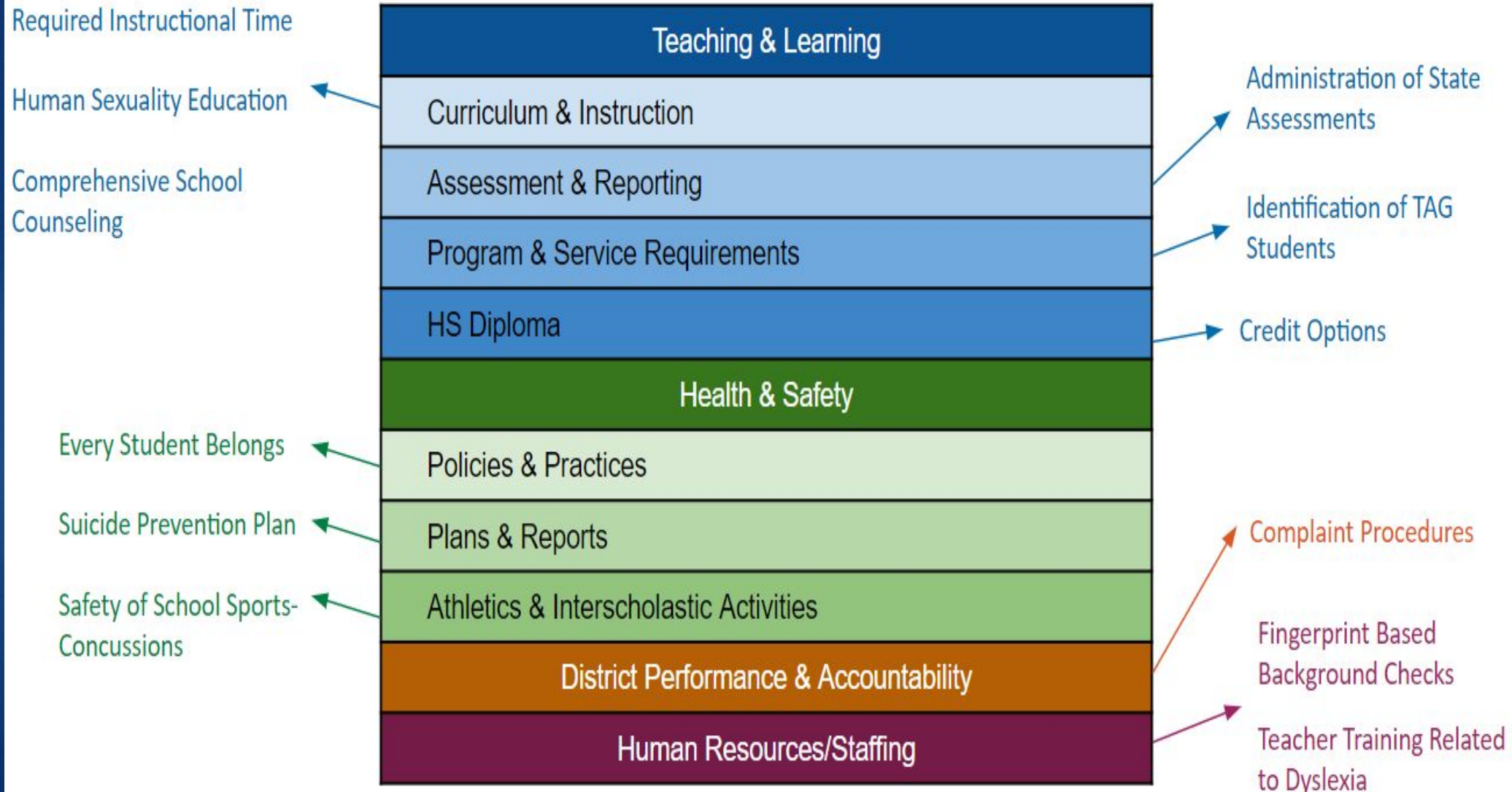
- The standards that the Oregon legislature or the State Board has determined must be met in order to be a standard school district.
- Compliance with these rules ensures a baseline level of service across the state.

Division 22 Rule Categories

Teaching & Learning
Curriculum & Instruction
Assessment & Reporting
Program & Service Requirements
HS Diploma
Health & Safety
Policies & Practices
Plans & Reports
Athletics & Interscholastic Activities
District Performance & Accountability
Human Resources/Staffing

Division 22 standards include over 50 rules.

Snapshot: Division 22 Rules



What are the Division 22 Standards Assurances?

Combined Accountability Model

Districts report annually on compliance with each of the standards, and include an explanation and corrective action plan for any rule with which the district is out of compliance.

Local Accountability

Districts must:

- report to their local school board by Nov 1
- make a report available on the district website by Nov 1



State Accountability

- Districts must submit assurances to ODE by Nov 15
- ODE reviews all submissions and follows up with districts that have self-reported as being out of compliance



Division 22 Standards & Assurances of Compliance

“Our Why”

- Signals our commitment to providing a high quality educational experience and equitable opportunities for all students.
- Division 22 standards articulate the floor of the education to be provided to students, not the ceiling.
- Assurances process offers an opportunity for districts not in compliance to reflect on areas in need of attention and receive technical assistance.
- ODE’s primary goal is to support districts in meeting the standards.



Central School District 13J

Report on Compliance with Public School Standards

2024-25 School Year

The table below contains a summary of Central School District 13J School District's compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2024-25 school year. For each rule reported as out of compliance, Central School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2025-26 school year.

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<u>581-022-2100 Administration of State Assessments</u>	In compliance	The district has met all of the requirements for this rule.	Not applicable
<u>581-022-2110 Exception of Students with Disabilities from State Assessments</u>	In compliance	The district has met all of the requirements for this rule.	Not applicable
<u>581-022-2115 Assessment of Essential Skills: Diploma Requirements</u>	Waived through the end of 2027-28 school year	Not applicable	Not applicable
<u>581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement</u>	In compliance	The district has met all of the requirements for this rule.	Not applicable

Division 22 Findings: Collection of Evidence

Program & Service Requirements				
<u>581-022-2315 Special Education for Children with Disabilities</u>	Mandates a district provide an educational program to serve eligible students with disabilities in accordance with all applicable OARs.	Special Programs website: https://www.central.k12.or.us/departments/teaching-and-learning/special-programs		In Compliance
<u>*581-022-2325 Identification of Academically Talented and Intellectually Gifted Students</u>	Guidelines for TAG identification. Revised standard adopted in 2022. <i>*New for 2022-23 SY: Person who is responsible for identification must be trained.</i>	CSD's TAG Plan posted on the Teaching and Learning webpage: https://drive.google.com/file/d/16ekwZdXwdtMgDxG7Qllozud8dwS_c-Hf/view?usp=sharing TAG policies and ARs: IGBB Talented and Gifted Program: https://policy.osba.org/CENTRAL/II/IGBB%20D1.PDF IGBAA Talented and Gifted Students – Identification: https://policy.osba.org/CENTRAL/II/IGBB%20D1.PDF IGBB - AR https://policy.osba.org/CENTRAL/II/IGBB%20R%20D1.PDF		In Compliance

Next Steps:

- ❖ Post the Division 22 outcomes to our district website by November 1st, 2025.
- ❖ Following the board report, CSD will complete and submit the annual form to the Oregon Department of Education by November 15th, 2025.



Questions / Thank you!

Coversheet

Data Report: September Attendance; Culture/Climate Surveys

Section: IV. Standing Reports
Item: B. Data Report: September Attendance; Culture/Climate Surveys
Purpose:
Submitted by:
Related Material: 10.8.25Culture_Climate_Families_BoardofDirectors.pdf

WELCOME!

