

# Central School District 13J

# **Regular Board Meeting**

Published on August 29, 2025 at 10:48 AM PDT Amended on September 8, 2025 at 2:04 PM PDT

# **Date and Time**

Monday September 8, 2025 at 6:30 PM PDT

# Location

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

# **Agenda**

		Present	er Time
I.	Оре	ening Items	6:30 PM
	A.	Record Attendance	1 m
	В.	Call the Meeting to Order	
	C.	Flag Salute	5 m
	D.	Adoption of the Agenda	5 m
	E.	Swear in Student Representative to the Board	
		Board Chair Byron Shinkle will swear in Hannah Smith as Student Represe the Board.	entative to

Presenter Time

# II. Recognitions 6:41 PM

A. Student-Resource Officers

Alisha Resseman

5 m

# III. Communication from the Floor

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

Si necesita asistencia de un traductor por favor envíe un correo electrónico a: info@central.k12.or.us

IV.	Standing Reports			6:46 PM
	A.	Safety and Security Report 2025-26	Jason Clark	5 m
V.	Sup	perintendent's Report	6	6:51 PM
	A.	State and Federal update of Funding		
	В.	Policy 1st Reading		5 m
VI.	Boa	ard Report		
	The	board will meet on October 6.		

The board will most on Colober o

VIII. Business Agenda

VII.	Cor	nsent Agenda	6:56 PM
	A.	Approval of Minutes	5 m
	В.	Personnel Recommendations	5 m

7:06 PM

Presenter Time

# A. Board-Superintendent Working Agreement

The Board reviewed the 2025-26 Board-Superintendent Working Agreement at the August 18 PLC.

Attached is the revised agreement based on the feedback at that meeting.

Suggested motion: I move to adopt the Board-Superintendent Working Agreement.

# B. 2025-26 Board Calendar

The Board discussed moving the March 2, 2025, board meeting to March 9, 2025. This calendar reflects that change.

Suggested motion: I move to adopt the 2025-26 Board Calendar with the change to the March 2025 meeting date.

IX.	X. Closing Items		7:06 PM
	A.	Board Comments	5 m
	В.	Items for Action at Future Meetings	5 m
	C.	Adjourn Meeting	

# Coversheet

# Safety and Security Report 2025-26

**Section:** IV. Standing Reports

Item: A. Safety and Security Report 2025-26

Purpose:

Submitted by:

Related Material: 25\_26 District Safety Presentation PP (9.8.2025) .pdf



# **Central School District 13J Safety & Security Review** 2025/2026 School Year

Jason Clark Director of Safety & Security / Title IX Coordinator jclark@central.k12.or.us 503.606.3207



# Agenda - Safety & Security Review

- Welcome!
- Standard Response Protocol (SRP)
- Standard Reunification Method (SRM)
- 2025-2026 District Building Expectations
- District Safety Team Work
- Other Safety Resources
- Questions



# "Prevent what we can; prepare for what we cannot."

CSD 13J Safety Committee - Mission Statement



# Standard Response Protocol (SRP)

# IN AN EMERGENCY TAKE ACTION



#### HOLD! In your room or area. Clear the halls. STUDENTS **ADULTS**

Clear the hallways and remain in room or area until the "All Clear" is announced Do business as usual

Close and lock the door Account for students and adults Do business as usual



### SECURE! Get inside. Lock outside doors.

STUDENTS Return to inside of building Do business as usual

### ADULTS

Bring everyone indoors Lock outside doors Increase situational awareness Account for students and adults Do business as usual



Move away from sight Maintain silence Do not open the door

### LOCKDOWN! Locks, lights, out of sight. STUDENTS

Recover students from hallway if possible Lock the classroom door Turn out the lights Move away from sight Maintain silence Do not open the door



