



Central School District 13J

Regular Board Meeting

Published on January 6, 2026 at 6:20 PM PST
Amended on January 12, 2026 at 9:31 AM PST

Date and Time

Monday January 12, 2026 at 6:30 PM PST

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. MICF Classroom Grants	Sabra Jewel	

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

6:41 PM

A. Personnel Report - House Bill 2900

Brian Flannery

5 m

B. Data report: Attendance, Discipline

V. Superintendent's Report

6:46 PM

A. Superintendent Updates

5 m

VI. Board Report

6:51 PM

The next regular board meeting is February 2 at 6:30 p.m. There is no PLC in January.

A. Board Appreciation Month

VII. Consent Agenda

6:51 PM

The consent agenda is meant for items of a routine nature to pass as a whole without discussion. Should any board member wish to discuss any item on the consent agenda, they may remove an item without a vote or motion. That item then may be discussed separately, and moved to the business agenda where appropriate.

A. Approval of Minutes

5 m

B. Policy - 2nd reading

Presenter Time

C. Personnel Report 5 m

D. Finance Report 5 m

This is the updated Appropriations report that was reviewed with the Board and Budget Committee in early December. As noted, there will likely be a need for a budget adjustment between appropriations categories (Instruction/1000s and Support Services/2000s) in the coming month. The District has not overspent its budget, nor exceeded its spending authority. As this report shows on the first line; there are \$16,127,702 in encumbrances - or possible expenditures that could be stopped; or there is \$1,360,816 in budgeted, but unspent/uncommitted funds on the second line. The adjustment process to move expenditure authority between categories is included in Oregon Budget Law because of the need to make shifts in spending just like this as needs change. A proposed adjustment will be presented to the Board in February.

VIII. Business Agenda 7:06 PM

A. Declaring a Vacancy

Due to the recent passing of Director Steve Moser, the board needs to declare a vacancy.

Per policy, the board may appoint someone to serve the remainder of Director Moser's term. An application will be posted on the website tomorrow, January 13, and remain open for 20 days. The board may interview applicants at the February 17 PLC. The new board member will be sworn in on February 17.

Eligible board members must be a legally registered voter and a resident within the district for one year immediately preceding the appointment, and a resident of Zone 1. If the an eligible zone resident cannot be found, the board shall appoint one of the eligible residents from the district. The appointee will serve until June 30, 2027, unless they are elected in the May 2027 election.

Suggested Motion: I move that we declare a vacancy in Zone 1.

IX. Closing Items 7:06 PM

A. Board Comments 5 m

B. Items for Action at Future Meetings 5 m

C. Adjourn Meeting

Coversheet

Personnel Report - House Bill 2900

Section: IV. Standing Reports
Item: A. Personnel Report - House Bill 2900
Purpose:
Submitted by:
Related Material: 1_12_26_HR Board Report RE HB 2900.pdf



January 12, 2026 School Board Meeting: HB 2900

New With Passing of HB 2900: Impact on Qualifying Probationary Staff

- The default probationary period for licensed staff remains as three years:
P1 (prob. yr. 1), P2 (prob. yr. 2), and P3 (prob. yr. 3).
- HB 2900 goes into effect on January 1, 2026. It will shorten probationary period if a probationary licensed staff member has:
 - Completed a three-year probationary period as a licensed staff member in an Oregon fair dismissal district, and was retained for the next succeeding year.
 - This includes licensed experience at an ESD, but does not include private school experience.

New With Passing of HB 2900: Impact on Qualifying Probationary Staff

- For probationary licensed staff who meet the criteria of HB 2900, as of January 2026:
 - P1 becomes P2 status.
 - P2 becomes P3 status.
 - P3 becomes Contract status.
- These changes are reflected in the consent agenda tonight.
- Moving forward, the district will place new teachers hired who have met the criteria of HB 2900 as Probationary 2- reflecting the shortened probationary timeframe.
- Again, for new teacher hires who have not achieved contract status previously (according to HB 2900 criteria), this law does not impact their probationary status or timeline. These hires will continue to be placed as Probationary 1.

Coversheet

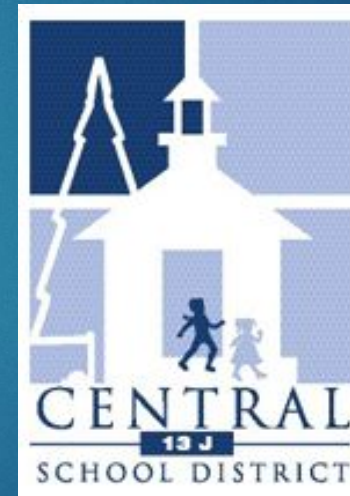
Data report: Attendance, Discipline

Section: IV. Standing Reports
Item: B. Data report: Attendance, Discipline
Purpose:
Submitted by:
Related Material: January2026_PerformanceMetrics.pdf



CSD13J

CSD13J Board Meeting January 2026



January 12, 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

GOAL	Student Growth and Achievement	Family Involvement	Community Partnership	Staff Leadership and Continuous Improvement
VISION	<p>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.</p>	<p>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.</p>	<p>Partners engage in collaboration with Central School District 13J to cultivate student success for a safe, healthy, prosperous, and inclusive community.</p>	<p>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.</p>
HOW WE MEASURE	<p>Attendance 9th grade on track Math and EL growth and achievement Discipline Participation in activities, honors, CTE English language growth Graduation</p>	<p>Increase volunteers Culture and Climate Surveys Attendance 9th grade on track Discipline Participation in activities, honors, CTE</p>	<p>Increase volunteers Youth surveys Participation in activities, honors, CTE Culture and Climate Surveys Contracts with partners Acceptance/Industry Certification</p>	<p>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</p>
STRATEGIES	<p>Student feedback Student attendance Common assessments Behavioral incidents English Language Development Student counseling Credit recovery</p>	<p>Family feedback - chats and surveys Community feedback Communication with families Volunteer participation Parent-Teacher Organizations</p>	<p>Partnerships - corporate/nonprofit/government Community-wide surveys</p>	<p>Provide professional development opportunities Staff surveys Staff chats/feedback Meet and confer Data teams</p>