Oct. 6

**Board of Directors Meeting
Culture and Climate
Families/Caregivers; September
Attendance**

CSD13J Mission

Building an inclusive culture of belonging and learning for the success of the whole child, whole educator, and whole community.



CSD13J Strategic Plan Scorecard

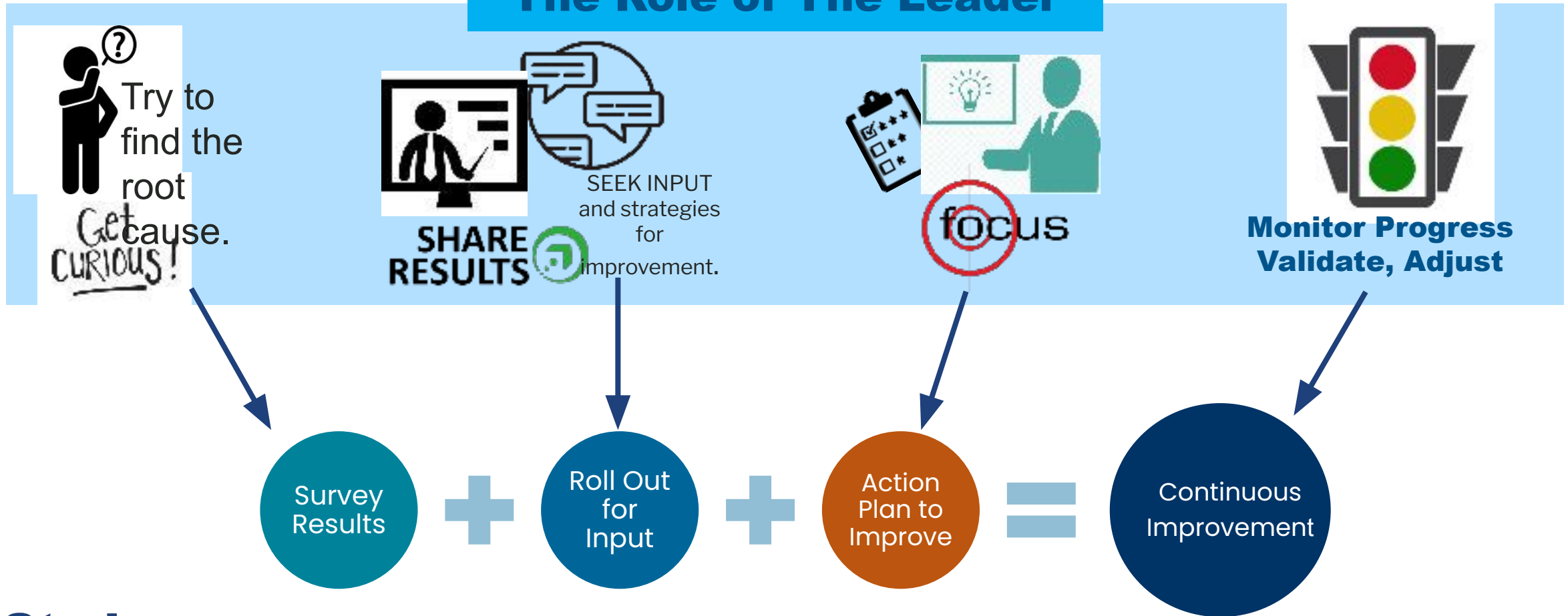
GOAL	VISION			
	Student Growth and Achievement	Family Involvement	Community Partnership	Staff Leadership and Continuous Improvement
	Every Student is engaged, supported, challenged, and prepared as a whole child with the skills and character to achieve and be successful in school, career, college, and community.	Central School District 13J fosters a relationship where every family is actively involved in their child's education, and feels welcome, supported, safe, and valued.	Partners engage in collaboration with Central School District 13J to cultivate student success for a safe, healthy, prosperous, and inclusive community.	Staff engage in student-centered decision making, problem solving, professional development, focused on continuous improvement and growth, where shared purpose, teamwork, respect, and trust drive decisions.
	Attendance 9th grade on track Math and EL growth and achievement Discipline Participation in activities, honors, CTE English language growth Graduation	Increase volunteers Culture and Climate Surveys Attendance 9th grade on track Discipline Participation in activities, honors, CTE	Increase volunteers Youth surveys Participation in activities, honors, CTE Culture and Climate Surveys Contracts with partners Acceptance/Industry Certification	Culture and Climate Surveys 9th grade on track Math and EL growth and achievement Discipline Participation in activities, honors, CTE Graduation Youth surveys Professional development opportunities
HOW WE MEASURE	STRATEGIES			
	Student feedback Student attendance Common assessments Behavioral incidents English Language Development Student counseling Credit recovery	Family feedback - chats and surveys Community feedback Communication with families Volunteer participation Parent-Teacher Organizations	Partnerships - corporate/nonprofit/government Community-wide surveys	Provide professional development opportunities Staff surveys Staff chats/feedback Meet and confer Data teams

Outcomes

1. Experience Survey Overview
2. Summary of 2024–2025 Survey Results
 - a. District Services Survey*
 - b. Students*
 - c. Parents/Caregivers*
 - d. Employees*

It's All About Continuous Improvement

The Role of The Leader



Summary of 2024–2025 Results

1. Student net promoter score increased.
2. Parent/Caregiver satisfaction increased.
3. District Services satisfaction increased.
4. Opportunity to increase student and employee responses.
5. Opportunity to improve organization level communication.



Department/Building Action Plan(s)

B *I* U ↺ ↻

As shared ending 23-24 SY and beginning in our retreat this year, please complete the form below identifying your department/building action plan(s) for the 24-25 SY. Please remember as Casey has shared, this is about us "getting better" and continuous improvement, so focus on one or two primary areas from your results (Buildings - this is based on your staff experience survey data; Departments - this based on your district services survey data). I ask that you complete the form by Monday, 9/30. Please reach out to me with questions.

This form is automatically collecting emails from all respondents. [Change settings](#)

Example of Action Plan:

Getting Clear: Revisiting Survey Behavior Steps

B *I* U ↺ ↻

As shared during our 11/19 AdCouncil Learning with Studer Education, please take the time to revisit your Survey Action Step(s).

- Consider any needed revisions to move from "aspiration" to "behavior."
- Consider what you have learned from the surveys.

Please remember as Casey has shared, this is about us "getting better" and continuous improvement, so focus on one or two primary areas from your results. Please complete the form **prior to leaving for Winter break (12/20/24)**. Please reach out to me with questions.