# **EVACUATE!** (A location may be specified)

STUDENTS eave stuff behind if required to If possible, bring your phone

### ADULTS Lead students to Evacuation location

Account for students and adults Notify if missing, extra or injured students

Prepare to evade or defend



#### SHELTER! Hazard and safety strategy. STUDENTS **ADULTS**

Use appropriate safety strategy

for the hazard Safety Strategy Hazard

Tornado Hazmat Earthquake

Evacuate to shelter area Seal the room Drop, cover and hold Get to high ground

#### Lead safety strategy Account for students and adults Notify if missing, extra or injured students or adults



# **IN AN EMERGENCY**

# TAKE ACTION











HOLD

LOCKDOWN EVACUATE

Standard Response Protocol – Public Address			
Medical Hold in your Room or Area. Clear the hat Emergency			
Threat Outside	Secure! Get inside. Lock outside doors.		
Threat Inside	Lockdown! Locks, Lights, Out of Sight!		
Bomb	Evacuate to (location) Shelter for Bomb!		
Earthquake	Shelter for Earthquake!		
Fire Inside	Evacuate to the (location)		
Hazmat	Shelter for Hazmat! Seal your Rooms		
Weapon	Lockdown! Locks, Lights, Out of Sight!		
Tornado Evacuate to (location) Shelter for Torna			

# Positives of SRP:

- CSD13J K-12 approach
- Consistency for district students, staff, parents & community
- Messaging in Spanish & English
- Regular opportunities to practice/drill





Central School District 13J Regular Board Meeting - Agenda - Monday September 8, 2025 at 6:30 PM



# ORS 336.071 - Emergency Drills and Instruction

All schools are required to instruct and drill students on emergency procedures so that the students can respond to an emergency without confusion or panic.

- Emergency Evacuation (monthly)
- > Safety Threats (2): Lockdown, Secure, Hold
- ➤ Shelter in Place (2)
- ★ Division 22 Requirement

# Threat "Outside" the Building

# SECURE

"Get Inside. Lock outside doors"

# Students are trained to:

- Return to inside of building
- Do business as usual

# Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



# Potential Threat "Inside" the Building

# LOCKDOWN

"Locks, Lights, Out of Sight"

# Students are trained to:

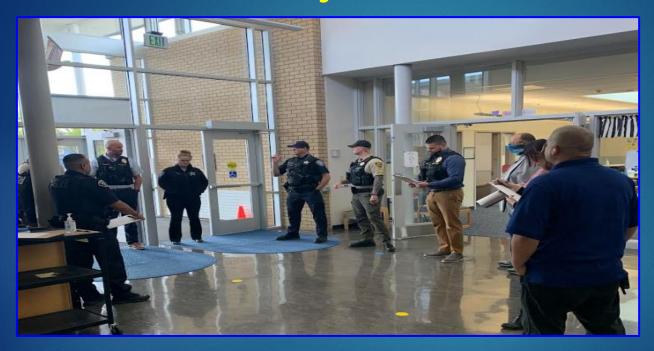
- Move away from sight
- Maintain silence
- Do not open the door

# Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



# Recent Lockdown Drill with First Responders: Ash Creek Elementary School



Thank you to our First Responders and Community Partners!

# THE **STANDARD** REUNIFICATION REUNIFY A Practical Method to Unite Students with Parents After an Evacuation or Crisis. The "I Love U Guys" Foundation love u guys SRM Version 2.0.1

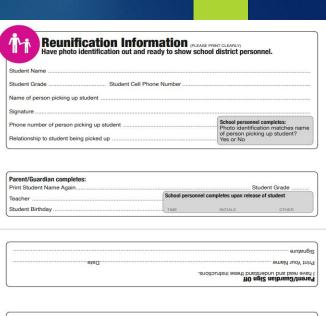
# What is Reunification?

A procedure used when it is necessary to relocate students and release students directly to their parent, guardian, or designated emergency contact due to an emergency situation.

# Situations which may require a Reunification include, but are not limited to:

- FIRE or DAMAGE to a SCHOOL BUILDING'
- NATURAL DISASTER.
- FIELD TRIP EMERGENCY or SCHOOL BUS ACCIDENT,
- VIOLENCE in the SURROUNDING COMMUNITY,
- A SITUATION INVOLVING A THREAT, WEAPONS, or VIOLENCE at SCHOOL.





Please don't shout at school or district staff. We'll get through this as quickly as possible.

- If there has been injury or other concerns, you may be asked to meet with a counselor.
- b. After check-in, staff will split this card and a runner will be sent to recover your student. Please step over to the . Select the check-in line based on either student last name or student grade.