Data Overview - 2025-26 SY

- ▶ **Regular Attendance**
 - ▶ September, October, November & December
- ▶ **Discipline (Suspensions & Expulsions)**
 - ▶ September, October, November & December



Attendance 2025-26 SY Data

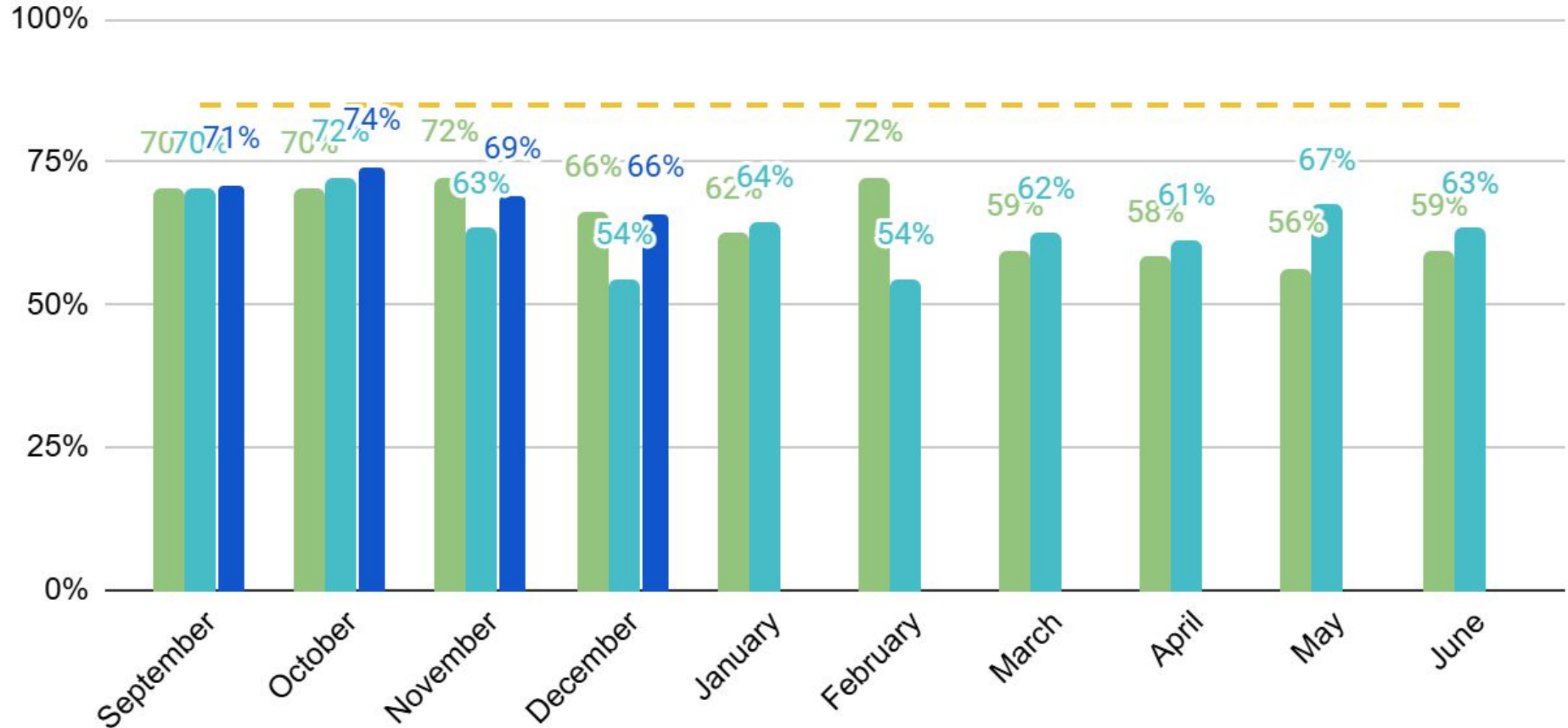
District Performance Goal

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.