This form is automatically collecting emails from all respondents. [Change settings](#)

Aspirations

- Improve communication
- Increase staff engagement
- Provide more frequent feedback

Behaviors

- Send a weekly update that includes actions taken
- Use a plus/delta at the end of each staff meeting
- Have two coaching conversations this week

Table 3. Item Means and Overall Mean by Survey Administration

		Spring 2024	Fall 2024	Spring 2025	Δ
1	I believe my learning is important at my school. ★	4.06	3.99	4.10	0.11
2	I enjoy specials or electives.	3.99	3.86	3.90	0.04
3	believe my teachers/support staff care about me.	3.82	3.55	3.83	0.28
4	I feel safe at my school.	3.73	3.55	3.84	0.29
5	I believe school rules are consistently enforced.	3.59	3.15	3.60	0.45
6	I think my school is clean.	3.23	2.90	3.41	0.51
7	I believe my principal is a good leader. ★	3.93	3.47	4.29	0.82
8	I feel safe on the bus (only answer if you ride the bus).	3.59	3.43	3.74	0.31
9	I feel there are healthy food choices for me to eat at lunch.	3.54	3.12	3.66	0.54
10	I know how to get help when I have a problem.	3.97	3.75	4.00	0.25
11	I set learning goals and track my progress. ★	3.39	3.33	3.33	0.00
12	I believe my teachers challenge me to think.	3.92	3.67	4.01	0.34
13	I believe my teachers ask me how I learn best.	3.51	3.24	3.53	0.29
14	I believe my teachers recognize me for good work.	3.70	3.47	3.75	0.28
15	I feel students are nice or show respect to each other at my school. ★	2.81	2.90	3.23	0.33
16	I like going to my school each day.	3.14	2.92	3.34	0.42
17	I feel like I belong at school.	3.41	3.23	3.63	0.40
18	I feel my family is treated nicely or with respect at my school. ★	4.02	3.70	4.16	0.46
19	I regularly receive feedback from my teachers about my academic progress.	3.57	3.43	3.66	0.23
20	I have opportunities to be successful at my school.	4.06	3.84	4.07	0.23

Parents/Caregivers

Table 1. Participation, Overall Mean and Top Box by Survey Administration

	Spring 2024	Spring 2025
▲ Participants	116	192
Mean	3.30	3.40
Top Box Percentage	18.45%	23.16%
Top 2 Box Percentage	50.58%	53.71%



Parents/Caregivers

Table 3. Item Means and Overall Mean by Survey Administration

		Spring 2024	Spring 2025	Δ
▲				
1	I believe my child's learning is a high priority at this school.	3.42	3.46	0.04
2	I believe school rules are enforced consistently at this school. ★	2.95	2.95	0.00
3	I regularly receive feedback from school staff on how well my child is learning.	2.81	3.13	0.32
4	I am treated with respect at this school. ★	3.89	3.92	0.03
5	I believe my child has every opportunity to be successful at this school.	3.12	3.37	0.25
6	I believe my child has the necessary classroom supplies and equipment for effective learning.	3.74	3.69	-0.05
7	I believe this school positively impacts my child's growth and development.	3.25	3.38	0.13
8	I believe this school provides a safe environment for my child to learn.	3.23	3.42	0.19
9	I believe my child is recognized for good work and behavior at this school.	3.44	3.57	0.13
10	I believe the school is clean and well maintained.	3.68	3.61	-0.07
11	I believe the teachers, staff, and administration at this school demonstrate a genuine concern for my child.	3.51	3.57	0.06
12	I am proud to say I have a child at this school.	3.27	3.30	0.03
13	I receive positive phone calls, emails, or notes about my child from the school.	2.69	3.03	0.34
14	I feel comfortable approaching school administration.	3.51	3.48	-0.03
15	I believe school administration make decisions that are in the best interest of children and families.	3.02	3.06	0.04

Celebrations

You told us **you feel treated with respect** at our schools.

What specifically should we **continue doing?**

If we achieved a **5 out of 5**, what would that look like to you?

You told us you **don't believe school rules are enforced consistently** at our schools.

Opportunities

What would better look like?

If we achieved a 4 in this area, what would that look like to you?

