



Central School District 13J

Regular Board Meeting

Published on October 21, 2025 at 4:54 PM PDT
Amended on November 3, 2025 at 1:36 PM PST

Date and Time

Monday November 3, 2025 at 6:30 PM PST

Location

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

Agenda

	Presenter	Time
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I. Executive Session: 5:45 p.m. Closed to the Public		6:30 PM
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A. Executive Session ORS 192.660 (2)(e)		
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Under the provisions of ORS 192.660, Open Meeting Law, the Board of Directors will enter executive session for the following purpose:

- To conduct deliberations to negotiate real property transactions. (ORS 192.660(2)(e))

Specific information discussed in executive session shall not be made public and shall remain undisclosed.

Presenter

Time

II. 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 |

III. Recognitions**IV. 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

V. Standing Reports**6:41 PM**

- | | | | |
|-----------|---|-------------|-----|
| A. | Nutrition Services Report | Alex Singer | 5 m |
| B. | Data report: Attendance, OSAS, Universal Screener | | |

VI. Superintendent's Report**6:46 PM**

- | | | | |
|-----------|---|--|-----|
| A. | Policy 1st Reading | | 5 m |
| | OSBA released policy updates in August. | | |
| B. | Superintendent Updates | | 5 m |

Presenter

Time

VII. Board Report

The board will meet for its PLC on November 17 at 5 p.m. We will be meeting at Talmadge Middle School.

The next regular board meeting is December 1 at 6:30 p.m.

VIII. Consent Agenda**6:56 PM****A. Approval of Minutes**

5 m

B. Financial Report

5 m

Attached is the detail report for the General Fund (Fund 100) through Sept 30, the first quarter (25%) of the fiscal year.

REVENUE: Property Tax Revenue (R1111) is primarily received in November and reports from the three counties (Polk, Marion, Benton) where the district is located show projected taxes up slightly from budget - mostly due to increased assessed value on the tax rolls. Page 2 shows the assessed values and growth rate over the years, along with the total tax imposed. The General Fund Permanent Tax Rate is 4.8834 per \$1,000 of Real Market Value. The Effective Permanent Rate takes into account properties that are exempt, or partially exempt, from taxes.

State School Fund Revenue (R3101) shows at greater than 25% because two payments are made in July - and none in June. Common School Fund (R3103) is revenue derived from the sale of land given to the state by the Congress in 1859, where the proceeds are held in trust. Unrestricted Grants in Aid (R31xx) is where the High Cost Disability Grant is recorded when it is received in May.

The Beginning Fund Balance (R5400) will be recorded when the audit is complete; the unaudited carry forward is about \$7,000 short of budget.

EXPENSE: Overall Salaries (111 to 130) & Benefits (210 to 240) are slightly under 25% of budget due to the hiring cycle. Open positions are budgeted at 12 months, but new hires only have 10 months of pay reflected in the actuals. Other expenses are as-anticipated. Insurance (650 on page 4) is prepaid at the beginning of the year. Available Contingencies (811 to 817) are down from prior years, but they will not be spent unless there are emergent issues that require unanticipated transfers to the expenditure budget.

C. Policy - 2nd reading**IX. Business Agenda**

PresenterTime

- X.

Closing Items

7:06 PM
- A.

Board Comments

5 m
- B.

Items for Action at Future Meetings

5 m
- C.

Adjourn Meeting

Coversheet

Nutrition Services Report

Section:	V. Standing Reports
Item:	A. Nutrition Services Report
Purpose:	
Submitted by:	
Related Material:	Nutrition Services Report November 2025 - Final.docx.pdf

Nutrition Services Report

November 2025

We have had some movement within our team this summer. Two of our staff, Carrie Morris & Irene Rodriguez have moved into new positions within the department, and we have added 4 new smiling faces to our dedicated Nutrition Services staff: DeeDee Arras, Erika Wright, Kaori Dorres and, Virginia Glasmann.

In June we completed our third year of operating under the Community Eligibility Program (CEP), ensuring that **all students receive both breakfast and lunch at no charge**. During the summer we reset our four-year CEP approval and extended our approval to operate under CEP through the 2028-2029 school year.

On October 10th, for our October Professional Development (PD) day, the majority of our Nutrition staff were able to attend the Oregon School Nutrition Association (OSNA) Industry Seminar and USDA Processing Show. This seminar is a great opportunity for staff to learn more about their profession as well as network with other School Nutrition Professionals from all over the state. Many of the staff felt empowered after listening to speakers on subjects related to school meals, meeting with peers from around the state and, learning more about the process of USDA Commodities which are a crucial building block of our program.

Financially, we finished out the 2024-2025 school year on a positive note.

- Our meal counts were up slightly from the previous year. Total meals served increased by 1.6% for a total of 6,758 additional meals served.
- We closed the books for the 2024-2025 school year with a positive fund balance, despite the increased costs of just about everything under the sun.

For the current year we continue to face rising operational costs and uncertainty about current and future funding.

Dustin Melton, the Director of Child Nutrition Programs at ODE, has communicated that ODE CNP has received funding to pay meal reimbursement claims submitted for meals served through the month of November.

The impending shutdown of SNAP will affect many of our families, but it will not directly affect our ability to serve meals at no charge, at this point, because we are already approved to do so through the 2028-2029 school year.

We will be increasing the price of Non reimbursable meals (meals sold to staff or other adults) to meet the USDA requirements that reimbursement for student lunches is not subsidizing other costs. Currently we are charging \$5.00, we will increase this price to \$5.75 beginning January 1, 2026.

We “Feed Student Success” by meeting the nutritional needs of our students.

Coversheet

Data report: Attendance, OSAS, Universal Screener

Section: V. Standing Reports
Item: B. Data report: Attendance, OSAS, Universal Screener
Purpose:
Submitted by:
Related Material: November2025_PerformanceMetrics.pdf

CSD13J

CSD13J Board Meeting November 2025



November 3 2025

School Board Meeting

Long-Term Performance

Metrics Report

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

HOW WE MEASURE	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
			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

Data Overview - 2025-26 SY

- ▶ **Regular Attendance** (September & October)
- ▶ **Discipline** (Suspensions & Expulsions)
- ▶ **24-25 SY 3rd Grade State Assessment** (LA & Math)
- ▶ **24-25 SY 3rd-5th Cohort State Assessment** (LA & Math)
- ▶ **24-25 SY 6th-8th Cohort State Assessment** (LA & Math)
- ▶ **1st - 3rd Cohort Universal Screener** (reading & math)
- ▶ **4th - 6th Cohort Universal Screener** (reading & math)
- ▶ **6th - 8th Cohort Universal Screener** (reading & math)

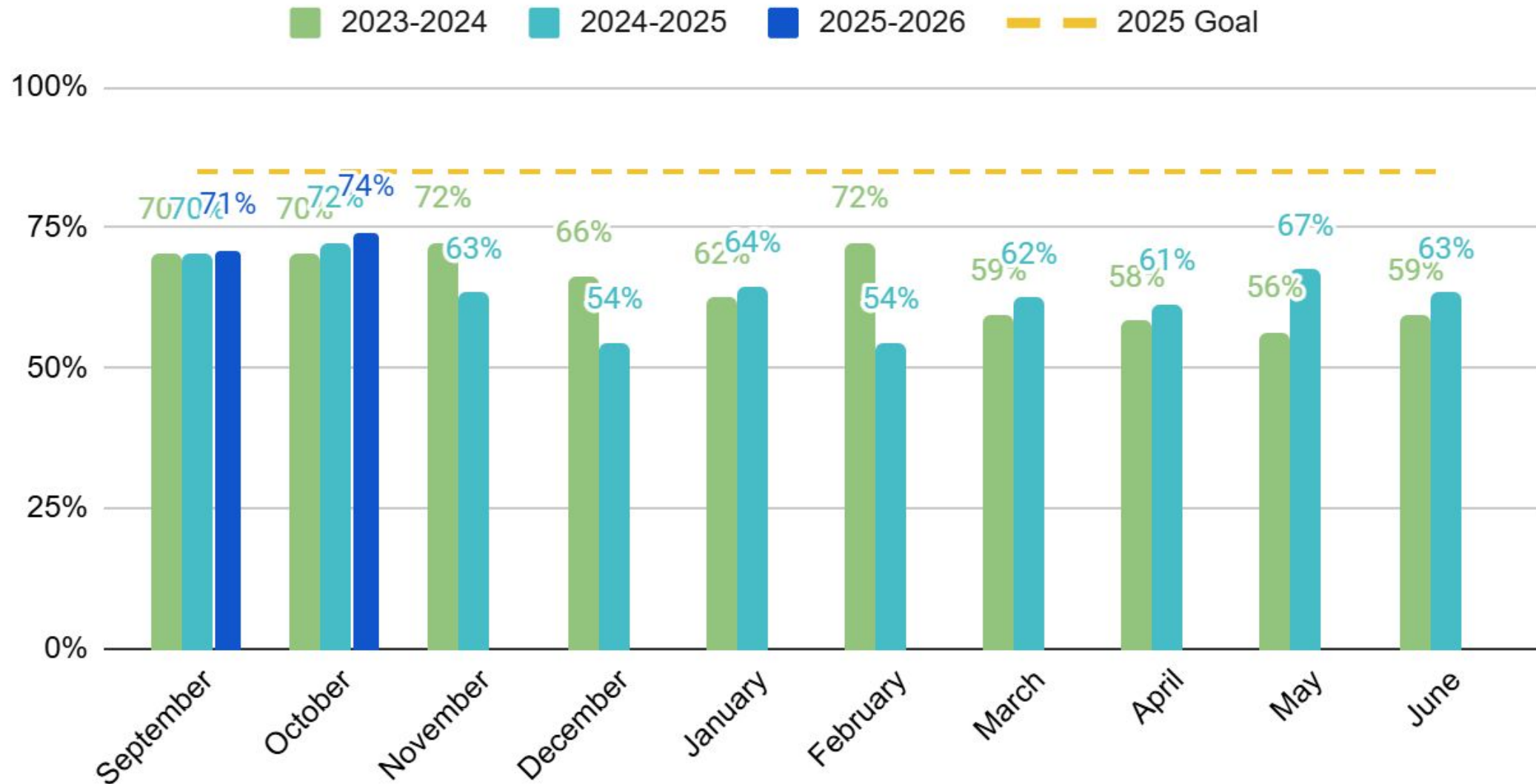
Attendance 2025-26 SY Data

District Performance Goal

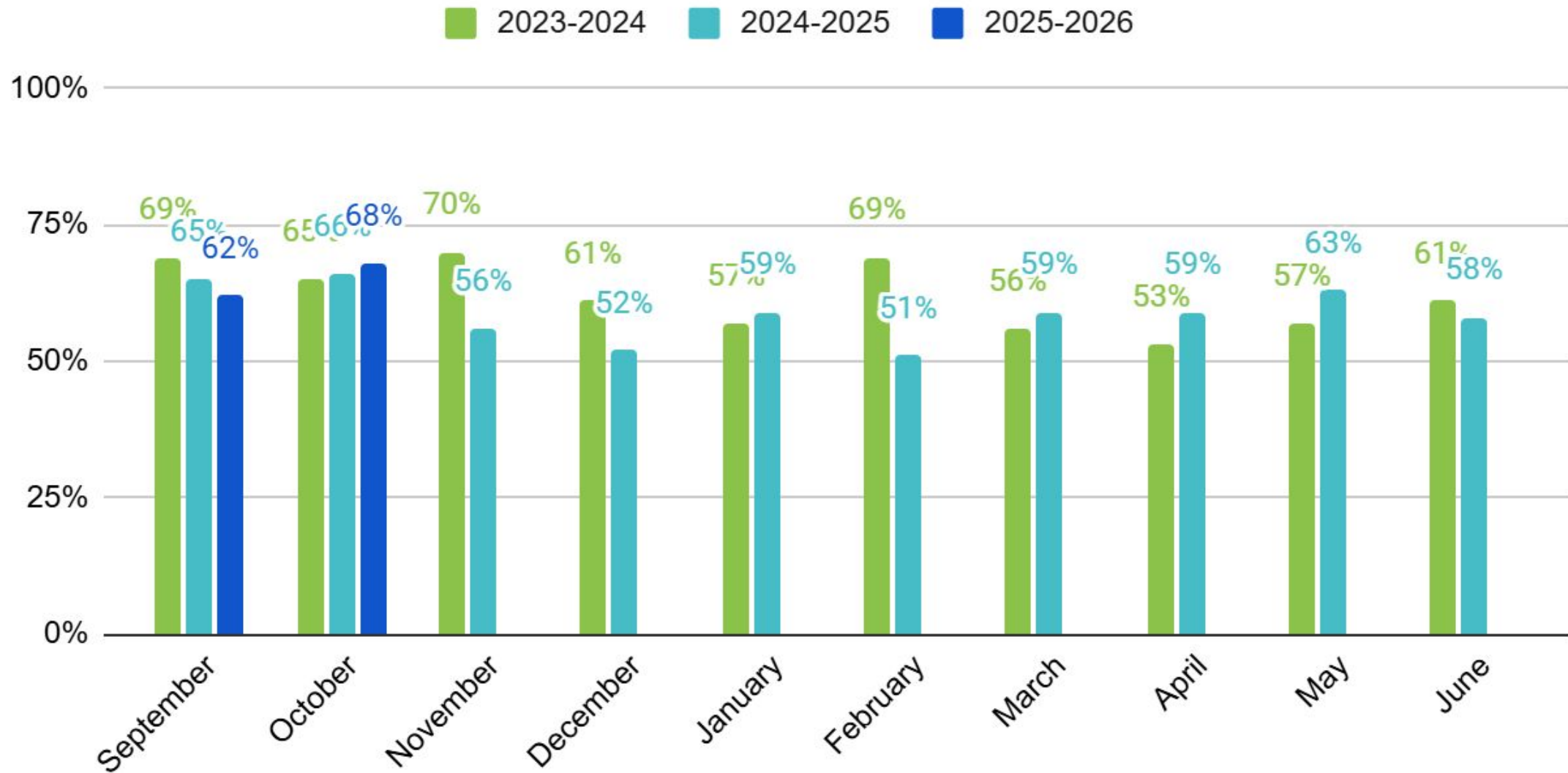
Performance goals:

- ▶ We will increase student regular attenders to 85 percent or more for all students, K-12, by 2025.
- ▶ Focal Group: Students Experiencing Disabilities will attend school regularly 80 percent or more of the time.
- ▶ Focal Group: Students Economically disadvantaged will attend school regularly 80 percent or more of the time.

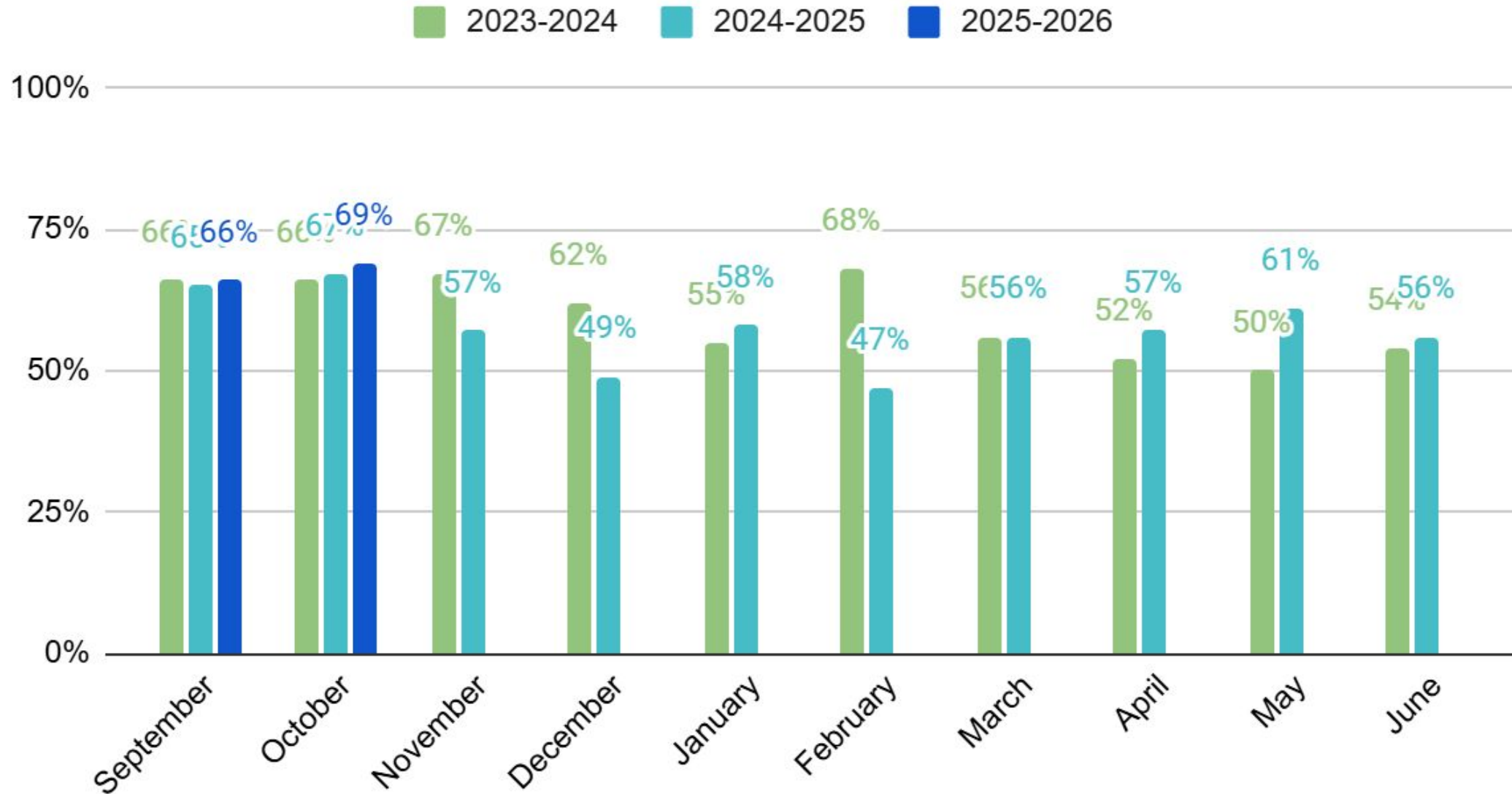
TOTAL DISTRICT Percentage Who Attended Regularly



STUDENTS WITH DISABILITIES Percentage Who Attended Regularly



ECONOMICALLY DISADVANTAGED STUDENTS Percentage 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
 - ▶ Weekly attendance postcards to families (October 2025)

Discipline

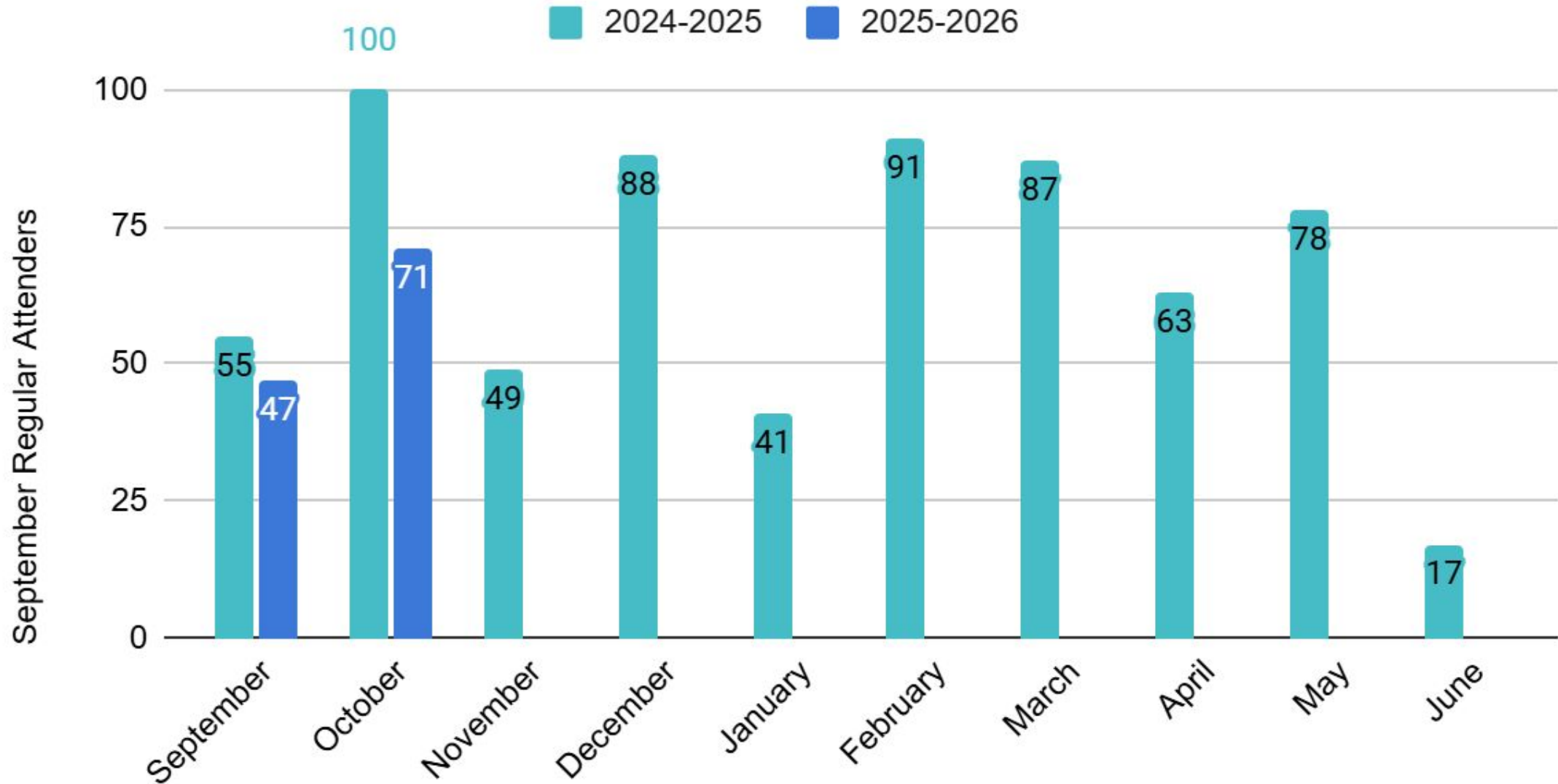
2025-26 SY Data

Discipline

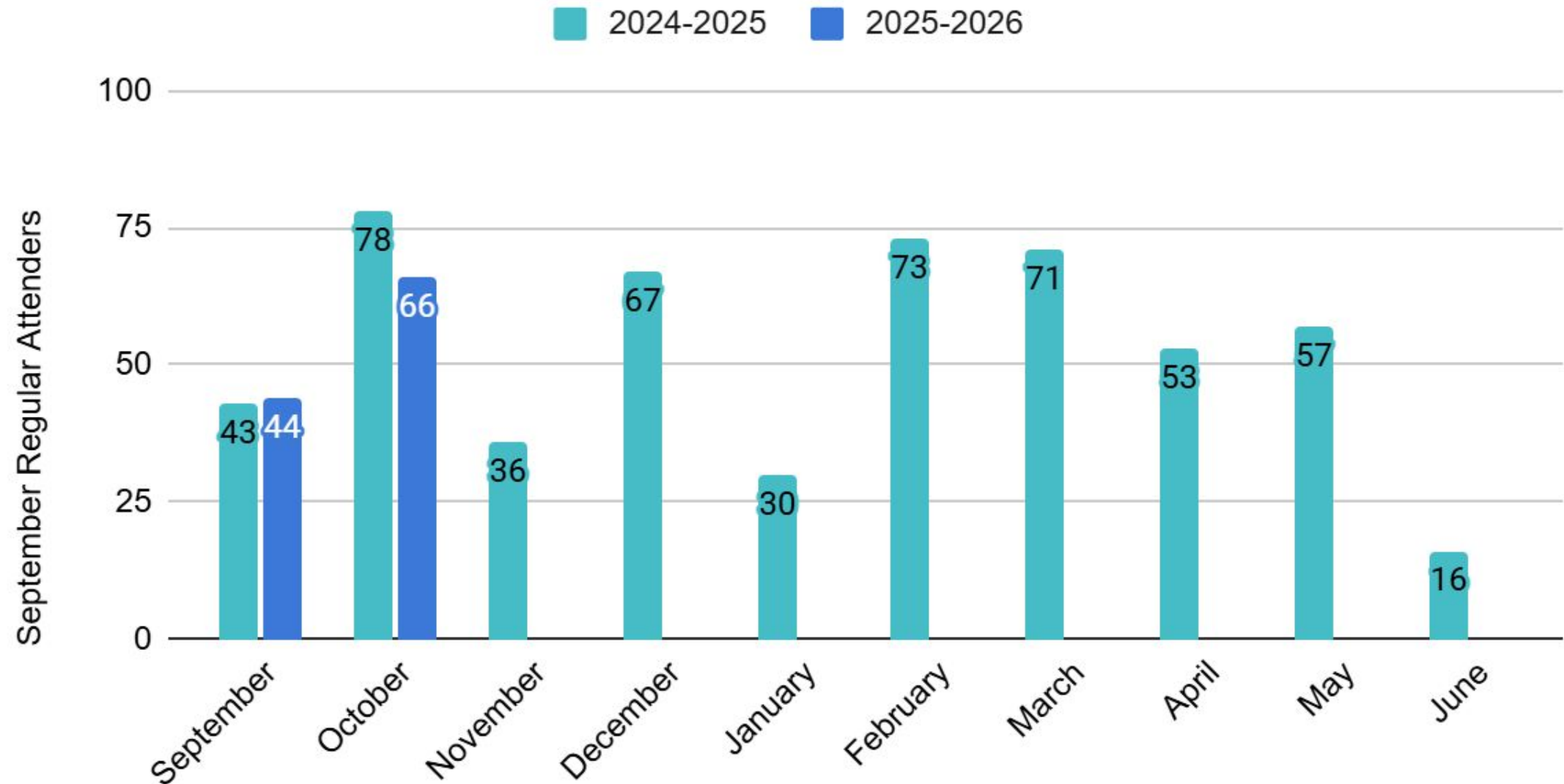
Long-Term Performance Metric

- ▶ By 2025, we will decrease suspensions for all students by 25 percent or more compared to the 2021-22 school year.
- ▶ We will decrease suspensions for our male students by 25 percent or more compared to the 2021-22 school year.