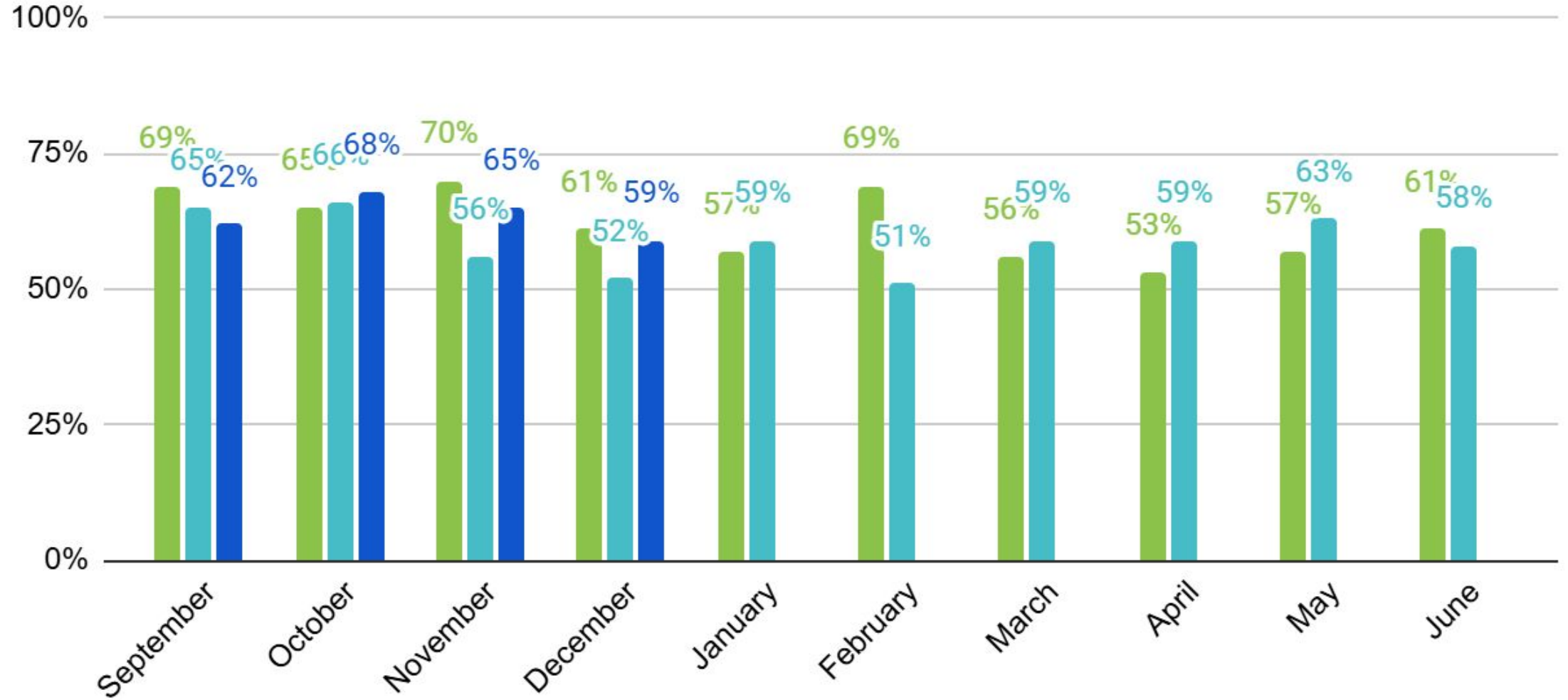
TOTAL DISTRICT Percentage Who Attended Regularly

2023-2024 2024-2025 2025-2026 2025 Goal

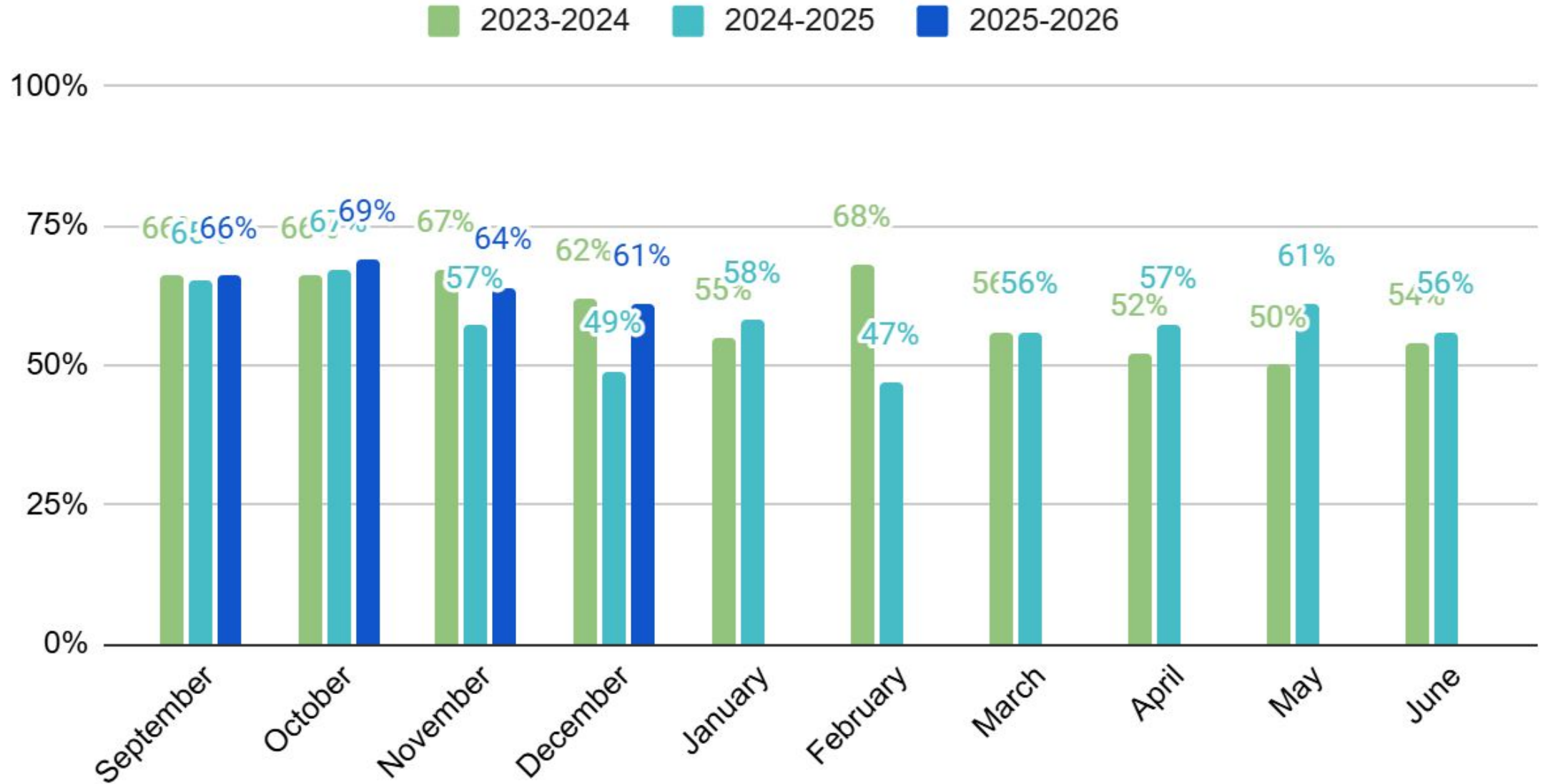


STUDENTS WITH DISABILITIES Percentage Who Attended Regularly

2023-2024 2024-2025 2025-2026



ECONOMICALLY DISADVANTAGED STUDENTS Percentgagge 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)