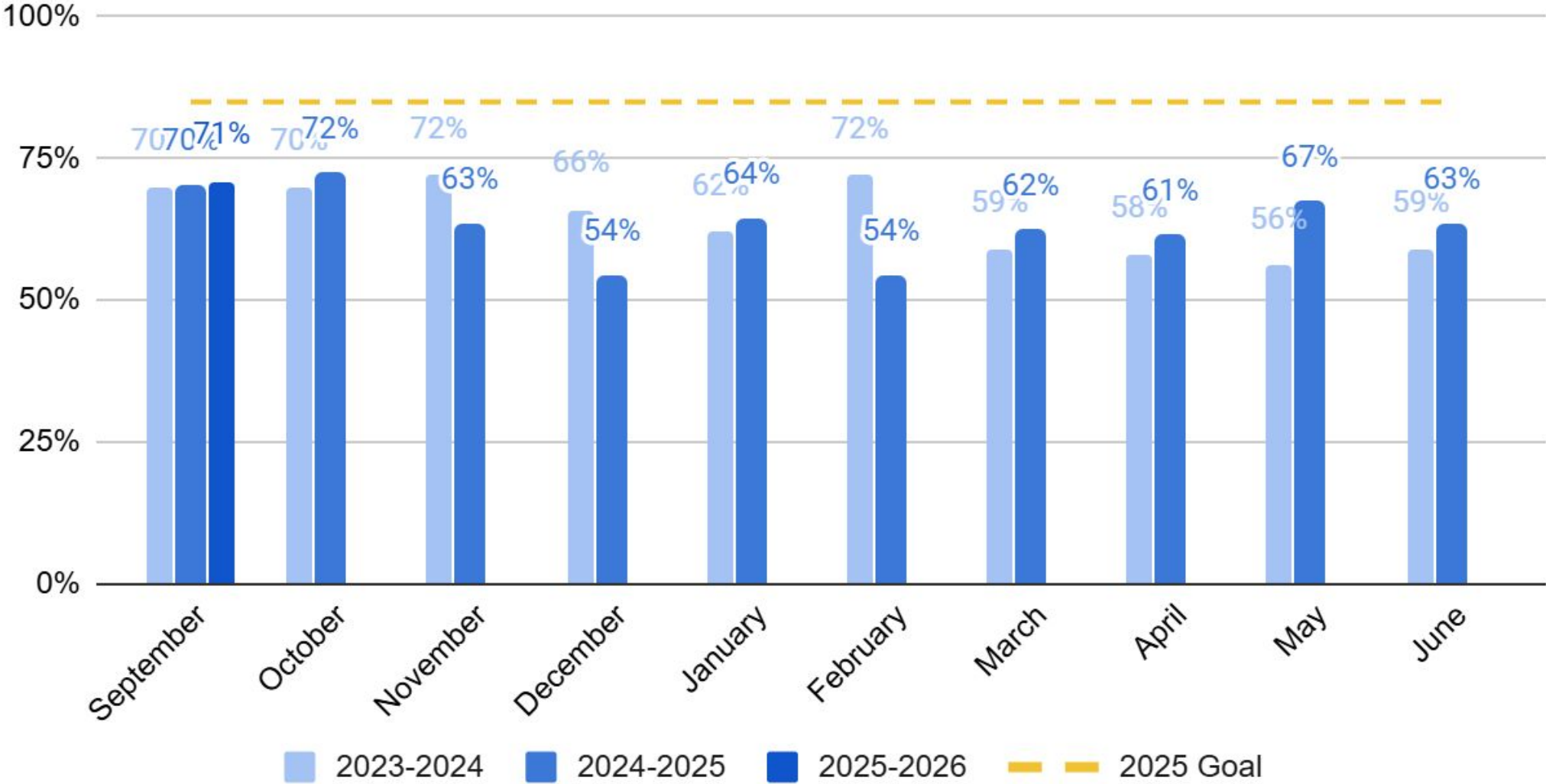
District Performance Goal

Regular Attendance

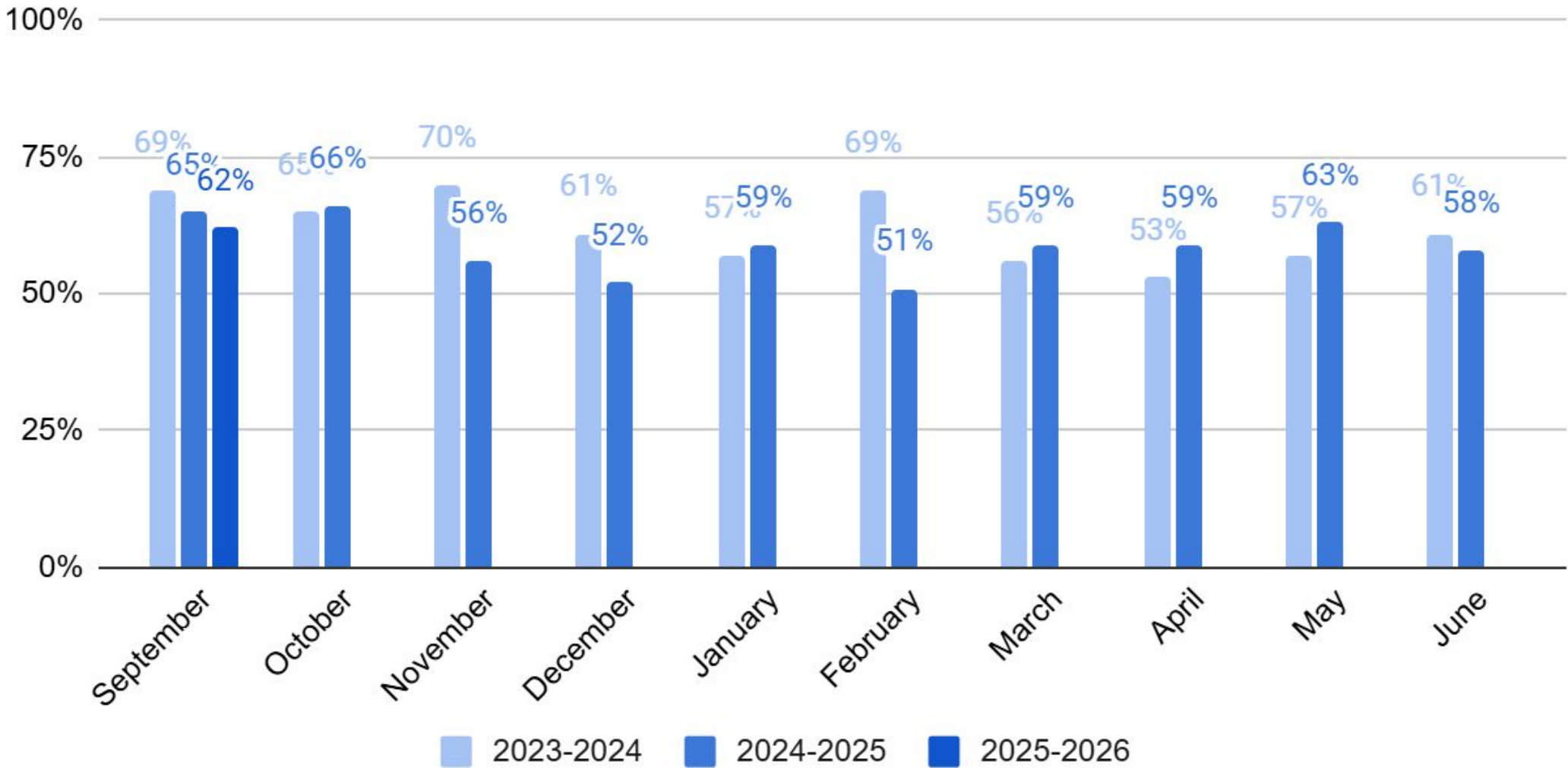
Performance goals:

- ▶ We will increase student regular attenders to 85 percent or more for all students.
- ▶ Focal Group: Students Experiencing Disabilities will attend school regularly 80 percent or more of the time. Students Economically disadvantaged will attend school regularly 80 percent or more of the time.

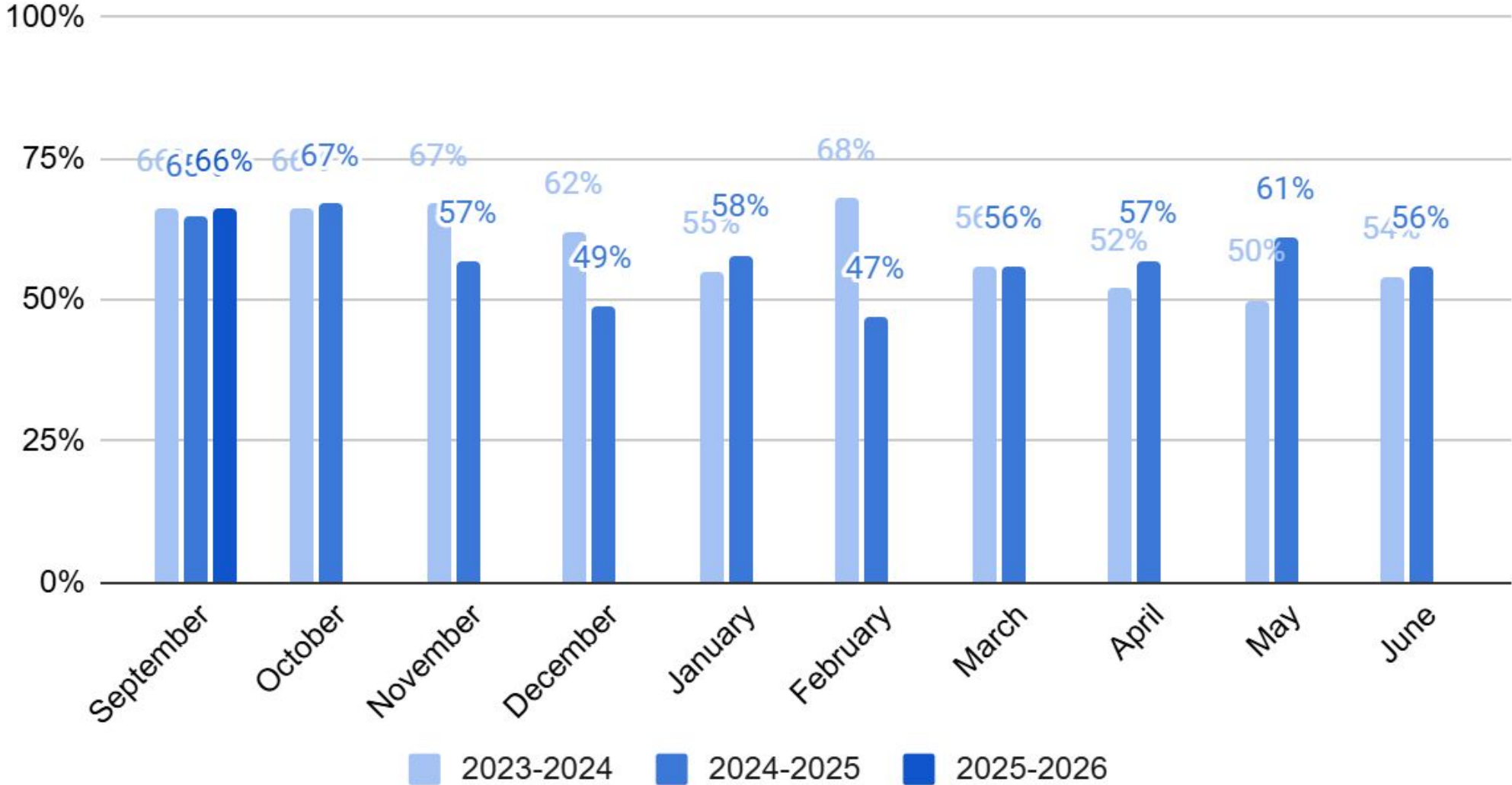
Total District Three Years Compared to 2025 Goal Percentage of Students Who Attended Regularly