TOTAL DISTRICT In- and Out-of-School Suspensions



DISTRICT MALE STUDENTS In- and Out-of-School Suspensions



25-26 Strategies/Action Steps

- ▶ Positive Behavior Interventions and Supports (PBIS)
 - ▶ Pre- and Re-teaching of expectations at schools
 - ▶ What should behavior look like in class, during lunch, on the bus, etc.
- ▶ Two-Way Communication with caregivers
 - ▶ Input from student, caregiver, and staff
 - ▶ Phone calls to check in on students (teachers and buildings)
- ▶ Social Emotional Learning Groups
 - ▶ Behavior support staff and School-based Mental Health Assoc.
- ▶ K-8 Character Strong Curriculum
 - ▶ Lessons for K-8 students focused on character traits
 - ▶ Communication with families via ParentSquare of the character traits
- ▶ Behavior Safety Assessments (Threat-SIRC-Fire)
- ▶ Two years of Studer student, staff, caregiver experience survey data

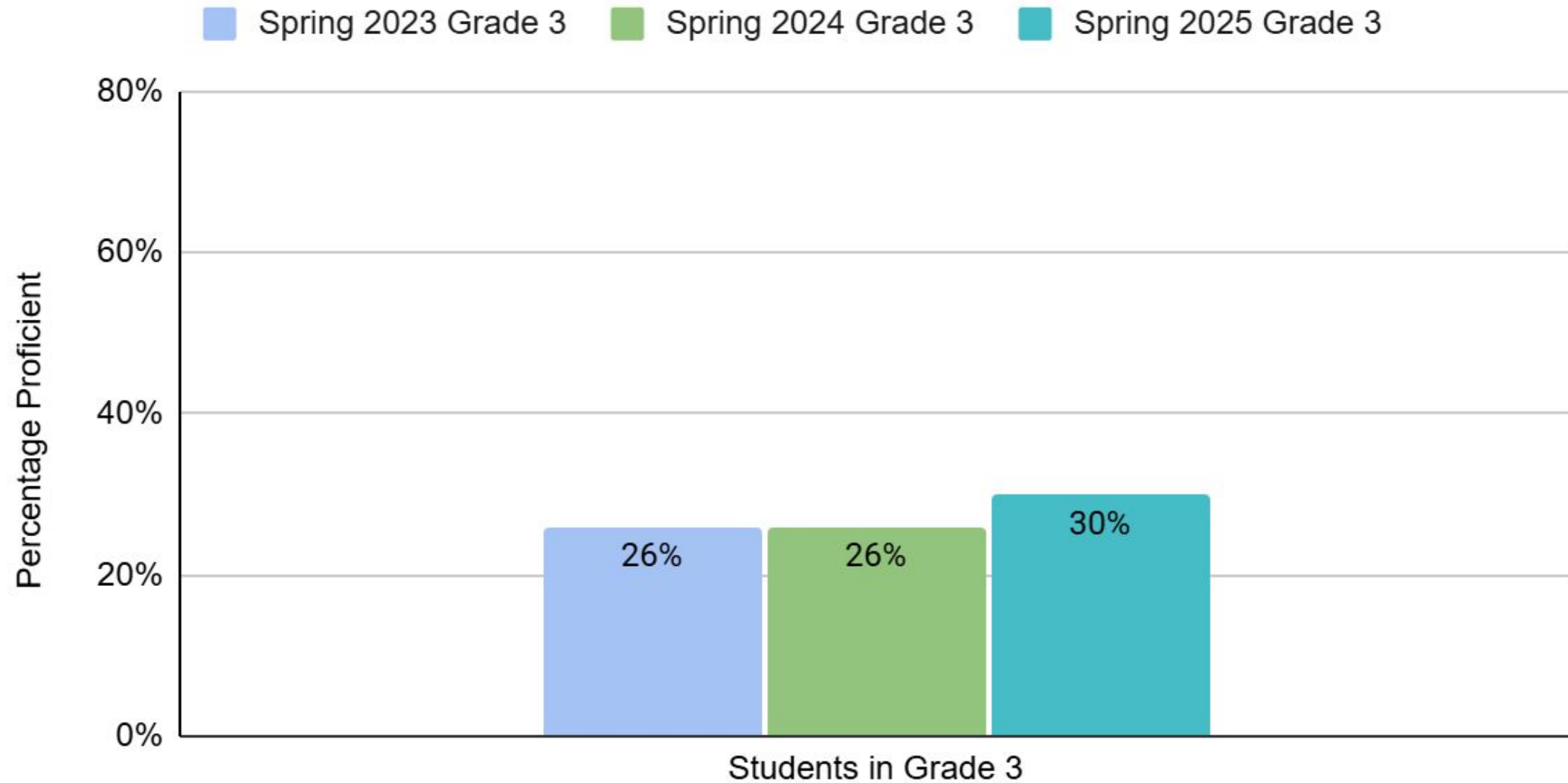
3rd-Grade Performance Goal

**3rd OR State Assessment
2024-2025 (LA and Math)**

3rd-Grade OR State Assessment LA and Math Long-Term Performance Metric

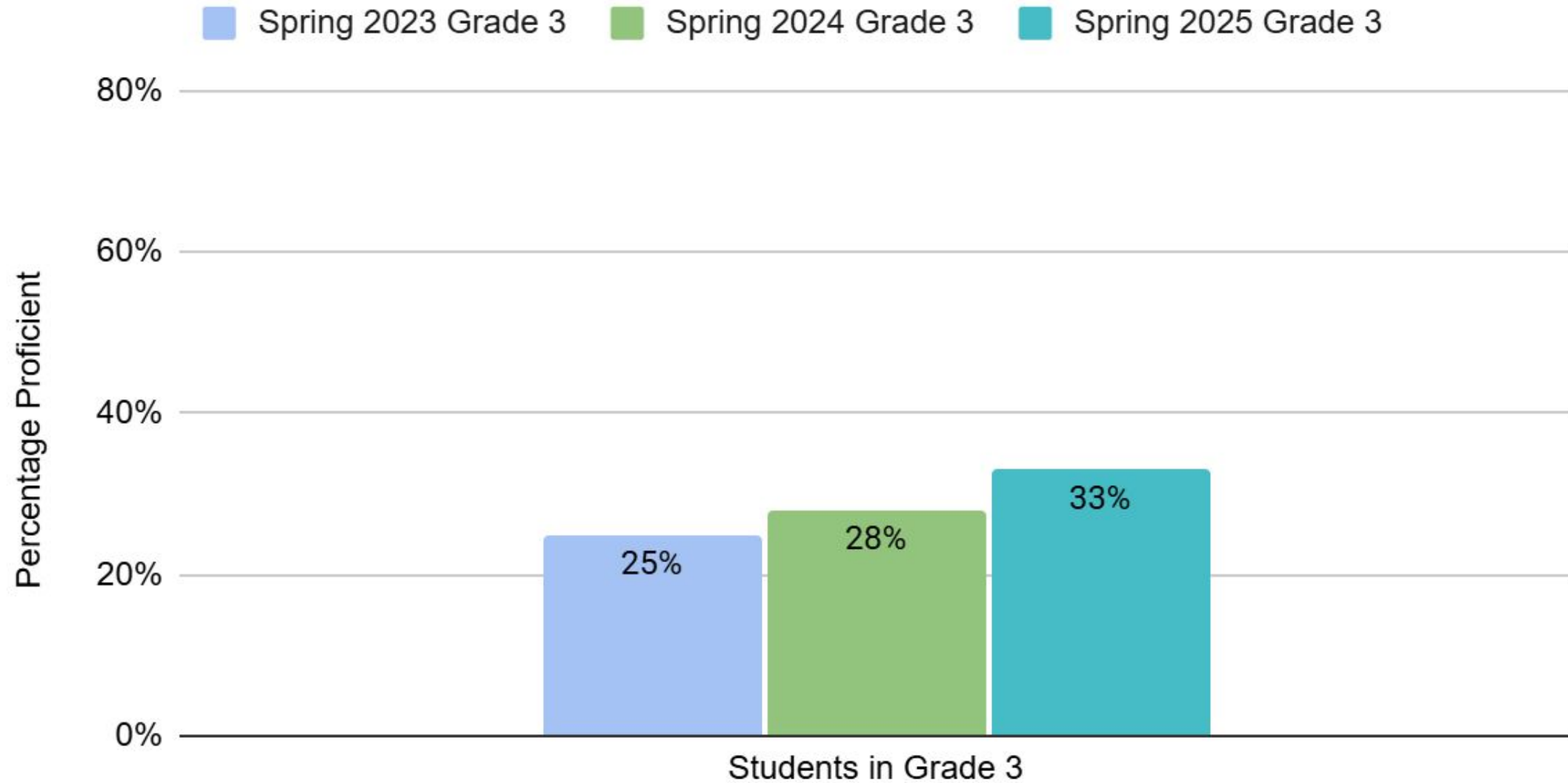
- ▶ We will see annual growth of 5 percentage points or more in the language arts proficiency for all 3rd-grade students, as assessed by the annual Oregon state tests.
- ▶ We will see annual growth of 3 percentage points or more in the mathematics proficiency for all 3rd-grade students, as assessed by the annual Oregon state tests.