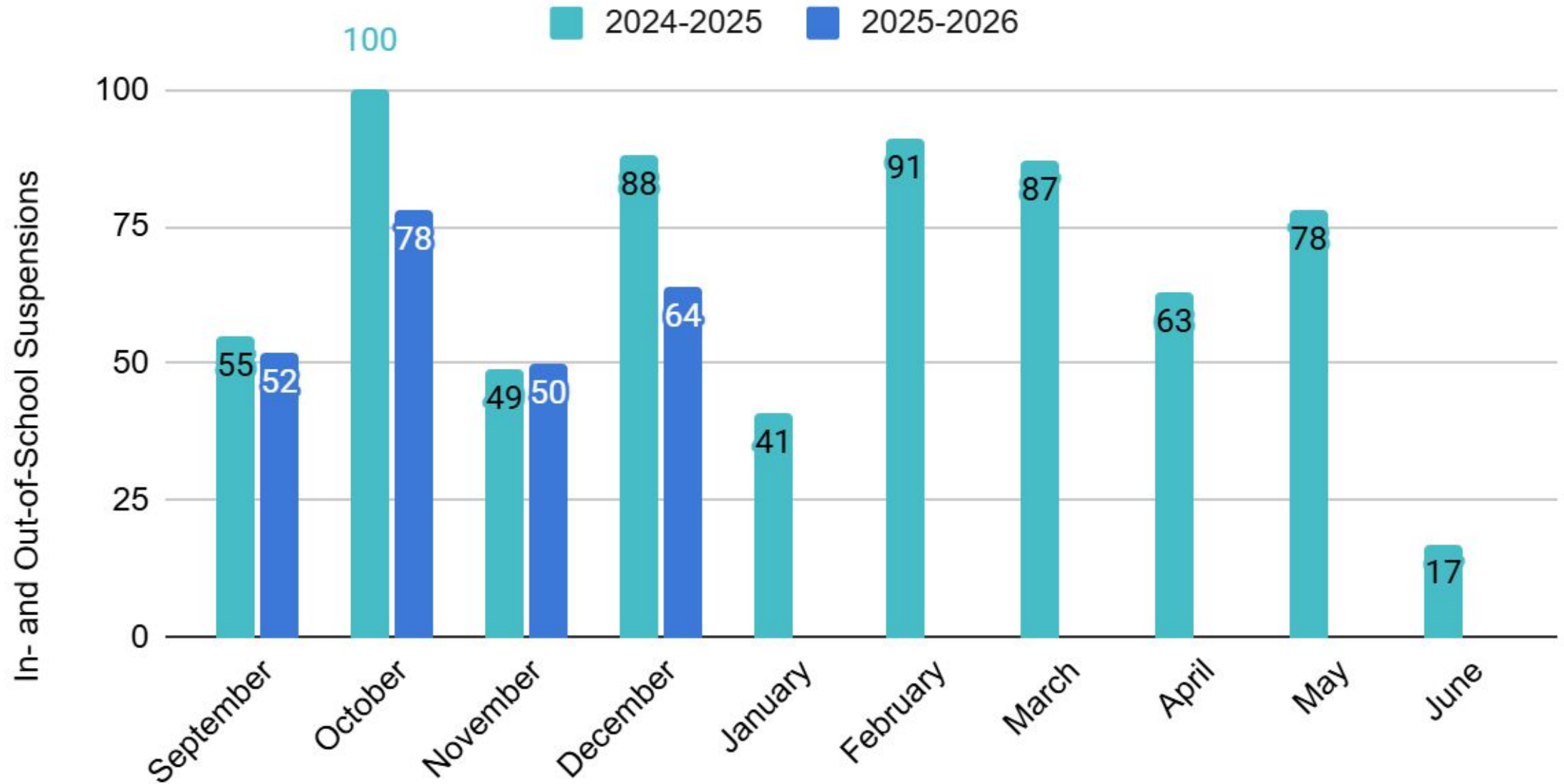
Discipline 2025-26 SY Data

Discipline

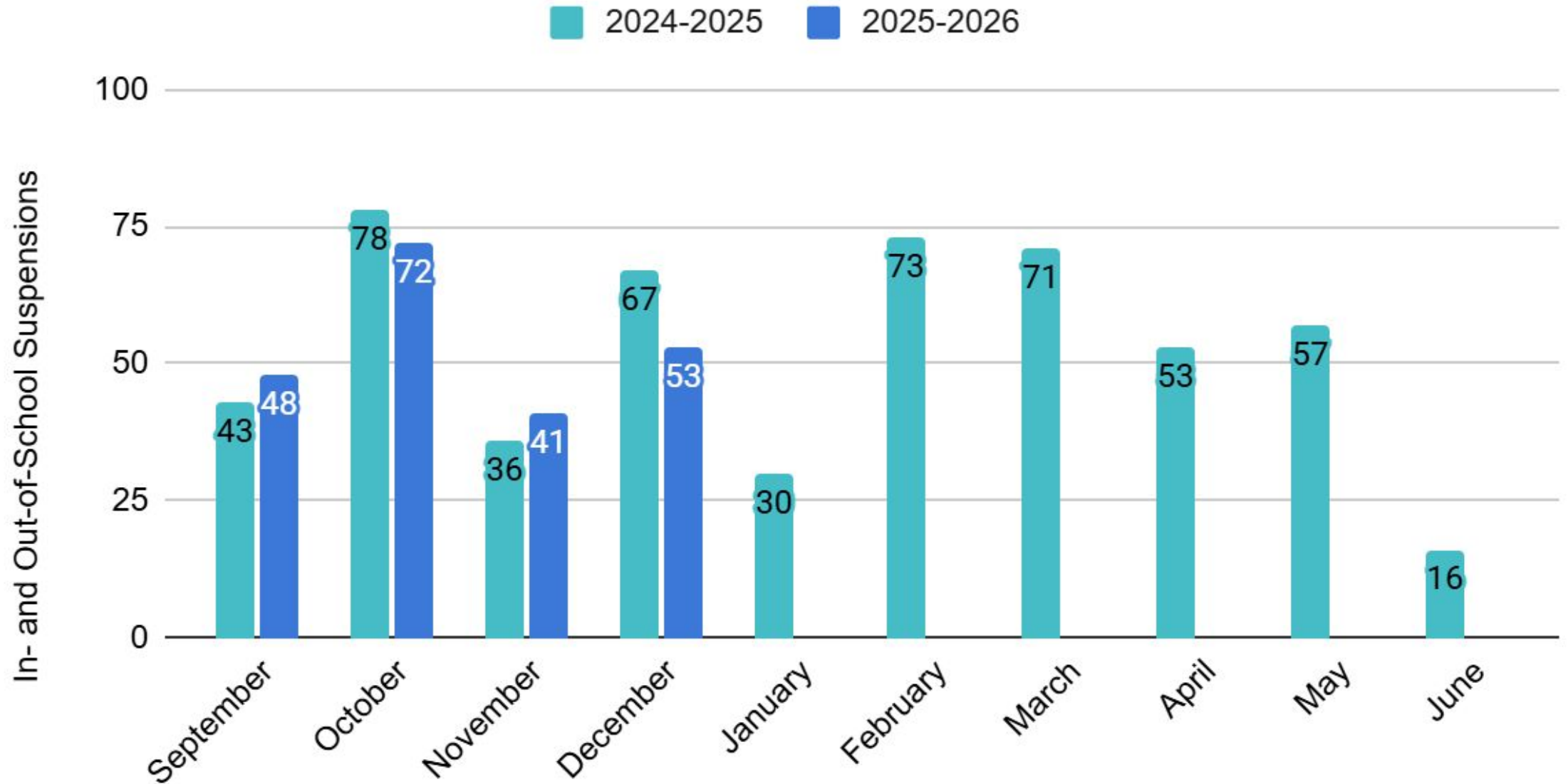
Long-Term Performance Metric

- ▶ **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**



QUESTIONS

Coversheet

Approval of Minutes

Section: VII. Consent Agenda
Item: A. Approval of Minutes
Purpose:
Submitted by:
Related Material: 2025_11_17_csd_13j_board_plc_minutes.pdf
2025_12_01_board_meeting_minutes.pdf

DRAFT



Central School District 13J

Minutes

CSD 13J Board PLC

This is a work session for the board.

Date and Time

Monday November 17, 2025 at 5:00 PM

Location

Talmadge Middle School
51 16th St., Independence, OR 97351
Library

Directors Present

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

Directors Absent

Jann Jobe, Steve Moser

Guests Present

Emily Mentzer, Jennifer Kubista

I. Opening Items

A. Record Attendance

B.

Call the Meeting to Order

Byron Shinkle called a meeting to order on Monday Nov 17, 2025 at 5:06 PM.

II. Board Reports

A. Talmadge Middle School

Principal Alisha Resseman and Assistant Principal Niki DeRosia presented the theme and mission at Talmadge Middle School. They reviewed data about the school, including math, reading, language arts, language development, and discipline, as well as strategies the staff are using to improve student growth and achievement.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:55 PM.

Respectfully Submitted,
Byron Shinkle

Documents used during the meeting

- TMS Board Presentation.pdf

DRAFT



Central School District 13J

Minutes

Regular Board Meeting

Date and Time

Monday December 1, 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, Melanie Landon-Hays,
Susan Graham

Directors Absent

Steve Moser

Guests Present

Emily Mentzer

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 Dec 1, 2025 at 6:30 PM.

C. Flag Salute

D. Adoption of the Agenda

II. Standing Reports

A. Personnel Report - FTE staffing, 5-year report