Students with Disabilities Three Years Percentage of Students Who Attended Regularly



Economically Disadvantaged Students Three Years Percentage of Students Who Attended Regularly



25-26 Strategies/Action Steps

- ▶ Continue to develop/establish welcoming environments for students, staff and families
 - ▶ Assemblies recognizing students
 - ▶ Staff greeting students at the door
 - ▶ Consistent communication with families
- ▶ Strong classroom engagement
 - ▶ Hands-on learning
 - ▶ Making learning relevant
 - ▶ Student voice and choice
 - ▶ Group work
- ▶ Recognition of students with strong regular attendance as well as students who improve their regular attendance
- ▶ Communication to families and the community on the importance of regular attendance in school to support student academic and social growth and achievement.
 - ▶ Phone calls to check-in on students (teachers and buildings)
 - ▶ Home visits to encourage students to be at school the next day!
 - ▶ Attendance tracking tools for families to track attendance each week/each month

QUESTIONS

Coversheet

2024-25 Integrated Plan Annual Report

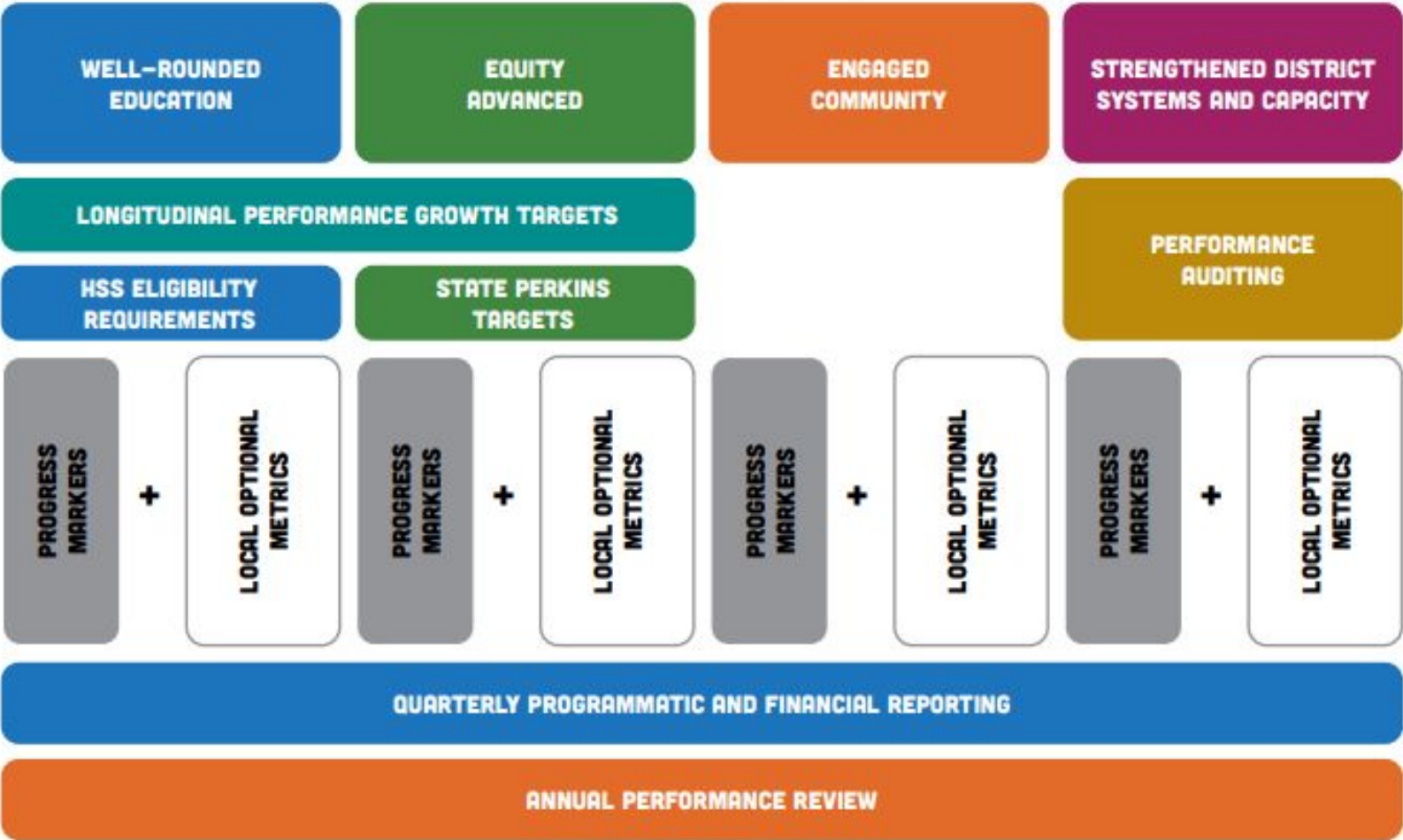
Section:	IV. Standing Reports
Item:	C. 2024-25 Integrated Plan Annual Report
Purpose:	
Submitted by:	
Related Material:	CSD13J 2024-25 Integrated Programs Annual Report (2).pdf



24-25 Integrated Programs Annual Report Presentation

Central School District 13J

Summary of Integrated Programs Performance Measures



SIA Annual Report Requirements

- SIA recipients are required by statute to:
 - Review their own progress on an annual basis through an annual progress report and financial audit;
 - Present their annual report to their governing board at an open meeting with opportunity for public comment (cannot be consent agenda item), and;
 - Post the report to the district or charter school website.
- If grantee set LPGTs and LOM:
 - In Year 1 of biennium: Affirm progress has been reviewed towards meeting the LPGTs in the grant agreement (Assurance).
 - In Year 2 of biennium: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress (Narrative Question).

State Performance Growth Targets

- Four-Year Cohort Graduation
- Five-Year Cohort Graduation
- 9th Grade On-Track
- 3rd Grade Language Arts Proficiency
- Regular Attenders

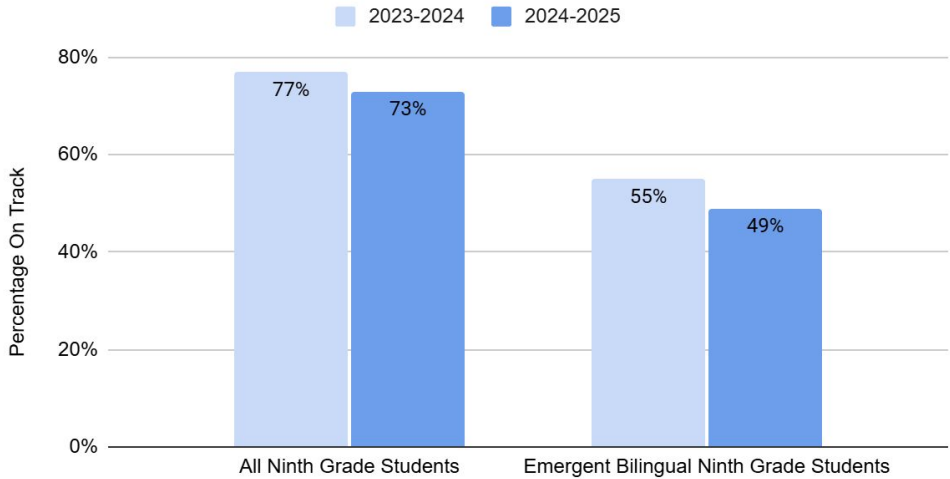
Four Year Cohort Graduation & Five Year Cohort Completion