LANGUAGE ARTS GRADE 3 Percentage Proficient in the OSAS



MATHEMATICS GRADE 3

Percentage Proficient in the OSAS



6th-Grade Performance Goal

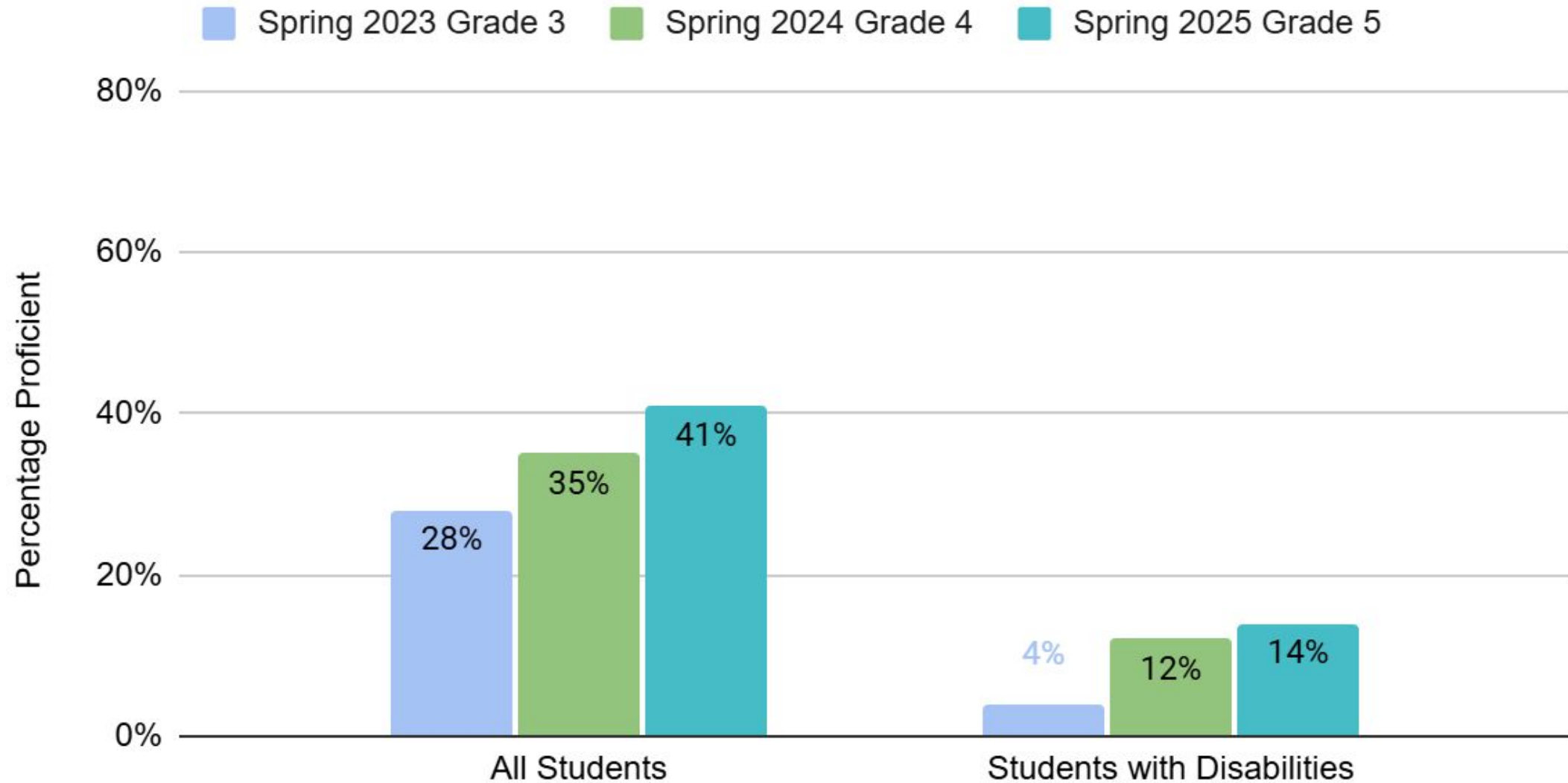
3rd - 5th (24-25) OR State
Assessment (LA and Math)

3rd - 5th Grade OR State Assessment LA and Math Long-Term Performance Metric

- ▶ We will see annual growth in the range of 3 to 5 percentage points or more in the language arts proficiency for all students, as assessed by the annual Oregon state test, 3rd - 5th cohort achievement data.
- ▶ We will see an annual growth in the range of 3-5 percentage points or more in the mathematics proficiency for all students and those experiencing disabilities, as assessed by the annual Oregon state test, 3rd-5th cohort achievement data.

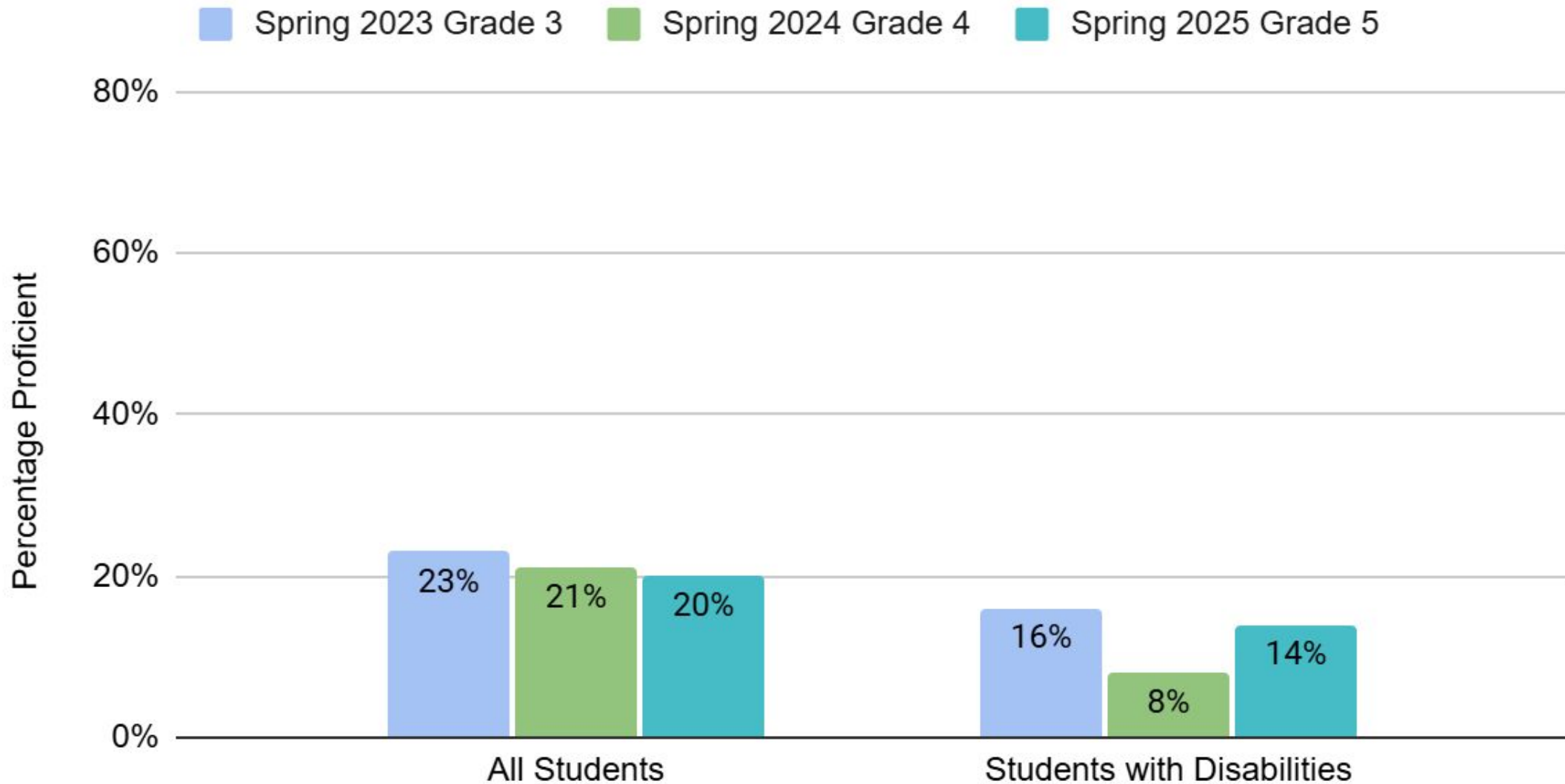
LANGUAGE ARTS LAST YEAR'S GRADE 5 COHORT

Percentage Proficient in the OSAS



MATHEMATICS LAST YEAR'S GRADE 5 COHORT

Percentage Proficient in the OSAS



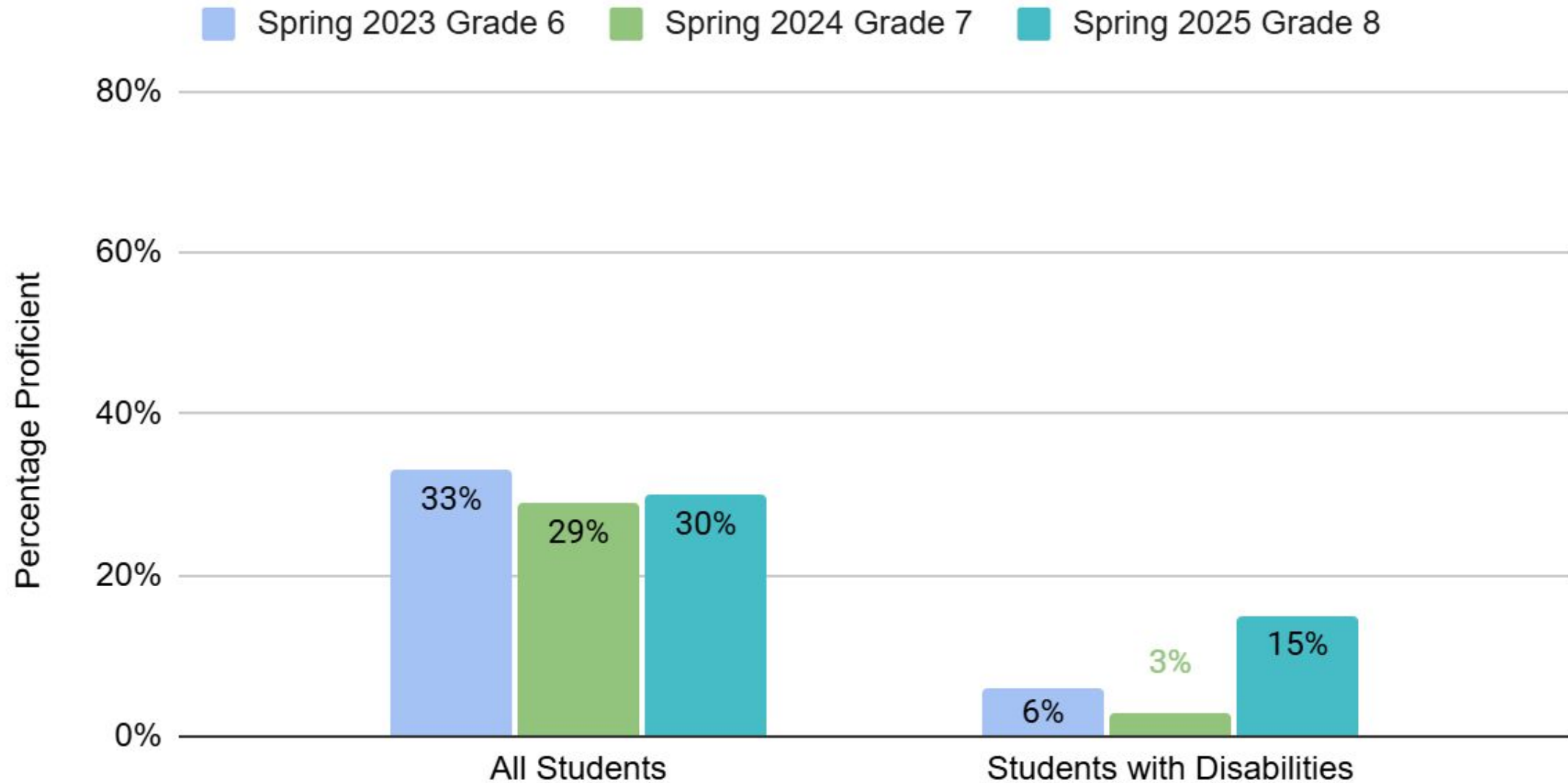
8th-Grade Performance Goal

6th - 8th (24-25) OR State
Assessment (LA and Math)