Executive Director of Human Resources Brian Flannery presented the staffing report. He said one difference the board may notice is that the number of contracted staff has decreased, and more staff have been hired with Central School District. At the district office, more positions in special programs have been filled. Mr. Flannery noted that the district's transition program -- for students aged 18-21 in special programs -- is housed at the district office.

Board members asked Mr. Flannery to gather retention data where possible.

B. Data report: Attendance, Discipline

Superintendent Jennifer Kubista presented the data on the school year so far for attendance and discipline.

III. Consent Agenda

A. Approval of Minutes

Melanie Landon-Hays made a motion to approve the consent agenda as presented.

Jann Jobe seconded the motion.

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

Roll Call

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

B. Policy - 2nd reading

IV. Business Agenda

A. Approval of SSA-SIA Grant Agreement

Melanie Landon-Hays made a motion to approve the Student Success Act grant agreement as presented.

Susan Graham seconded the motion.

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

Roll Call

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

V. Executive Session

A. Executive Session 192.660 (2)(e) - CLOSED to the public

Susan Graham made a motion to direct the superintendent to sign the counteroffer to sell approximately 19 acres next to 510 N. 16th St., Monmouth, to National Development Incorporated for \$400,000.

Irene Oliveros-Vega seconded the motion.

The board recessed out of executive session to make this motion and vote.

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

Roll Call

Irene Oliveros-Vega	Aye
Andrea Van Heeswyk	Aye
Steve Moser	Absent
Melanie Landon-Hays	Aye
Byron Shinkle	Abstain
Jann Jobe	No
Susan Graham	Aye

VI. Closing Items

A. Board Comments

The board was pleased that attendance continues to be improved. They also commented that getting a Code of Conduct ready for K-12 will create consistency, and is good work by all involved.