Metric	Target Type	2024-25 Target
Four Year Cohort Graduation		
Four Year Cohort Graduation	Baseline Target: All Students	84.00%
Four Year Cohort Graduation	Stretch Target: All Students	90.00%
Four Year Cohort Graduation	Gap-Closing Target: All Focal Group Students	82.00%
<i>Four Year Cohort Graduation</i>	<i>Difference Between Baseline and Gap-Closing</i>	<i>2.00%</i>
Five Year Cohort Completion		
Five Year Cohort Completion	Baseline Target: All Students	93.00%
Five Year Cohort Completion	Stretch Target: All Students	93.50%
Five Year Cohort Completion	Gap-Closing Target: All Focal Group Students	93.00%
Five Year Cohort Completion	<i>Difference Between Baseline and Gap-Closing</i>	<i>0.00%</i>

9th Grade On-Track

Metric	Target Type	2024-25 Target
9th Grade On-Track		
9th Grade On-Track	Baseline Target: All Students	78.00%
9th Grade On-Track	Stretch Target: All Students	85.00%
9th Grade On-Track	Gap-Closing Target: All Focal Group Students	72.50%
9th Grade On-Track	<i>Difference Between Baseline and Gap-Closing</i>	5.50%

Percentage of Ninth Grade Students On Track to Graduate, End of Year, 23-24 and 24-25



3rd Grade Language Arts Proficiency

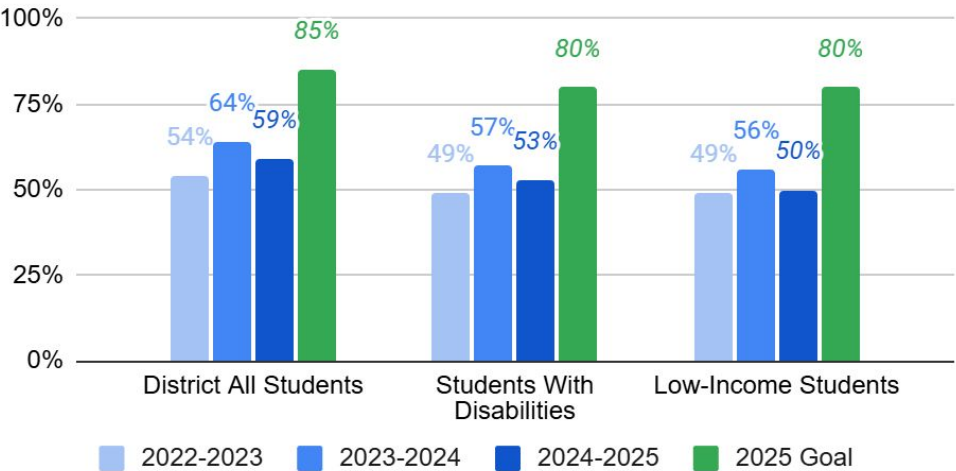
Metric	Target Type	2024-25 Target
3rd Grade ELA Proficiency		
3rd Grade ELA Proficiency	Baseline Target: All Students	26.50%
3rd Grade ELA Proficiency	Stretch Target: All Students	30.00%
3rd Grade ELA Proficiency	Gap-Closing Target: All Focal Group Students	20.00%
3rd Grade ELA Proficiency	<i>Difference Between Baseline and Gap-Closing</i>	6.50%

District	Subject	Grade	2024-25 % Level 3 or 4	2023-24 % Level 3 or 4
Central SD 13J	English Language Arts	3	30.4	25.9

Regular Attenders

Metric	Target Type	2024-25 Target
Regular Attenders		
Regular Attenders	Baseline Target: All Students	60.00%
Regular Attenders	Stretch Target: All Students	68.00%
Regular Attenders	Gap-Closing Target: All Focal Group Students	52.00%
Regular Attenders	<i>Difference Between Baseline and Gap-Closing</i>	8.00%

Percentage of Students Attending Regularly,
Three Years, with 2025 Goal



Annual Report Narrative #1

As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

Discuss at least one Outcome where you have seen progress in implementation.

- The board of directors continues to prioritize the district's strategic plan & long-term performance metrics. We continue to blend & braid state & federal funding to support the success of every student in our district.
- Difficulties with Federal funding as we budgeted for the 25-26 SY
- Loss of \$90,000 in Title I Summer School Funds
- Continued focus on Professional Learning Communities (PLC) and data teams
- Regular Attendance is flat (compared to 23-24 SY)
- Growth and Achievement in 3rd grade state Language Arts Assessments
- Data highlights of culture and climate surveys, universal screener results
- Growth still needed in 4-year grad, 5-year complete, and 9th grade on-track rates.

Annual Report Narrative #2



Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

- Continued rising costs in Special Education
- Partnerships with Youth Care Organizations/Facilities in the community
- Lack of additional funding during the legislative process (high-cost and CAP).
- Met some of our regular attendance state longitudinal data results goals, but still a concern.
- PDSA cycle focused on attendance (1st 45-days of 25-26 SY)
- Supports/training from the Willamette ESD
- Attendance communication campaign

Annual Report Narrative #3

2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.

- 4-year Graduation, 5-year Completer, and 9th grade On-Track – still negative shift in data results
- Solid leadership at the HS for the 25-26 SY. Shift in culture and climate the first month and a half of school.
- Assess our High School Success Plan during the 25-26 SY and make adjustments where applicable and appropriate
- HSS: College and Career Coordinator position; Career and Technical Education Pathways; Willamette Career Academy

INTEGRATED FUNDING 2024-25

Annual Amount = \$4,439,569

- Administrative Leadership at the Elementary Schools
- Health and Records Support Assistants
- Bilingual Counseling Office Administrative Assistant
- Contracted Mental Health Counselors
- Behavior Specialists
- Emergent Bilingual Specialists
- Additional Physical Education, Art, Music FTE
- CTE & Electives FTE (MS & HS)
- Contracted Coaching Support (Academics/Culture Climate)
- Professional Development (LA and Math, K-12)
- Family Engagement Activities
- Supplies, Equipment, Materials (K-12)
- Data Dashboard (Educlimber)
- Dropout Prevention
- College and Career Coordinator
- CTE Pathway Teachers & Bilingual Support Staff
- 9th Grade On-Track Supports
- College & Career Readiness



QUESTIONS
AND
THANK YOU!

Coversheet

Policy 1st Reading --

Section:	V. Superintendent's Report
Item:	A. Policy 1st Reading --
Purpose:	
Submitted by:	
Related Material:	JOA Directory Information.docx.pdf

Central School District 13J

Code: JOA
 Adopted: 1/12/06
 Revised/Readopted: 9/12/11; 8/06/12; 12/04/18;
 4/07/25

Directory Information**

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

1. Student’s name;
2. Student’s photograph;
3. Participation in officially recognized activities and sports;
4. Weight and height of members of athletic teams;

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

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, student 18 years of age or emancipated student within 15 days of annual public notice. A parent 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.

At no point will a student's Social Security Number or student identification number 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.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 107.154](#)
[ORS 180.805](#)

[ORS 326.565](#)
[ORS 326.575](#)
[ORS 336.187](#)

[OAR 581](#)-021-0220 - 021-0430
[OAR 581](#)-022-2060

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (20122024).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (20122024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (20172025).

Every Student Succeeds Act, 20 U.S.C. § 7908 (20122024).

Coversheet

Policy 2nd reading - JFCEB

Section:	V. Superintendent's Report
Item:	B. Policy 2nd reading - JFCEB
Purpose:	
Submitted by:	
Related Material:	JFCEB G1 Personal Electronic Devices CSD13J.docx.pdf

Central School District 13J

Code: JFCEB

Adopted:

Personal Electronic Devices */**

Student use of a personal electronic device is prohibited from the start of the first bell of the school day regular instructional hours until the last bell of the school day end of regular instructional hours, except as provided below.