6th - 8th Grade OR State Assessment LA and Math Long-Term Performance Metric

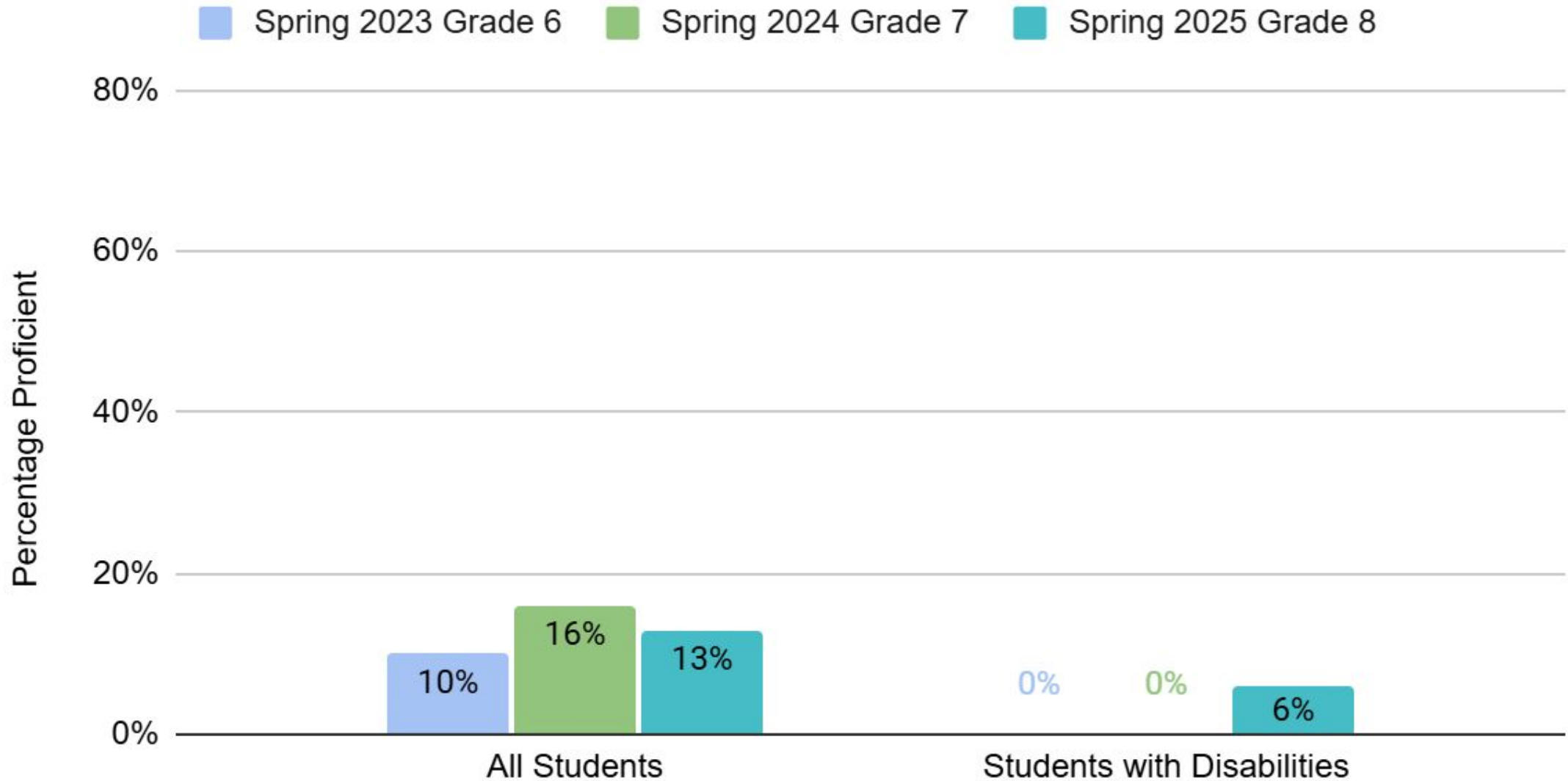
- ▶ We will see annual growth in the range of 1 to 3 percentage points or more in the language arts proficiency for all students, as assessed by the annual Oregon state test, 6th - 8th cohort achievement data.
- ▶ We will see an annual growth in the range of 1 to 3 percentage points or more in the mathematics proficiency for all students and those experiencing disabilities, as assessed by the annual Oregon state test, 6th-8th cohort achievement data.

LANGUAGE ARTS LAST YEAR'S GRADE 8 COHORT Percentage Proficient in the OSAS



MATHEMATICS LAST YEAR'S GRADE 8 COHORT

Percentage Proficient in the OSAS



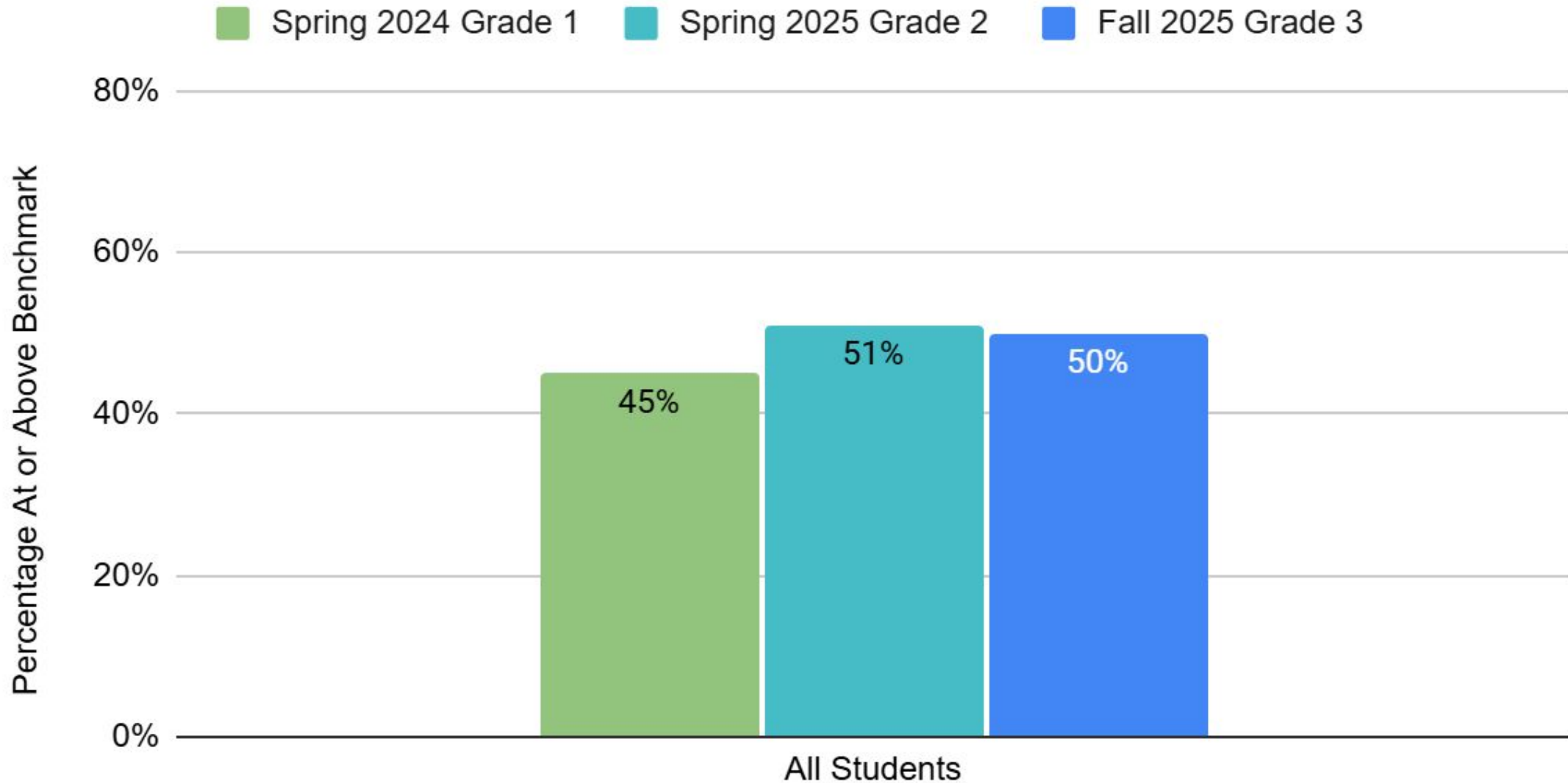
3rd-Grade Universal Screener (1st-3rd cohort data) Fall 2025

3rd-Grade Universal Screener Reading and Math Long-Term Performance Metric

- ▶ By 3rd grade, 70 percent or more of all students will have achieved the reading skills expected of their grade level, as assessed by the district's Universal Screener K-3 cohort growth data.
- ▶ By 3rd grade, 60 percent or more of all students will have achieved the math skills expected of their grade level, as assessed by the district's Universal Screener K-3 cohort growth data.