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 7:58 PM.

Respectfully Submitted,
Byron Shinkle

Documents used during the meeting

- DEC HR Board Report 2025-26 FTE Staffing multi year look.pdf
- December2025_PerformanceMetrics (1).pdf
- IGBB G1 Talented and Gifted Program.docx.pdf
- IGBBC D1 Talented and Gifted Programs DELETE.pdf
- JHCA G1 Immunization, school sports participation, concussions, etc.docx.pdf
- EBCB G1 Emergency Procedure Drills.docx.pdf
- EBC_EBCA D1 DELETE.pdf
- EBCA G1 Safety Threats NEW.docx.pdf
- 2025_11_03_board_meeting_minutes.pdf
- 2025_10_20_csd_13j_board_plc_minutes.pdf
- DBEA G2 Budget Committee.docx (1).pdf
- IKF Graduation Requirements G1.docx.pdf
- Central SD SIA 25-27 GA.pdf

Coversheet

Policy - 2nd reading

Section: VII. Consent Agenda

Item: B. Policy - 2nd reading

Purpose:

Submitted by:

Related Material:

IGBBC D1 Talented and Gifted Programs DELETE.pdf

IGBB G1 Talented and Gifted Program.docx.pdf

EBC_EBCA D1 DELETE.pdf

EBCA G1 Safety Threats NEW.docx.pdf

EBCB G1 Emergency Procedure Drills.docx.pdf

JHCA G1 Immunization, school sports participation, concussions, etc.docx.pdf

Central School District 13J

Code: IGBBC
Adopted: 6/28/99
Revised/Readopted: 8/01/11; 4/05/21

Talented and Gifted – Programs and Services**

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist which restrict a student's access to appropriate services and will develop program and service options. These options may include, but are not limited to, the following:

1. Group by ability;
2. Cluster grouping;
3. Continuous progress;
4. Fast-paced classes;
5. Compacted curriculum;
6. Part-time class;
7. Independent study;
8. Cross-grade grouping;
9. Undergrades/multi-age;
10. Grade skipping;
11. Full-time class;
12. Concurrent-dual enrollment.

The Board has established an appeal process for a parent or guardian to utilize if they are dissatisfied with the programs and services recommended for their student that has been identified as talented and gifted, and wish to request reconsideration. The appeal process is identified in Board policy KL – Public Complaints** administrative regulation IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement.

The Board has established a complaint procedure to utilize if a person who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted. This complaint procedure, IGBBC-AR - Complaints Regarding the Talented and Gifted Program, is available at the district's administrative office and on the home page of the district's website. The complainant may

Talented and Gifted – Programs and Services** – IGBBC

1-2

file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of these OARs upon request.

END OF POLICY

Legal Reference(s):

[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

Cross Reference(s):

IGBBA - Talented and Gifted Students - Identification
IGBBD - Parent Notification and Participation

Central School District 13J

Code: IGBB
Adopted: 6/28/99
Revised/Readopted: 8/01/11; 7/10/23

Talented and Gifted Program and/or Services**

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of students identified as talented and gifted. Talented and gifted students demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability.

The Board directs the superintendent or designee to develop a process for identification of talented and gifted students in grades K through 12. (See Board policy IGBBA – Talented and Gifted Students – Identification**)

The district will develop a written plan of instruction for talented and gifted students in accordance with law **that**:

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

The district shall submit such plan to the Oregon Department of Education (ODE) as directed.

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

The district may also identify and provide programs for students who demonstrate outstanding ability or potential in creative ability in using original or nontraditional methods in thinking and producing;

¹ For the list of complete requirements of the plan, see ORS 343.397(1).

leadership ability in motivating the performance of others in educational or noneducational settings; and/or ability in the visual or performing arts, such as dance, music or art.

Complaints regarding programs and/or services can be filed in accordance with the procedure in the accompanying administrative regulation, IGBB-AR - Complaints Regarding the Talented and Gifted Program and/or Services.

END OF POLICY

Legal Reference(s):

[ORS 343.391 - 343.401](#)
[ORS 343.407 - 343.413](#)

[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

Central School District 13J

Code: **EBC/EBCA**
 Adopted: 12/03/07
 Readopted: 4/04/11; 1/11/16
 Orig. Code(s): EBCA

Emergency Procedures and Disaster Plans

The superintendent will develop and maintain a plan specifying procedures to be used in such emergencies and disorderly behavior, unlawful assembly, disturbances at school activities, natural disasters, fire, illness or injury of a student or staff member, and use of force on school property. The superintendent will consult with community and county agencies while developing this plan.

This district's emergency procedures plan will meet the standards of the State Board of Education. Copies of the emergency procedures plan will be available in every school office and other strategic location throughout the district. Parents will be informed of the district's plan for the care of students during an emergency situation. The Board may use Oregon Revised Statute (ORS) 192.660 (2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

In the case of long-term disruption to district operations as a result of a pandemic flu or other catastrophe, the district emergency plan shall at a minimum include the following:

1. Who is in charge of the district plan;
2. What steps the district will take to stop the spread of disease;
3. How sick students will be identified;
4. Transportation plan for sick students;
5. Disease containment measures for the district;
6. Communication plan for staff, students, parents;
7. Continuing education plan for students;
8. Procedures for dealing with student privacy rights;
9. Employee leave procedures during a pandemic flu or other catastrophe;
10. Employee pay and benefit plan and procedures;
11. Facility utilization by other agencies procedures;
12. Business operations plan for offsite operation or alternative measures.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)
[ORS 332.107](#)
[ORS 433.260](#)

[ORS 433.441](#)
[OAR 437-002-0161](#)

[OAR 581-022-0705](#)
[OAR 581-022-1420](#)

Cross Reference(s):

EEAC - School Bus Safety Program
GBE - Staff Health and Safety
JHCC - Communicable Diseases

Central School District 13J

Code: EBCA
Adopted:

Safety Threats**

“Safety threat action” means a lockdown, secure, shelter in place or evacuation that: (a) is initiated by a school in response to a safety threat; and (b) is not a planned drill.