# SRM process in 6 easy steps!

### STEP 1 GREETINGS

As parents arrive at the reunification site. Greeters explain the process and distribute Reunification Cards.

### STEP 2 PARENTS FILL OUT CARD

Parents complete the information requested on the card, and begin to self sort into lines

Reunification Information John Smith

# STEP 3

Parent custody is verified. The card is torn on the perforation and the bottom is returned to the parent. The too is given to the Accountant.













Greeters manage the initial intake of parents. Explaining the process and answering questions that may arise

Parent

# CHECKERS VERIFY ID





# Accountant The Accountant

verifies cards against a master roster and may start sorting cards.

# Law Enforcement

A uniformed officer can help with crowd control and identity verification.

### Checker Checkers verify identification.

In some cases custodial authority may need verification as well.

### STEP 4 REUNIFICATION AREA

At the Reunification Area, parents give the bottom of the card to a Reunifier. The Reunifier goes to the Assembly area to recover the student.

### STEP 5 STUDENT REUNIFICATION

The Reunifier returns the student to their parents. They then note the time and initial the bottom of the card.

# STEP 6

# ACCOUNTABILITY

The Reunifier delivers the bottom of the card to the Accountant. The Accountant may start sorting the cards.







It may be beneficial to have the school principal in the area where students and parents are reunified.

Law Enforcement

and keep the peace.

A uniformed officer can

help with crowd control

### WHAT IF? THE STUDENT ISN'T THERE

If the student isn't in the Assembly Area, the Reunifler hands the card to a Victim Advocate/Crisis Counselor.



### SEPARATE PARENT FROM THE LINE

The Victim Advocate/Crisis Counselor then separates the parent from the other parents in line and brings them to a private location.





# CSD 13J 2025-2026 Safety Expectations: Keeping our Buildings Safe!

 Identification Badges for "all" Staff & Visitors:



3. Radios for Staff / Have an Efficient Communication Plan:

2. Lock "all" perimeter doors to the building:

4. Student Drop-off and Pick-up Safety:



# Safety measures and updates for the upcoming school year:



# mergency Action Plan - Extra Curricular Events

### · First Responder Tasks:

- 1. Provide immediate care of the injured or ill.
- 2. Summon assistance from athletic trainer, admin, on duty or 911.

### Other Responder Tasks:

- 1. Retrieve necessary emergency equipment
- 2. Call 9-911 (school phone) or 911 (cell phone) and provide the following:

  - b. Location of victim(s)
  - c. Phone # in which you are making the call
  - d. Number of injured/ill individuals
  - e. Condition of the injured/ill
  - f. Treatment being given
  - g. Directions to the site
  - \*\*Do not hang up until the dispatcher tells you it's ok to do so.
- 3. Control the Scene keep bystanders away from the area

Ambulance Access: Enter campus from Monmouth Ave (next to auditorium), proceed to the area of emergency (Panther Pit, Stadium, Auditorium, Cafeteria, etc.).

- Preparing from EMS arrival:
  - 1. One individual should be waiting to "flag down" and assist the EMS when they arrive.

### • Equipment Available:

Equipment	Location (practice)	Location (competition)
Medical Kit Splint Bag	Coach ATC Training Room	Coach ATC Training Room
AED	Outside the training room door (Panther Pit) and/or with the on duty ATC.     Outside Alumni Gym's Circular stairs.     Outside Main Office	Outside the training room door (Panther Pit) and/or with the on duty ATC.     Outside Alumni Gym's Circular stairs.     Outside Main Office

### · Personnel Available:

Competitions	Practices		
Certified Athletic Trainer (ATC)	Certified Athletic Trainer (ATC)		
Admin. On Duty	and/or		
Coach	First Aid/CPR/AED certified staff or coach		

### ♦ Communication:

Nearest Land-line	Cell Phone	
Nearest Land-line  Athletic Trainers Office Panther Pit Athletic Office Boys & Girls Old PE Lockerrooms Main Office Any Classroom	Carried by ATC or Coach Admin. Emergency Contacts	

8/26/2025



# Emergency Action Plan -

# Drop-off/Pick-up (during a SECURE or LOCKDOWN)

### Administrator Tasks:

- 1. Alert Law Enforcement (SRO/Call 911)
- 2 Determined Call (SECURE/LOCKDOWN)
- 3. Building/Staff Announcement
- 4. Place Emergency "Sandwich Board(s)" at front entry/drive-thru
- 5. Communication w/ First Responders

#### Other Responder Tasks/Posts:

- 1. Front Door Entrance (outside)
- 2. Front Curb/Drop Area (directing traffic if needed)
- 3. Just Inside of the Front Door Entrance.