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure.¹ This includes headphones and earbuds attached to personal electronic devices. This does not include a pre-approved or district supplied laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medic(al condition);²
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794);³
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within thirty (30) school days.⁴

Personal electronic devices may be kept by students in lockers or backpacks, or on the student’s person , but may not be used during the regular school day (i.e in school bathrooms, classrooms, hallways, cafeteria, library, etc.) instructional hours.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include before and/or after-school detention, loss of privileges (i.e. off campus lunch, participation in extracurricular activities), a change to storage requirements, etc.⁵

¹ ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides “This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.”

² JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

³ If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

⁴ JFCEB-AR must be submitted to the building administrator.

⁵ Correction may include requiring a student to store their device in a classroom storage space instead of in the backpack.

However, if the actions taken by a student violate other conduct policies, the student may be subject to discipline up to and including expulsion.⁶

Progressive discipline will align with the Student Code of Conduct and Positive Behavior Interventions and Supports.

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices⁷ that support academic activities and independent communications⁸, except as prohibited by this policy.

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR, Request for Personal Electronic Devices Exemption. Appeals can be filed with the superintendent or designee.

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

This policy takes effect on January 1, 2026.

END OF POLICY

Legal Reference(s):

⁶ For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

⁷ The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn’t necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

⁸ The reference to "independent communication" under ORS 336.840 is specifically intended to protect and support students with disabilities who use personal electronic devices to communicate. This includes students who rely on tools such as augmentative and alternative communication (AAC) devices, speech-generating apps, or other assistive technologies that enable them to express themselves independently.

[ORS 332](#).107

[ORS 336](#).840

Oregon Executive Order 25-09

Coversheet

Approval of Minutes

Section:	VII. Consent Agenda
Item:	A. Approval of Minutes
Purpose:	
Submitted by:	
Related Material:	2025_09_08_board_meeting_minutes.pdf

DRAFT



Central School District 13J

Minutes

Regular Board Meeting

Date and Time

Monday September 8, 2025 at 6:30 PM

Location

Henry Hill Educational Support Center
750 S. Fifth St., Independence, OR 97361
Hawk Hall

Directors Present

Andrea Van Heeswyk, Byron Shinkle, Irene Oliveros-Vega, Melanie Landon-Hays, Steve Moser, Susan Graham

Directors Absent

Jann Jobe

Guests Present

Emily Mentzer, Hannah Smith, Orlando San Miguel Morales

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Byron Shinkle called a meeting of the board of directors of Central School District 13J to order on Monday Sep 8, 2025 at 6:31 PM.

C. Flag Salute

D. Adoption of the Agenda

E. Swear in Student Representative to the Board

Board Chair Shinkle administered the Student Representative Oath of Office to Hannah Smith.

II. Recognitions

A. Student-Resource Officers

Talmadge Middle School Principal Alisha Resseman honored Sgt. Fleming for his work as a Student-Resource Officer the last few years, and welcomed Officers Gonzales and Preston to the new school year.

Mrs. Resseman said that Officer Gonzales will be working with Talmadge Middle School students and staff. Officer Preston will be stationed full time at Central High School. She recognized Sgt. Fleming for his lasting impact in schools, the community and care he has fostered with students and staff. She thanked him for his work with students and staff over the years.

III. Communication from the Floor

A. Communication from the floor

There was no public comment.

IV. Standing Reports

A. Safety and Security Report 2025-26

Director of Safety and Security Jason Clark reviewed: the Standard Response Protocol; Standard Reunification Method; 2025-26 District Building Expectations; Community Partners; and other Safety Resources.

Standard Response Protocol (SRP)

Mr. Clark talked more about "Secure" and "Lockdown," and communication that goes out to building families when a building goes into "Secure."

Vice Chair Graham said that the most common SRP used is "Hold." Mr. Clark said "Hold" is often used for a medical emergency in the hallway, or some other time when the hallways need to be cleared. He noted that it's important not to confuse that with a "Lockdown," which is a higher threat response.

Reunification

Mr. Clark talked about the Standard Reunification Method, a procedure used when it is necessary to relocate students and release students directly to their parents/guardians, or designated emergency contact due to an emergency situation.

Situations which may require reunification:

Fire or damage to school building; natural disaster; field trip emergency or school bus accident; violence in the surrounding community; or a situation involving a threat, weapons, or violence at school.

Director Landon-Hays asked what happens if a parent doesn't arrive to a reunification.

Mr. Clark said that counselors will look for emergency contacts. He said there also could be an instant where a parent could come to pick up a student that had been transported to the hospital, and counselors would be prepared for that as well.

Dr. Kubista reminded families to look at emergency contacts for their students and ensure they are updated and current.

Director Oliveros-Vega added to ensure families have their phone numbers updated.

2025-26 District Building Expectations

ID badges for all staff and visitors; radios for staff; lock all perimeter doors; student drop-off and pick-up.

Director Oliveros-Vega asked about a situation when a "Secure" or "Lockdown" is used, is there a debrief. Mr. Clark said that there is a debrief with leaders and law enforcement partners. This includes conversations about how the principal will communicate with staff and students.

Dr. Kubista noted that these debriefs can be continued conversations and learning, looking for lessons learned and ways we can shift.

The board discussed the communication when there's a "Hold," which is often a medical emergency or other kind of disruption in the hallway. Dr. Kubista noted that those kinds of situations may include privacy concerns, particularly when communicating with community.

Director Landon-Hays complimented Mr. Clark about the drop-off and pick-up protocols.

V. Superintendent's Report

A. State and Federal update of Funding

Dr. Kubista said that the district has received its allocated funding for Title IC, Title IIA, Title III, Title IVA, and Title IVB. The district's before and after school programming is returning, and families should start to get messages about acceptance into the program. At a state level, she said we have not received final allocations for early literacy, student investment account, or student success. She noted that the district should receive this in the next few weeks.

B. Policy 1st Reading --

Dr. Kubista reviewed Policy JFCEB Personal Electronic Devices from the start of the school day until the end of the school day. The policy must be adopted by Oct. 31. The policy will be implemented Jan. 1, 2026.

Dr. Kubista said that she will begin collecting feedback from students in the next week.

Board Chair Shinkle commented that this is something that has been handed down to the state, and that the adjustments we've made complies with the mandate, but are least intrusive as we can make them. Allowing students to maintain possession of their property, and not turning teachers into cellphone police.

Student representative San Miguel Morales said that it's better to explain the why. He said he could block his phone all day, but it depends on the students.

Student representative Smith said the policy can be good for a lot of reasons, helping kids stay focused, but there will be a lot of pushback from students.

The board discussed what they've heard from other districts who have already implemented this policy. They also noted that they are glad student feedback is being gathered and considered through this process. They discussed the equity concerns, as well as privacy concerns.

VI. Consent Agenda

A. Approval of Minutes

Melanie Landon-Hays made a motion to Approve the consent agenda with a spelling correction in the Personnel Recommendations.

Susan Graham seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Steve Moser	Aye
Andrea Van Heeswyk	Aye
Melanie Landon-Hays	Aye
Susan Graham	Aye
Irene Oliveros-Vega	Aye
Byron Shinkle	Abstain
Jann Jobe	Absent

B. Personnel Recommendations

VII. Business Agenda

A. Board-Superintendent Working Agreement

Irene Oliveros-Vega made a motion to adopt the Board-Superintendent Working Agreement.