When a school or the district initiates a safety threat action, the school or district shall issue an electronic communication as expediently as possible and not later than 24 hours after initiation of the safety threat action. The communication will be issued in culturally appropriate languages to effectively communicate with parents and guardians of students attending the school at which the safety threat action occurred.

The communication must include:

1. A general description of the issue that caused the safety threat action to be taken;
2. The duration of time the safety threat action was taken, from when the action was initiated until when it concluded;
3. Actions taken by the school or district to resolve the situation that caused the safety threat action and actions taken to protect student safety; and
4. An explanation of how the situation was resolved.

The communication shall be provided in a manner which communicates relevant facts and details as may be necessary or useful for parents and guardians to understand any potential threats to student safety, and to assist parents and guardians in helping students understand and mentally process the incident and any resulting trauma.

A communication will also be issued to employees of the school at which the safety threat action occurred, and must include the same information as above and any additional information as may be permitted by relevant confidentiality and privacy requirements.

The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

END OF POLICY

Legal Reference(s):

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

[ORS 332.107](#)

[ORS 339.324](#)

OSBA Model Sample Policy

Code: EBCB
Adopted: 1/11/16
Revised/Readopted:

Emergency Procedure Drills and Instruction

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

All schools are required to instruct and drill students on district emergency procedures so that students they can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, ~~which shall include tsunami procedures in a tsunami hazard zone~~ and safety threats. Instruction on fires, earthquakes[,] [and] safety threats [and tsunami dangers¹,] and drills for students, emergency procedures shall be conducted for at least 30 minutes each school month.

The first emergency evacuation drill shall be conducted within 20 days of the beginning of classes.

Fire Emergencies

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

Earthquake Emergencies

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

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

Safety Threats

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

~~The Board may use ORS 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.~~

¹ This is required language for a district in a tsunami hazard zone.

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

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)
[ORS 336.071](#)

[ORS 339.324](#)
[ORS 476.030\(1\)](#)

[OAR 581-022-2225](#)

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

Central School District 13J

Code: JHCA/~~JHCB~~
Adopted: 11/07/16
Revised/Readopted: 8/09/21
Orig. code: JHCA; JHCB

Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening and School Sports Participation, Concussions and Other Brain Injuries**

Immunization

Proof of immunization must be presented at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.²

School Sports Participation

A student participating in extracurricular sports in grades 6 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination³ prior to their initial participation in a related district program. The form⁴ is to be completed and signed by a parent or guardian giving permission for the student to participate and be signed by a medical provider authorized by law⁵ who has examined and evaluated the student. The completed form(s) must be returned [as directed] [to the school office]. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 6 through 12 shall be required to complete a sports examination once every two years, thereafter.

Concussions and Other Brain Injuries

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of

¹ The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

⁴ The form may be used in either a hard copy or electronic format.

⁵ This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student has not suffered a concussion.⁶ Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional⁷.

~~Physical Examination The Board recommends that all students initially enrolling in school have a physical examination. Parents will be asked to complete a district Health History form when initially enrolling their student in the district and when registering them for grade 7. All students participating in athletic programs are required to submit to the district a School Sports Preparticipation Examination³ form prior to their initial participation in a district athletic program. The form is to be completed and signed by a parent or guardian and physician giving permission for the student to participate. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation in extracurricular sports.~~

~~A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.~~

Upon receipt of written notification⁸ from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.⁹ Written notice is not required for the district to begin following concussion protocols.

Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.¹⁰

⁶ For more information regarding medical releases for students in grades 9-12, see OSAA rules.

⁷ "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

⁸ "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

⁹ The district must use the sample form developed by ODE [add link when available] or a district form that includes all required content.

¹⁰ Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.

~~Vision Screening or Eye Examination The parent or guardian of a student who is 7 years of age or younger and is beginning an education program with the district for the first time shall, within 120 days of beginning the education program, submit a certification that the student has received: 1The district shall immediately enroll a homeless student in the school selected even if the student is unable to produce records normally required for enrollment. 2 Documentation requirements for exemptions are outlined in ORS 433.267. 3 Form available at <http://www.osaa.org/governance/forms> Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening** – JHCA/JHCB 2-3 1. A vision screening or eye examination; and 2. Any further examination, treatments or assistance necessary. The certification is not required if the parent or guardian provides a statement to the district that: 1. The student submitted a certification to a prior education provider; or 2. The vision screening or eye examination is contrary to the religious beliefs of the student or the parent or guardian of the student. Dental Screening The district shall file in the student’s dental health record any dental screening certifications and any results of a dental screening known by the district. The district will provide to the parent or guardian of each student, standardized information developed by the Oregon Health Authority’s dental director regarding dental screenings, further examinations or necessary treatments and preventative care including fluoride varnish, sealants and daily brushing and flossing. The parent or guardian of a student who is 7 years of age or younger, and is beginning an education program with the district for the first time, shall submit a certification within 120 days of beginning the education program that the student has received a dental screening within the previous 12 months. The certification is not required if the parent or guardian provides a statement to the district that: 1. The student submitted a certification to a prior education provider; 2. The dental screening is contrary to the religious beliefs of the student or the parent or guardian of the student; or 3. The dental screening is a burden for the student or the parent or guardian of the student in the following ways: a. The cost of obtaining the dental screening is too high; b. The student does not have access to an approved screener; c. The student was unable to obtain an appointment with an approved screener. The certification may be provided by a licensed dentist, a dental hygienist or a health care practitioner as defined by state law. The certification must include the: 1. Student’s name; 2. Date of screening; and 3. Name of entity conducting the dental screening. The district shall submit to the Oregon Department of Education a report that identifies the percentage of students who failed to submit the certification for the previous year, no later than October 1 of each year. Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening** – JHCA/JHCB 3-3 If the district is causing the dental screening to be conducted, the district will follow the notice requirements in accordance with law.~~

END OF POLICY

Legal Reference(s):

[ORS 326.580](#)

[ORS 336.479](#)

[ORS 336.485 - 336.490](#)

[ORS 433.235 - 433.280](#)

[OAR 333-019-0010](#)

[OAR 333-050-0010 - 050-0120](#)

[OAR 581-021-0041](#)

[OAR 581-021-3007](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).