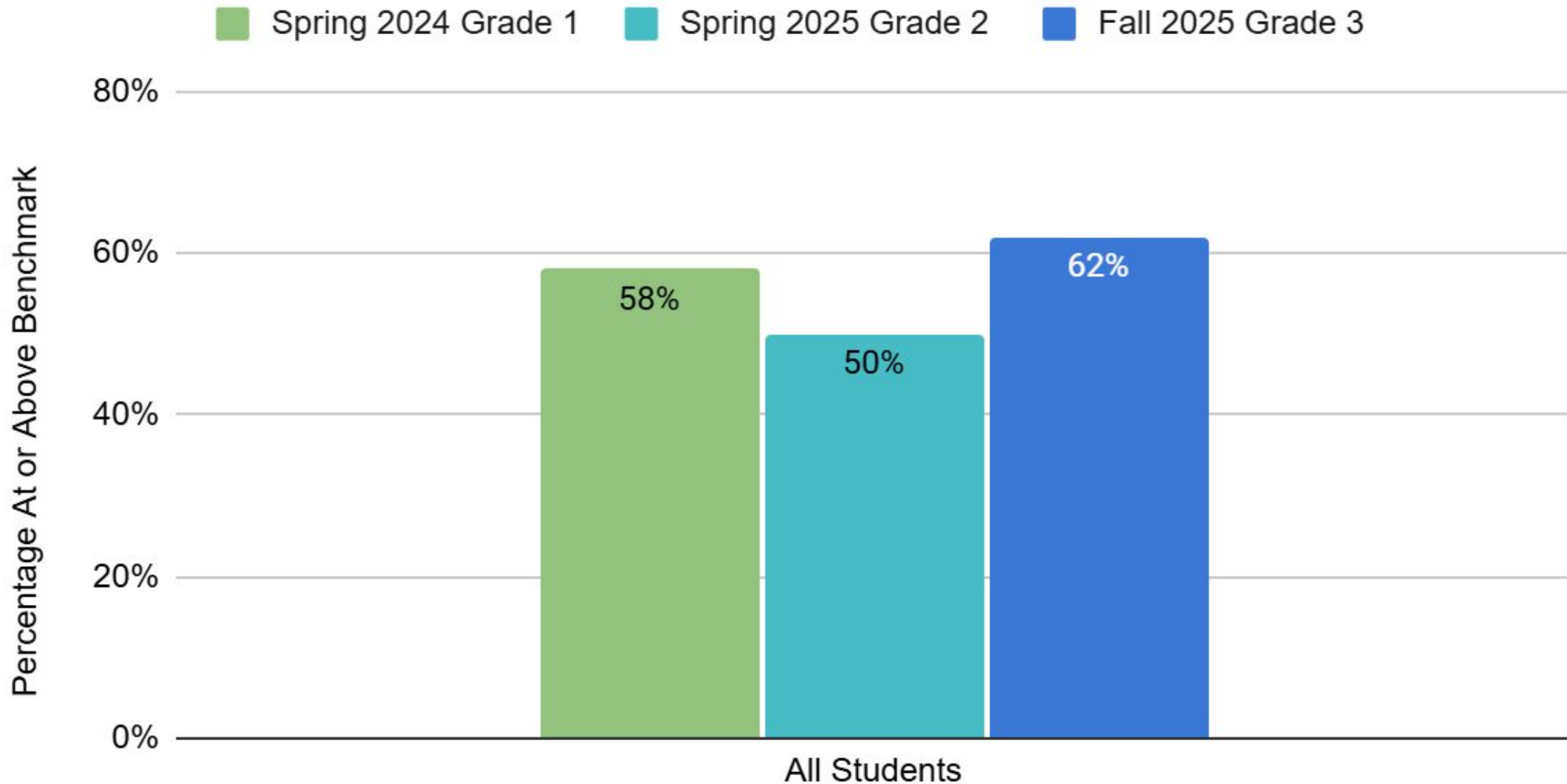
READING CURRENT GRADE 3 COHORT

Percentage At or Above Benchmark in the Universal Screener



MATH CURRENT GRADE 3 COHORT

Percentage At or Above Benchmark in the Universal Screener



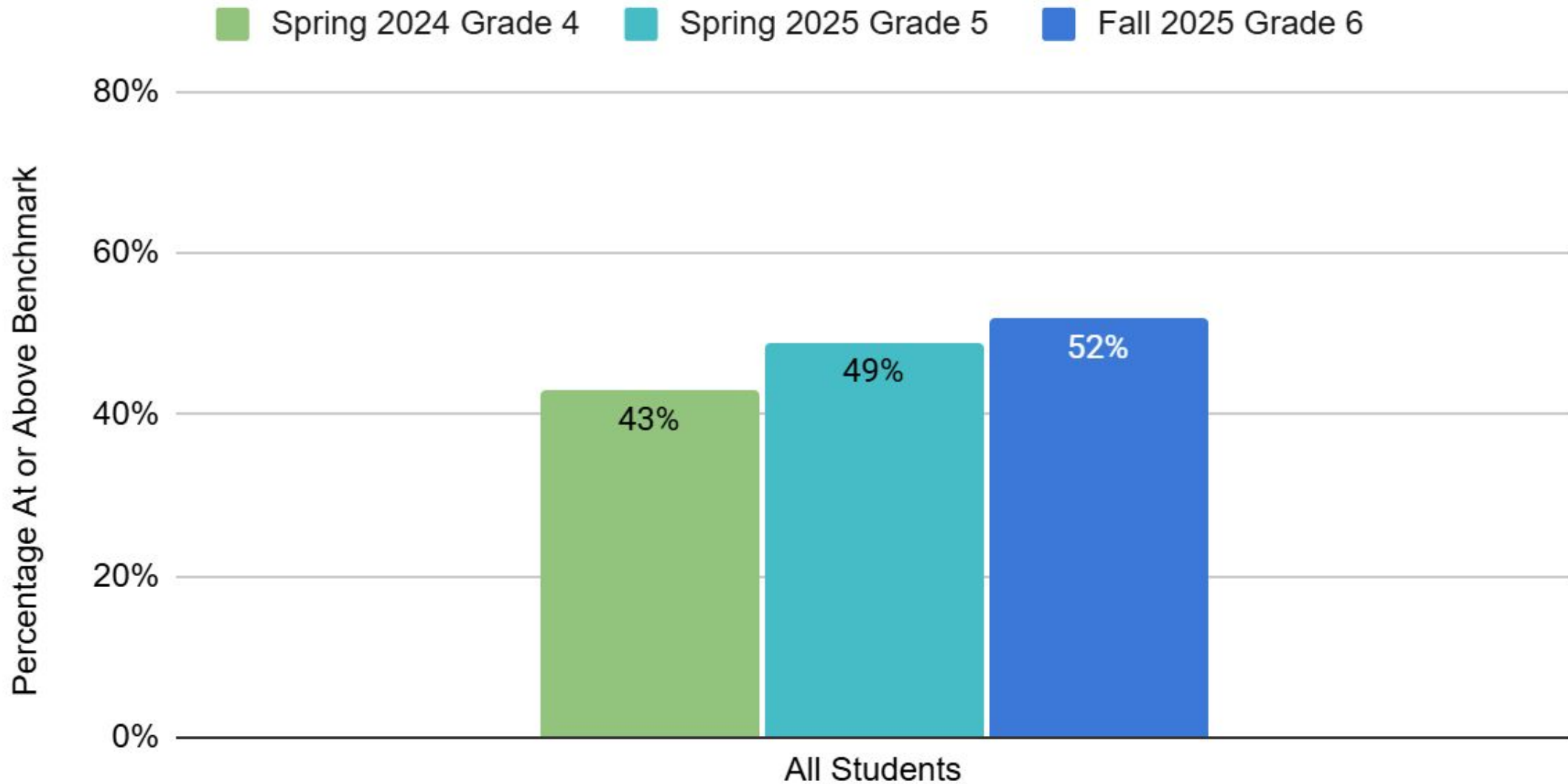
6th-Grade Universal Screener (4th-6th cohort data) Fall 2025

6th-Grade Universal Screener Reading and Math Long-Term Performance Metric

- ▶ By 6th grade, 60 percent or more of all students will have achieved the reading skills expected of their grade level, as assessed by the district's Universal Screener 3-5 cohort growth data.
- ▶ By 6th grade, 60 percent or more of all students and those experiencing disabilities will have achieved the mathematics skills expected of their grade level, as assessed by the district's Universal Screener 3-5 cohort growth data.

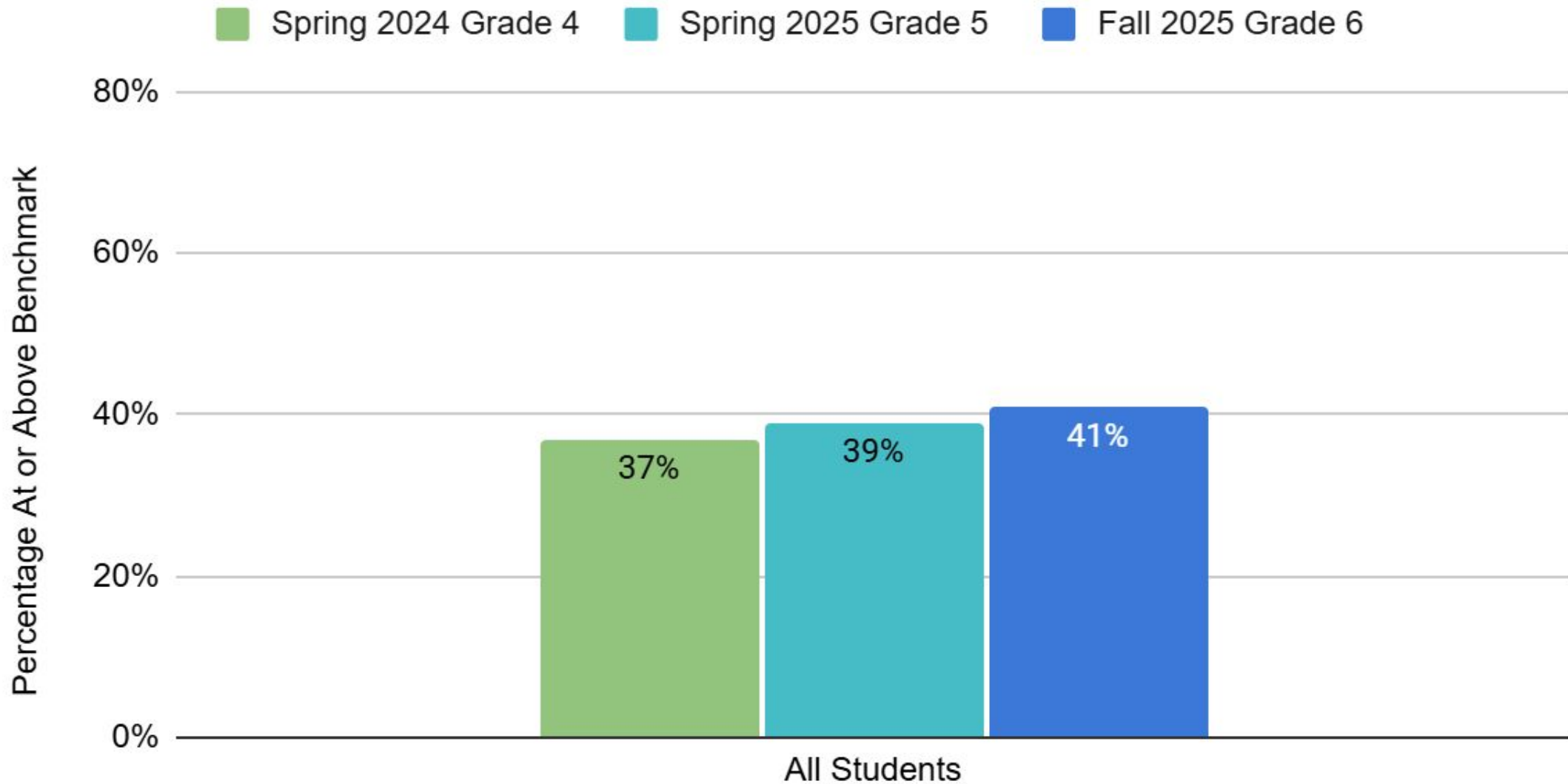
READING CURRENT GRADE 6 COHORT

Percentage At or Above Benchmark in the Universal Screener



MATH CURRENT GRADE 6 COHORT

Percentage At or Above Benchmark in the Universal Screener



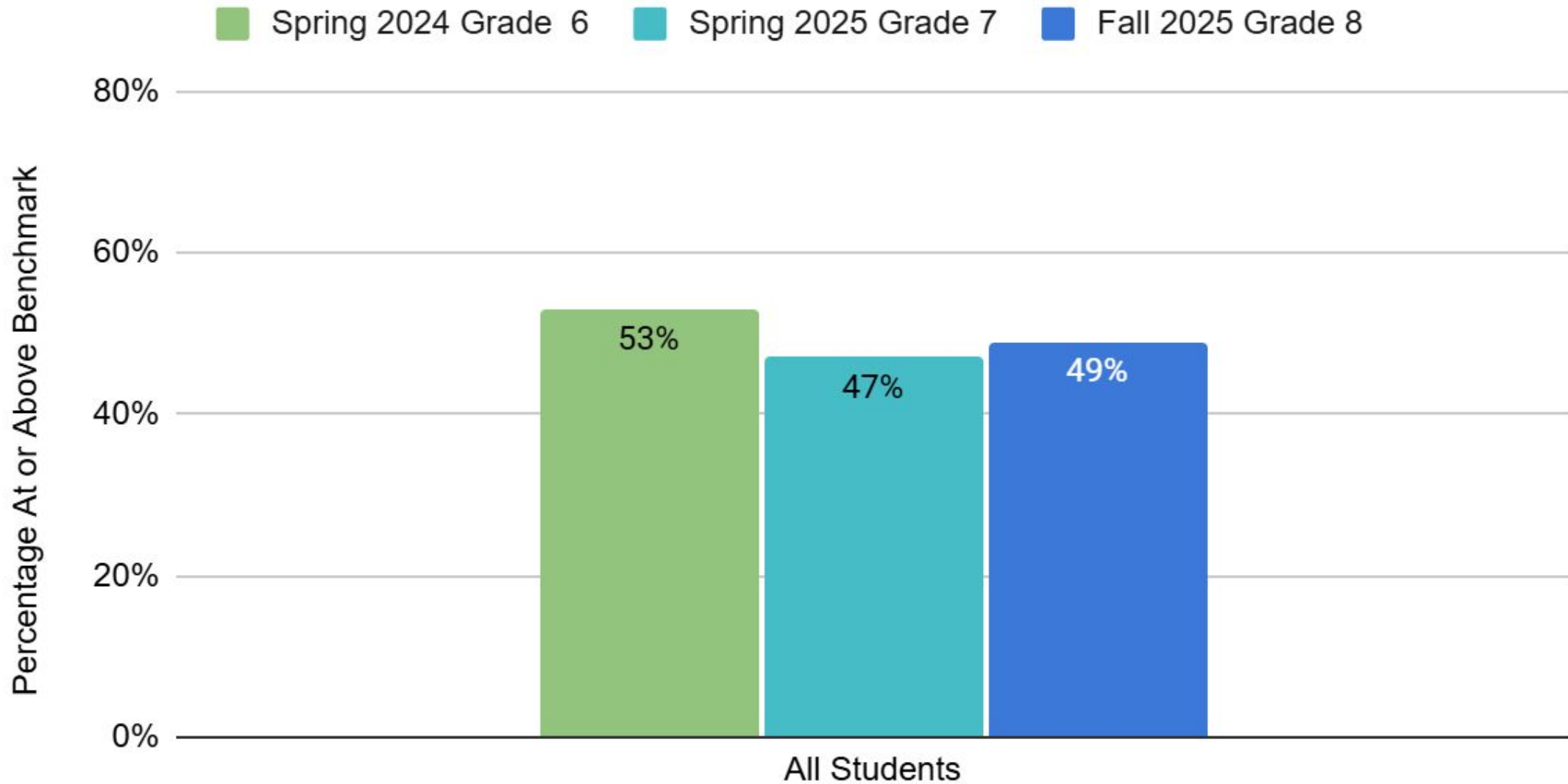
8th-Grade Universal Screener (6th -8th cohort data) Fall 2025

8th-Grade Universal Screener LA and Math Long-Term Performance Metric

- ▶ By 8th grade, 60 percent or more of all students will have achieved the reading skills expected of their grade level, as assessed by the district's Universal Screener 6-8 cohort growth data.
- ▶ By 8th grade, 60 percent or more of all students and those experiencing disabilities will have achieved the mathematics skills expected of their grade level, as assessed by the district's Universal Screener 6-8 cohort growth data.