Andrea Van Heeswyk seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Steve Moser	Aye
Jann Jobe	Absent
Melanie Landon-Hays	Aye
Susan Graham	Aye

Roll Call

Andrea Van Heeswyk Aye
Byron Shinkle Abstain
Irene Oliveros-Vega Aye

B. 2025-26 Board Calendar

Melanie Landon-Hays made a motion to adopt the 2025-26 Board Calendar with the change to the March 2026 meeting date.

Steve Moser seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Melanie Landon-Hays Aye
Andrea Van Heeswyk Aye
Byron Shinkle Abstain
Susan Graham Aye
Steve Moser Aye
Jann Jobe Absent
Irene Oliveros-Vega Aye

VIII. Closing Items

A. Board Comments

Director Landon-Hays said she appreciates the thoughtful approach to Policy JFCEB.

Director Oliveros-Vega seconded that, saying she appreciates Dr. Kubista taking the time to meet what the law requires, while also meeting with students.

Board Chair Shinkle said he appreciates everyone's time and sacrifice for serving on the board and participating in meetings and discussion.

Vice Chair Graham thanked Mr. Clark for his informative safety and security presentation.

B. Items for Action at Future Meetings

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:52 PM.

Respectfully Submitted,
Byron Shinkle

Documents used during the meeting

- 25_26 District Safety Presentation PP (9.8.2025) .pdf
- JFCEB G1 - Personal Electronic Devices - NEW.docx (1).pdf

- JFCEB D1 - Personal Electronic Devices and Social Media DELETE.pdf
- 2025_08_04_board_meeting_minutes.pdf
- _Board Reports 2025.xlsx - September 25.pdf
- Board and Superintendent Working Agreement_Draft_2025-26.docx (1).pdf
- 25-26 Board Meeting Calendar - Full Year Calendar (2).pdf
- Board Reports for 2025-26.pdf

Coversheet

Personnel Recommendations

Section: VII. Consent Agenda
Item: B. Personnel Recommendations
Purpose:
Submitted by:
Related Material: _Board Reports 2025.xlsx - October 25 (1).pdf

October Board Report				
10/2/2025				

Resignation				
Last Name	First Name	Position	Location	Effective Date
Epley Da Silva	Karyn	TWI Teacher	IES	09/26/2025
Cepeda Olivares	Erika	TWI Teacher	IES	09/26/2025
Johnson	Crystal	SPED Teacher	IES	11/17/2025

Leave of Absence				
Last Name	First Name	Position	Location	Effective Date
Retirement				
Last Name	First Name	Position	Location	Effective Date
Hired				
Last Name	First Name	Position	Location	Effective Date
Jackson	Amy	Director of Curriculum & Instruction	DO	09/23/2025
Rubio Olivares	Cynthia	TWI Teacher	IES	09/29/2025

Coversheet

Out of State Field Trip request

Section: VIII. Business Agenda
Item: A. Out of State Field Trip request
Purpose:
Submitted by:
Related Material:
Central High School Cross Country to Nike Cross Regionals in Spokane - 2025 NXR.pdf

Central High School Cross Country to Nike Cross Regionals in Spokane, WA from 11/13-11/15

Central Cross Country is planning to take all state qualifiers (most likely 2-7) to the Nike Cross Regional National Qualifier race in Spokane, Washington from Thursday, 11/13 - Saturday, 11/15. This event is the premier Cross Country race in the Northwest as well as the qualifying meet for Nike Nationals, held in Portland, in December. We plan to leave early Thursday (11/13) and arrive by midday in Spokane. We will stay two nights, compete on Saturday afternoon and then return late Saturday night. I have already booked an Airbnb that can sleep up to 12 people. Our accommodations allow for 2-4 student/athletes per room and we will have 4 coaches/chaperones. The families of the student/athletes will pay for their own accommodations and food. We intend to use some team funds to pay for some event memorabilia (t-shirts) and food.

The following adults will be chaperoning this event and transporting student athletes:

Head Coach: Eli Cirino (503) 510-4225

Asst. Coach: Paul Wendring (503) 999-8199

Asst. Coach Sawyer Heckard (541) 253-6001

Rachel Wendring (503) 400-1507

Student/Athletes attending: Ty Cirino, Aidan Wendring, and up to 5 others. There is some uncertainty about which student athletes will be going on this trip due to the fact that our district results will determine who our top 7 are. Ty and Aidan have already earned the opportunity to run in the Elite division with their previously run times and accomplishments.

Emergency Contacts:

- Brandis Piper (503) 367-7331
- Rick Dormer (503) 730-4883

Itinerary For 2025 NXR Meet (Spokane, Washington)

Thursday 11/13 - Saturday 11/15

11/13

8:00 AM Depart
12:00 PM Lunch in Hermiston
3:15 PM Arrive in Spokane - Check in
4:15 PM Go to Polo Grounds to preview the course and run
5:30 PM Back to the Airbnb for showers
7:00 PM Dinner
10:30 PM Lights out!

11/14

8:00 AM Wake up time!
8:30 AM Breakfast at AirBnb
10:00 AM To downtown Spokane. Walk the Riverfront Park area and tour downtown.
12:00 PM Lunch
1:00 PM Go to Polo Grounds to set up team canopy and run on the course
2:30 PM Coaches meeting - Pick up packet
3:30 PM To Airbnb for for showers and free time
7:00 PM Dinner at Airbnb
10:30 PM Lights out

11/15

7:30 AM Wake up!
8:00 AM Breakfast at Airbnb
9:30 AM Check out of Airbnb and go to Polo Grounds
11:20-12:30 PM Girls Open Invitational 5K sections 1-3
12:30-2:00 PM Boys Open Invitational 5K sections 1-3
2:55 PM Boys Championship Race 5K
3:30 PM Awards
4:00 PM Depart for Home
7:00 PM Dinner
12:00 AM Arrive Home

Coversheet

Items for Action at Future Meetings

Section:	IX. Closing Items
Item:	B. Items for Action at Future Meetings
Purpose:	
Submitted by:	
Related Material:	Board Reports for 2025-26 (1).pdf

Board Reports for 2025-26

October:

- Data Report (~~24-25 State Assessment~~; 24-25 Attendance; Culture/Climate Surveys)
- Division 22 Report (required to present by law)
- Adoption of Personal Electronic Devices Policy (required by law)
- Cash Balance Report (additional board oversight)

November:

- Special Education Report - 24-25 Restraint and Seclusion
- Personnel Report (FTE Staffing - 3 year trend)
- Nutrition Service Report

December:

- Data Report (Universal Screener (Fall 2024); Attendance; Discipline)
- 24-25 Integrated Plan - annual report

January:

- Community Presentation (SRO Program, Polk County Family and Community Outreach)
- Transportation Report

February:

- Data Report (2025 High School Graduation/Completer rates; 9th grade on-track)
- Audit Report
- Average Daily Membership Report

March:

- Data Report (Universal Screener (Winter); Attendance; Discipline)
- Superintendent Evaluation - Executive Session

April:

- Community Presentations (Gate, Central Health & Wellness Center)
- Summer programming

May:

- Summer programming Report

June:

- Data Report: (English Language Proficiency (ELPA); Attendance; Discipline)

July:

- Data Report: (Universal Screener (Spring); Attendance; Discipline)

Professional Learning Community 2025-26 (PLC)

October: School Walks (10/7-17) & School Presentations (10/20)

November: School Walks (11/3-7, 12-14) & School Presentations (11/17)

December: Mid-Year Retreat (12/15)

February: School Walks (2/2-13) & School Presentations (2/17)

March: School Walks (3/2-13) & School Presentations (3/16)

April: Special Education (4/20)

June: End of Year Retreat: Begin to set the stage 2026-2027 SY (6/22)