House Bill 3007 (2025)

4/04/248/25 | LFSL

Immunization, and School Sports Participation, and Concussions and Other Brain Injuries** – JHCA/JHCB

4-4

Coversheet

Personnel Report

Section: VII. Consent Agenda
Item: C. Personnel Report
Purpose:
Submitted by:
Related Material: updated contract status for 1_12_26 consent agenda.pdf
Board Report - January 2026 Updated.xlsx - January 26.pdf

Recommended Contract Status Adjustments Per HB 2900 Requirements

Last Name	First Name	Current Status	Adjusted Status
Abrams	Richard	Probationary 1	Probationary 2
Bonilla	Erica	Probationary 1	Probationary 2
Boone	Chelsea	Probationary 1	Probationary 2
Halligan	Megan	Probationary 1	Probationary 2
Landolt	Karilea	Probationary 1	Probationary 2
Netcher	Kyle	Probationary 1	Probationary 2
Carlin	Alyssa	Probationary 1	Probationary 2
Bookey	Mckenzie	Probationary 2	Probationary 3
Hoke	Steven	Probationary 2	Probationary 3
Stouder	Nikki	Probationary 2	Probationary 3
Trosko	Ryan	Probationary 2	Probationary 3
Swartzfager	Mark	Probationary 2	Probationary 3
Montgomery	Stephanie	Probationary 2	Probationary 3
Fields	Stacy	Probationary 3	Contract
Holt	Stephany	Probationary 3	Contract
Layton	Amy	Probationary 3	Contract
Smucker	Holly	Probationary 3	Contract
Swenson	Stephanie	Probationary 3	Contract
Neff	David	Probationary 3	Contract

January Board Report				
1/12/2026				

Resignation				
Last Name	First Name	Position	Location	Effective Date
Price	Samantha	Teacher	MES	01/07/2026

Leave of Absence				
Last Name	First Name	Position	Location	Effective Date

Retirement				
Last Name	First Name	Position	Location	Effective Date

Hired				
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Last Name	First Name	Position	Location	Effective Date	Probationary Placement
Bouldin	Emily	Teacher	ACES	12/15/2025	P. 1
Schwartz	Katelyn	SPED Teacher	DO	01/05/2026	P. 2

Coversheet

Finance Report

Section: VII. Consent Agenda
Item: D. Finance Report
Purpose:
Submitted by:
Related Material: YTD Appropriations_2025-26_as of 12-31.pdf

**BOARD REPORT
2025-26 Appropriations**

As of **12/31/2025**

	Total Adjusted Appropriations	Expenses	Encumbrances	Difference
Fund 100 General Fund				
1000	28,591,925	12,738,340	16,127,702	(274,117)
2000	17,285,672	8,558,351	7,367,705	1,359,616
3000	18,540	5,814	-	12,726
4000	-	-	-	-
5000	267,680	62,539	-	205,141
6000	3,368,243	-	-	3,368,243
	<u>49,532,060</u>	<u>21,365,044</u>	<u>23,495,407</u>	<u>4,671,609</u>
Fund 250 Food Service				
3000	2,204,612	876,330	1,261,778	66,504
6000	-	-	-	-
	<u>2,204,612</u>	<u>876,330</u>	<u>1,261,778</u>	<u>66,504</u>
Fund 2xx - All Other Special Revenue Funds (Grants, Donations, Student Body)				
1000	3,690,831	1,544,144	913,037	1,233,650
2000	6,053,530	2,210,268	2,256,233	1,587,029
3000	-	-	-	-
4000	249,250	-	-	249,250
5000	-	-	-	-
6000	490,237	-	-	490,237
	<u>10,483,848</u>	<u>3,754,413</u>	<u>3,169,270</u>	<u>3,560,165</u>
Debt Service Fund 301 - GO Bonds				
5000	4,005,800	336,405	-	3,669,395
	<u>4,005,800</u>	<u>336,405</u>	<u>-</u>	<u>3,669,395</u>
Debt Service Fund 302 - School Bus Lease				
5000	147,680	62,539	-	85,141
	<u>147,680</u>	<u>62,539</u>	<u>-</u>	<u>85,141</u>
Fund 402 - Capital Projects Fund				
2000	25,000	-	-	25,000
4000	575,000	88,095	-	486,905
5000	-	-	-	-
6000	-	-	-	-
	<u>600,000</u>	<u>88,095</u>	<u>-</u>	<u>511,905</u>
ALL FUNDS				
7000	-	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total	\$ 66,974,000	\$ 26,482,825	\$ 27,926,455	\$ 12,564,719

Appropriations are at the Program Level

- | | |
|--|-----------------------------|
| 1000s - Instructional Services | 2000s - Support Services |
| 3000s - Community/Enterprise Services | 4000s - Capital Improvement |
| 5000s - Other Uses (Debt Service, Transfers) | 6000s - Contingencies |
| 7000s - Unappropriated Reserves | |

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 (3).pdf

Board Reports for 2025-26

January:

- Transportation Report

February:

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

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)