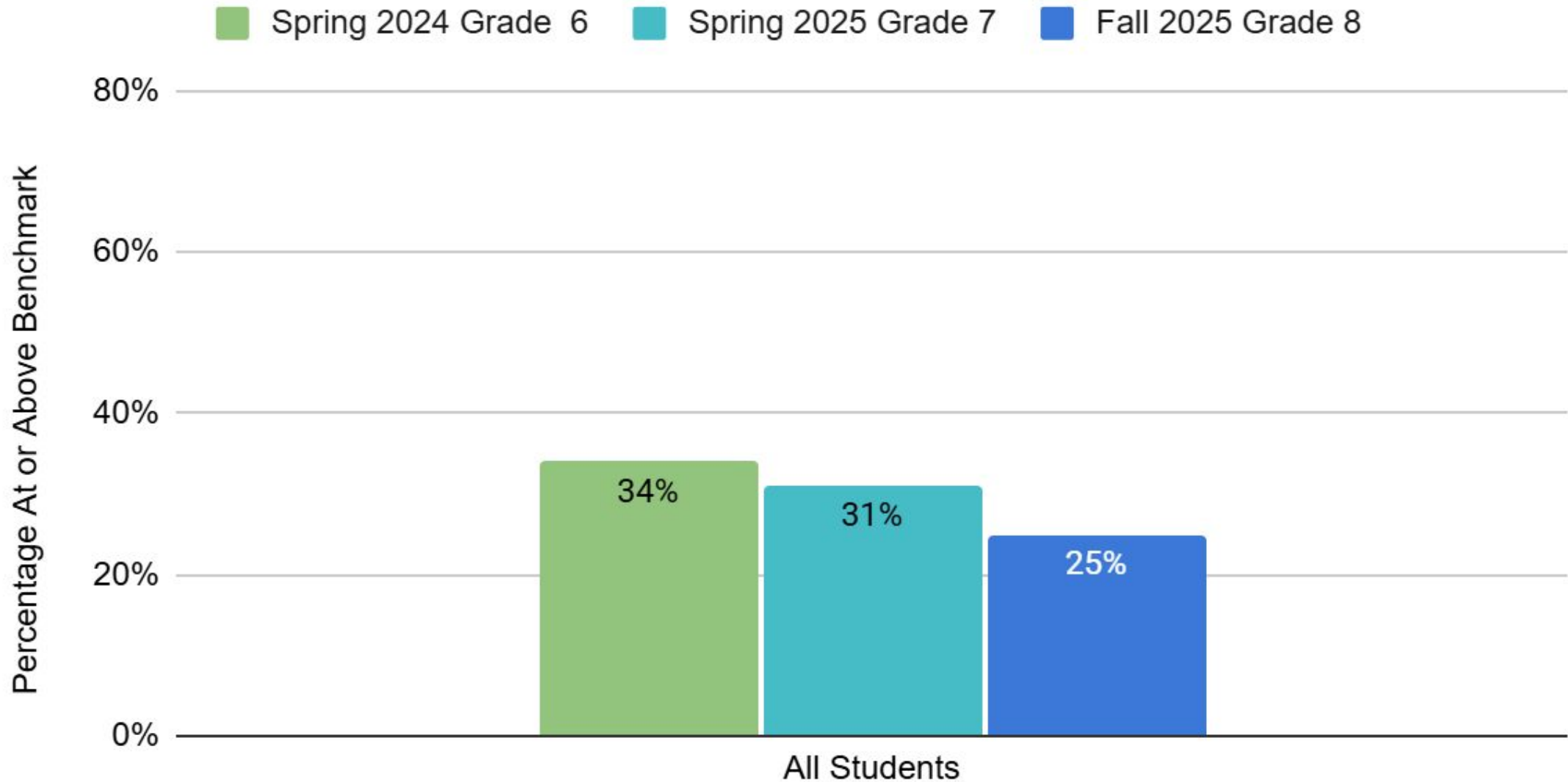
READING CURRENT GRADE 8 COHORT

Percentage At or Above Benchmark in the Universal Screener



MATH CURRENT GRADE 8 COHORT

Percentage At or Above Benchmark in the Universal Screener



25-26 Strategies/Action Steps

- ▶ Implementation of research-based instructional materials, strategies and interventions aligned to essential standards at each grade level
- ▶ Continued implementation of K-12 Language Arts Curriculum and initial implementation of K-12 Mathematics (25-26 SY)
- ▶ K-12 Professional learning communities (PLC's) - PD focused on:
 - ▶ use of data to drive success for students
 - ▶ grade-level common assessments; district-wide common assessments
 - ▶ continue to improve at effectively analyzing student data and adjust/adapt to impact student learning and growth.
- ▶ Language development
- ▶ Focus on attendance of 90% or higher across K-12.

QUESTIONS

Coversheet

Policy 1st Reading

Section:	VI. Superintendent's Report
Item:	A. Policy 1st Reading
Purpose:	
Submitted by:	
Related Material:	IKF Graduation Requirements G1.docx.pdf DBEA G2 Budget Committee.docx.pdf

Central School District

Code: IKF
 Adopted: 2/02/09
 Readopted/Revised: 8/01/11; 5/07/12; 3/02/15;
 5/02/16; 1/08/18; 8/05/19;
 5/03/21; 1/09/23

Graduation Requirements**

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and a certificate of attendance 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. In foster care¹;
2. ~~Experiencing homeless~~ houselessness²;
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;
or
7. ³Enrolled in an approved recovery school under ORS 336.680.

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ 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.

¹ "Foster child" is defined in ORS 30.297.

² {ORS 329.451(2) and OAR 581-022-use the term "homeless."} See OAR 581-022-2000 for additional information.

³ Applies to high school diplomas awarded on or after January 1, 2026.

⁴ "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), 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 343.961 or a hospital identified in ORS 343.261.

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 (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts⁵ (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 unit of US civics⁶ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and ⁷financial literacy ~~including history, civics³, geography and economics (including personal finance))~~);
5. ⁸One-half credit of higher education and career path skills;
6. ⁹One-half credit of personal financial education;
7. One credit in health education;
8. One credit in physical education; and
9. Three credits in career and technical education, the arts or world languages¹⁰ (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.

⁵ "Language arts" includes reading, writing and other communications in any language, including English.

⁶ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁷ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

⁸ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

⁹ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹⁰ "World languages" includes sign language, heritage languages and languages other than a student's primary language.

[¹¹] A student completing the International Baccalaureate Organization's (IB) Diploma Programme curriculum or the IB Career-related Programme curriculum will be considered to have completed the credit requirements listed above. The district shall ensure students in the IB programs complete .5 credit of Personal Finance Education and .5 credit of Higher Education and Career-path Skills as stand-alone courses. The district shall develop a curriculum plan that ensures students in an IB program receive inclusive instruction aligned to the adopted standards in Civics and Health.]

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

1. ¹²Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. 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 content standards adopted by the State Board of Education for a high school 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. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student 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 with at least 13 of those credits to include:

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

¹¹ {Adopt this language only if the district offers an International Baccalaureate program for high school students. Waivers for the Personal Finance and Higher Education and Career-path Skills can be requested by the district.}

¹² The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. ¹³One-half credit in personal financial education;
6. ¹⁴One-half credit in higher education and career path skills;
7. One credit in health education;
8. One credit in physical education; and
9. 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. ¹⁵Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

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~~ the achievement level, construct, or ~~content that is to be measured, grade-level standard~~, 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. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;
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.

¹³ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹⁴ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹⁵ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

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

A student's school team (which must include an adult student, parent/guardian of the student) shall decide ~~that if~~ a student ~~should~~ will 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~~ For students with a documented history ~~to qualify for a modified diploma,~~ as described above, the district shall annually provide the parents or guardians of students, ~~information about the availability and requirements of a modified diploma~~ beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

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 ~~high school~~ diploma while receiving reasonable 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 6 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; and
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.~~

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a high school 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.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

3. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for such diplomas; and
4. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

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

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above 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 document 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 an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

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 grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy complete 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 4 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 a certificate of attendance 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, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

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~~ Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form¹⁶ 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.

END OF POLICY

Legal Reference(s):

¹⁶ Oregon Department of Education page for: [30-day notice and opt-out form](#)

[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.

Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON DEPARTMENT OF EDUCATION.

Central School District 13J

Code: DBEA
 Adopted: 12/07/98
 Readopted: 2/07/11

Budget Committee

Organization, Membership and Terms of Office

The district budget committee will consist of the seven members of the Board and seven electors appointed by the Board as required by law. The term of the appointed members of a budget committee in a district that prepares an annual budget, will each be three years, with appointments made so that, as nearly as possible practicable, the terms of one third of the members expire end each year. At least one member of the budget committee must be a member of the district's educational equity advisory committee.¹ The Board will establish appropriate timelines and procedures for the appointment of budget committee members.

A majority of the constituted committee is required for passing an action item. Majority for a 14-member budget committee is 8. Therefore, if only 8 members are present, a unanimous vote is needed for passing an action item.

Presiding Officers and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer will shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented. ~~Minutes of Budget Committee meetings will be kept by a designated district employee.~~
2. Background Information: The Budget committee members will be provided with data for the ensuing year(s), such as the Board's educational plan, and other pertinent material bearing on the preparation of the district budget.
3. ~~Procedures: Appropriate budget-related policies and administrative regulations shall be reviewed with Budget Committee members prior to or during their first meeting.~~

Meetings of the Budget Committee

The district's budget committee shall hold one or more meetings to receive the budget message, the budget document, and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget committee officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public.

Function of the Budget Committee

¹ The budget committee is not required to include a member of the educational equity advisory committee until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.}

It is the function of the budget committee to approve the total dollar amount in the budget budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not previously been submitted to the Board and approved as a part of the educational plan. The budget committee will recommend-determine levels of spending, but will not determine programs.

Final Action

The budget committee will approve an estimated district budget document for submission to the Board with a recommendation for adoption. The Board has final authority for adoption of the budget for the coming year.

END OF POLICY

Legal Reference(s):

[ORS 174.130](#)
[ORS 192.610 - 192.695](#)

[ORS 294.305 - 294.565](#)
[ORS 328.542](#)

[ORS 329.711](#)
[ORS 433.835 - 433.875](#)
[OAR 581-022-2307](#)

Coversheet

Approval of Minutes

Section:	VIII. Consent Agenda
Item:	A. Approval of Minutes
Purpose:	
Submitted by:	
Related Material:	2025_10_06_board_meeting_minutes.pdf

DRAFT



Central School District 13J

Minutes

Regular Board Meeting

Date and Time

Monday October 6, 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, Jann Jobe, Steve Moser, Susan Graham

Directors Absent

Melanie Landon-Hays

Guests Present

Emily Mentzer, Hannah Smith

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 Oct 6, 2025 at 6:31 PM.

C. Flag Salute

D. Adoption of the Agenda

II. Recognitions

A. Principal Appreciation Month

Dr. Jennifer Kubista honored the principals and assistant principals in the district in honor of National Principals Month.

III. Standing Reports

A. Division 22

Director Jason Clark presented the Division 22 standard assurances, and reported that Central School District is in compliance with every Division 22 rule.

Director Jobe congratulated Mr. Clark and the administrative leadership team for meeting each Division 22 rule.

B. Data Report: September Attendance; Culture/Climate Surveys

Dr. Kubista presented the climate and culture survey results for parents and caregivers. She discussed the feedback form for families and caregivers to fill out. She also reviewed attendance data for the month of September.

C. 2024-25 Integrated Plan Annual Report

Dr. Kubista presented the annual Integrated Plan report.

IV. Superintendent's Report

A. Policy 1st Reading --

The board reviewed policy JOA for first reading.

B. Policy 2nd reading - JFCEB

Dr. Kubista presented policy JFCEB with the updates from student, staff, and policy committee feedback for second reading.

V. Consent Agenda

A. Approval of Minutes

Steve Moser made a motion to approve the consent agenda as presented.
Susan Graham seconded the motion.

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

Roll Call

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

B. Personnel Recommendations

VI. Business Agenda

A. Out of State Field Trip request

Andrea Van Heeswyk made a motion 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.

Jann Jobe seconded the motion.

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

Roll Call

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

B. Out of State travel request CHS Baseball

Susan Graham made a motion to approve Central High School's baseball trip to Arizona as described.

Irene Oliveros-Vega seconded the motion.

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

Roll Call

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

VII. Closing Items

A. Board Comments

Director Moser thanked staff for their hard work in trying to keep going with a moving target that seems to change every week.

Director Graham mentioned that School Lunch Week is October 13-17.

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 7:31 PM.

Respectfully Submitted,
Byron Shinkle

Documents used during the meeting

- D22 Board Presentation 24-25' SY (10.06.2025).pdf
- 10.8.25Culture_Climate_Families_BoardofDirectors.pdf
- CSD13J 2024-25 Integrated Programs Annual Report (2).pdf
- JOA Directory Information.docx.pdf
- JFCEB G1 Personal Electronic Devices CSD13J.docx.pdf
- 2025_09_08_board_meeting_minutes.pdf
- _Board Reports 2025.xlsx - October 25 (1).pdf
- Central High School Cross Country to Nike Cross Regionals in Spokane - 2025 NXR.pdf
- Arizona Trip Itinerary For School District.pdf
- Arizona Out of State Travel 2026 Baseball.pdf
- Board Reports for 2025-26 (1).pdf

Coversheet

Financial Report

Section: VIII. Consent Agenda
Item: B. Financial Report
Purpose:
Submitted by:
Related Material: BoardFinancial_11-2025.pdf

FUND 100 BUDGET TO ACTUALActual AS OF **9/30/2025**

Rev Acct.	Revenue Source	ACTUAL 2021-22	ACTUAL 2022-23	ACTUAL 2023-24	BUDGET 2024-25	ACTUAL 2024-25	BUDGET 2025-26	ACTUAL 2025-26	% to Budget
1000 Local Source Revenue									
R1111	Taxes-current year	7,257,663	7,574,488	7,880,507	7,931,000	8,140,552	8,375,000		0.0%
R1112	Taxes-prior year	131,450	110,498	132,931	125,000	162,398	125,000	67,858	54.3%
R1113	Foreclosure - Tax Sale	136	0	0	0	-	0	-	0.0%
R1114	Property Tax Settlement	0	0	0	0	-	0	-	0.0%
R1190	Interest on Property Taxes	602	3,439	2,836	1,000	5,153	2,000	213	10.6%
R13xx	All Tuition Receipts	0	0	0	0	-	0	-	0.0%
R14xx	All Transportation Reimburse	14,915	7,674	20,373	0	47,062	25,000	8,217	32.9%
R1510	Interest on investments	68,080	367,627	649,114	225,000	592,107	250,000	93,680	37.5%
R1910	Rentals	33,331	49,970	56,700	50,000	55,205	50,000	15,746	31.5%
R1920	Contrib/donations private	8,000	6,000	10,000	5,000	40	5,000	-	0.0%
R1941	Services Prov Other Districts	0	0	0	5,000	-	5,000	-	0.0%
R1960	Recovery prior yr expend	4,946	38,883	14,297	5,000	140,489	10,000	2,069	20.7%
R1980	Fees charged to grants	423,111	494,786	424,711	425,000	356,252	299,918	73,362	24.5%
R1990	Miscellaneous (e-rate)	153,177	289,348	256,939	250,000	158,556	250,000	24,607	9.8%
R1991	Medicaid reimbursement	85,908	15,733	39,012	25,000	16,939	25,000	2,492	10.0%
1000 Local Source Revenue		8,181,320	8,958,446	9,487,420	9,047,000	9,674,754	9,421,918	288,243	3.1%
2000 Intermediate Source Revenue									
R2101	County school funds	0	0	0	0	510	0		0.0%
R2102	Ed serv dist apportion	800,000	450,000	125,000	0	-	0		0.0%
R2199	Other Intermed Sources	1,884	1,154	1,199	0	1,483	0	332	0.0%
2000 Intermediate Source Revenue		801,884	451,154	126,199	0	1,993	0	332	0.0%
3000 State Source Revenue									
R3101	St schl fund-gen support	28,922,746	30,094,920	32,188,347	32,721,003	32,207,551	34,055,763	11,350,786	33.3%
R3103	Common school fund	382,698	451,313	478,561	430,249	476,696	433,879	239,044	55.1%
R31xx	Other unres grants-in-aid	1,001,791	424,123	698,618	650,000	660,313	900,000		0.0%
R3299	Other restricted	12,333	19,325	23,097	10,000	37,333	20,000	11,598	58.0%
3000 State Source Revenue		30,319,568	30,989,680	33,388,623	33,811,252	33,381,893	35,409,643	11,601,427	32.8%
4000 Federal Source Revenue									
R4201	Fed - Title Funds Foster Transp	0	873	0	300	6,672	500	1,504	300.8%
R4801	Federal forest fees	263	235	218	0	22	0	-	0.0%
4000 Federal Source Revenue		263	1,107	218	300	6,694	500	1,504	300.8%
Total Revenue Prior to Reserves		39,303,035	40,400,388	43,002,459	42,858,552	43,065,334	44,832,060	11,891,506	26.5%
5000 Other Source Revenue									
R5300	Sale/Comp for loss of fa	45,090	21,302	6,836	0	2,697	0	4,524	0.0%
R5400	Beginning f. b.	8,161,681	9,420,459	7,817,963	6,000,000	5,886,125	4,700,000		0.0%
5000 Other Source Revenue		8,206,771	9,441,761	7,824,799	6,000,000	5,888,822	4,700,000	4,524	0.1%
Total Revenue		47,509,806	49,842,149	50,827,258	48,858,552	48,954,156	49,532,060	11,896,030	24.0%

NET RECORDED REVENUE

\$1,399,508

PROJECTIONS

Polk, Marion, Benton Counties

GENERAL FUND ONLY

PERM RATE

0.0048834

PROPERTY VALUES		
TAX YR Beg of FY	Total Assessed Value To compute the tax	AV Growth Rate
2025	1,820,768,373	3.52%
2024	1,756,683,233	3.35%
2023	1,697,882,755	4.13%
2022	1,627,795,034	4.47%
2021	1,555,003,352	3.81%
2020	1,495,686,803	4.29%
2019	1,431,570,503	4.84%
2018	1,362,346,258	4.06%
2017	1,307,073,178	4.29%
2016	1,251,048,024	4.39%
2015	1,196,166,689	4.26%
2014	1,145,206,859	3.51%
2013	1,104,998,420	3.10%

DISTRICT TAX IMPOSED	
Includes Penalties/Etc	Effect Perm Rate*
8,857,401	0.4865%
8,541,529	0.4862%
8,255,412	0.4862%
7,922,552	0.4867%
7,575,157	0.4871%
7,252,774	0.4849%
6,940,744	0.4848%
6,617,263	0.4857%
6,326,089	0.4840%
6,007,381	0.4802%
5,679,200	0.4748%
5,387,756	0.4705%
5,110,589	0.4625%

AVG Growth Rate	4.04%
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Rate	0.004816
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FUND 100 BUDGET TO ACTUAL**AS OF****9/30/2025**

Obj	Object Description	ACTUAL 2021-22	ACTUAL 2022-23	ACTUAL 2023-24	BUDGET 2024-25	ACTUAL 2024-25	BUDGET 2025-26	ACTUAL 2025-26	% to Budget
111	Licensed Salaries	10,976,286	11,865,017	12,345,068	13,115,055	11,954,642	13,077,803	2,714,225	20.8%
112	Classified Salaries	5,221,723	5,989,349	6,245,612	7,355,302	6,200,176	7,405,794	1,622,080	21.9%
113	Administrators	1,896,185	1,907,710	2,312,364	2,322,769	2,317,547	2,153,075	532,831	24.7%
114	Salaried-Confidential	400,616	429,517	454,734	466,259	468,338	488,837	131,081	26.8%
116	Supplemental Retirement Stipends	9,534	9,654	18,112	18,197	18,112	23,987	4,897	20.4%
120	Temporary - Internal Subs	179,904	115,795	54,925	21,795	67,847	22,630	3,476	15.4%
130	Additional Salary	916,895	1,200,626	1,395,842	836,026	1,055,349	984,516	245,816	25.0%
	100 Subtotals	19,601,143	21,517,668	22,826,656	24,135,404	22,082,010	24,156,642	5,254,407	21.8%
210	Public Employees Retirement System	5,366,537	5,721,904	5,907,031	6,760,041	6,016,931	7,976,667	1,666,148	20.9%
220	Social Security Administration	1,488,299	1,634,669	1,727,051	1,851,308	1,680,986	1,851,683	399,596	21.6%
230	Other Required Payroll Costs	165,771	143,806	250,465	272,822	288,825	350,550	74,322	21.2%
240	Contractual Employee Benefits	5,326,985	5,512,609	5,426,129	5,652,609	5,269,540	5,716,918	1,178,637	20.6%
	200 Subtotals	12,347,592	13,012,988	13,310,676	14,536,779	13,256,282	15,895,819	3,318,703	20.9%
310	Instructional; Prof/Technical Svcs	912,724	1,275,327	2,801,077	728,000	3,652,413	721,211	192,349	26.7%
320	Property Services	1,199,296	1,346,350	1,349,909	1,453,250	1,415,875	1,377,925	377,226	27.4%
330	Student Transportation Services	57,739	164,743	130,168	100,000	160,985	100,000	14,670	14.7%
340	Travel	88,516	241,826	112,678	35,500	58,456	35,500	7,449.37	21.0%
350	Communication	221,633	211,304	211,055	203,850	213,507	203,100	43,798	21.6%
370	Tuition Paid	100,755	22,600	190,994	180,000	4,895	76,600	-	0.0%
380	Non-instructional Prof/Technical Svcs	113,270	184,567	266,540	270,000	176,782	156,000	37,056	23.8%
390	Other Gen Prof/Technical Svcs	372,255	396,913	694,544	492,000	534,578	498,437	110,467	22.2%
	300 Subtotals	3,066,188	3,843,630	5,756,965	3,462,600	6,217,490	3,168,773	783,015	24.7%
410	Consumable Supplies and Materials	890,918	1,007,220	994,074	840,375	879,966	840,375	217,005	25.8%
420	Textbooks	115,449	877,084	252,407	65,500	14,184	135,500	16,080	11.9%
430	Library Books	17,464	22,966	16,375	10,000	5,336	-	286	0.0%
440	Periodicals	441	40	727	-	400	-	440	0.0%
450	Food (Special Grant)	15,790	3,505	15,157	18,540	11,246	18,540	-	0.0%
460	Non-consumable Supplies	145,866	133,731	61,753	143,500	39,256	28,000	2,938	10.5%
470	Computer Software	516,814	432,353	713,682	510,000	636,228	600,000	193,692	32.3%
480	Computer Hardware	440,687	202,895	27,347	200,000	140,249	200,000	28,214	14.1%
	400 Subtotals	2,143,429	2,679,795	2,081,523	1,787,915	1,726,865	1,822,415	458,655	25.2%
540	Equipment	22,873	145,368	71,730	86,195	46,342	110,982	-	0.0%
562	Bus Equip & Cap Improvement	-	54,551	-	-	-	-	-	0.0%
	500 Subtotals	22,873	145,368	71,730	86,195	46,342	110,982	-	0.0%

FUND 100 BUDGET TO ACTUAL

AS OF

9/30/2025

Obj	Object Description	ACTUAL 2021-22	ACTUAL 2022-23	ACTUAL 2023-24	BUDGET 2024-25	ACTUAL 2024-25	BUDGET 2025-26	ACTUAL 2025-26	% to Budget
640	Dues and Fees	106,224	107,502	112,186	165,300	163,569	115,000	54,551	47.4%
650	Insurance and Judgments	383,594	403,297	493,737	533,971	546,858	626,505	627,191	100.1%
670	Taxes and Licenses			1,209	-	1,179	-	-	0.0%
	600 Subtotals	489,818	510,799	607,132	699,271	711,606	741,505	681,742	91.9%
710	Other Transfers	418,305	313,937	286,450	285,994	220,344	267,680	-	0.0%
	700 Subtotals	418,305	313,937	286,450	285,994	220,344	267,680	-	0.0%
	SUBTOTAL PRIOR TO RESERVES	38,089,347	42,024,186	44,941,132	44,994,159	44,260,939	46,163,816	10,496,522	22.7%
811	Operating Contingency @ 7%		-	-	3,001,036	-	3,138,244	-	0.0%
812	Emplmmt Cost Contingency			-	643,356	-	-	-	0.0%
817	Class Insurance Savings Pool			-	130,000	-	130,000	-	0.0%
818	Licensed Ins Sav per CBA + Conting			-	100,000		100,000		0.0%
819	Student Services - Special Needs			-	-		-		0.0%
821	PERS LONG TERM RESERVE			-	-	-	-	-	0.0%
	800 Subtotals	-	-	-	3,874,392	-	3,368,244	-	0.0%
	Grand Total	38,089,347	42,024,186	44,941,132	48,868,552	44,260,939	49,532,060	10,496,522	21.2%

Coversheet

Policy - 2nd reading

Section:	VIII. Consent Agenda
Item:	C. Policy - 2nd 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

Items for Action at Future Meetings

Section:	X. Closing Items
Item:	B. Items for Action at Future Meetings
Purpose:	
Submitted by:	
Related Material:	Board Reports for 2025-26 (2).pdf

Board Reports for 2025-26

November:

- State assessment data (language arts, math, October attendance)
- Nutrition Service Report

December:

- Data Report (Universal Screener (Fall 2024); Attendance; Discipline)
- Personnel Report (FTE Staffing - 3 year trend)

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)

November: TMS 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)