### Drop-off & Pick-up Area (parent communication):

- 1. Administrator(s) Front Entrance
- 2. Bring Walkers Inside
- 3. Front Curb/Drop Area (directing traffic if needed)
- 4. Alert Drivers(lock doors, keep driving, etc.)

### Communication Plan:

- 1. Parent Square (building/district)
- 2. CSD 13J FB

### Student/Parent Communication Plan:

- 1. Debriefing plan with students
- 2. Debriefing plan for parents (if needed)
- 3. Communication of Safety Protocols
  - registration table
  - open house / conferences
  - video of safety strategies on csd
  - pamphlet/news letter/ etc.
- SB presentation

### DO NOT ENTER **EMERGENCY IN PROGRESS** (SECURE or LOCKDOWN)







PLEASE STAY IN YOUR CAR. THANK YOU!

8 25 2025

### Handle With Care Notification Form

### From Law Enforcement to the School/District

To:		From:	
(School)		(Law E	nforcement Agency)
Date:	Time:	<u></u>	Incident Date:
	d/or behavioral problem	ns as a result of exposi	last 24 hours and could exhibit ure to a traumatic event. Please Ithcarevw.org
Child's name:		_ Age:	
Child's name:		Age:	
Child's name:			
<b>≫</b>			
To:(Teacher)			ncipal/Counselor)



# A Solution: Handle With Care



 Police encounter kids at scene, send heads-up to schools.

Police are trained to send a confidential

notification (by email, text, or dispatch)

to the school or childcare agency with:

the child's name, age, and school, and

Nothing about the traumatic incident is

a message to "Handle With Care."

shared with the school.



 Schools prep trauma-sensitive support for kids.

A school will create a process to triage "Handle With Care" notifications. The process will involve notifying the appropriate teacher or counselor to observe the student's behavior/learning and be prepared to provide trauma-sensitive support.



Mental health providers partner for on-site therapy.

When school interventions are not sufficient, mental healthcare professionals (trained in Trauma Focused Cognitive Behavior therapy), partner to provide therapy on site at school at a designated time (with consent from parents/guardians).

A person from each of the school, police, and mental healthcare disciplines is expected to participate in regular Handle With Care meetings to assess academic achievements, truancies, disciplinary reports, and treatment outcomes.

# SafeOregon Tip-line

If you see or hear about bullying, violence, drugs, or harm to your school or a student, report a tip using SafeOregon.

### **REPORT A TIP:**

ONLINE safeoregon.com

EMAIL tip@safeoregon.com

CALL OR TEXT 844-4-SAFE-OR (844-472-3367)





Student, Staff, and Community reporting pathway!













### Otras formas para RECIBIR AYUDA

Linea nacional de emergencia para la prevención de suicidios Apayo confidencial 34/7 pere personas en peligra suiridenessantion lifetime one 800-773-741 V (8755)



Youthi in Linea de avudo confidencial en casa de crisis, de adolescente a adalescente disposible de é p.m. o 10 p.m. Liame al 877-968-8491 o emule un mensaje de texto con la frase "texto texto" al 829862



Intervención en caso de crisis y suicidio 24/7 agra lövenes 16870 thetrevorproject.org

> Llame al 866-488-7286 (disponible 24/7) a emvie un mensaje de texto con la palabra START al 678676 Gunes-Viernes, medio dia - 7 p.m.



Bullving

(matoneo)? Violencia?

Drogas?

Amenazas?



# SAFEOREGON

SIÉNTASE SEGURO. ESTÉ SEGURO.



### ¿QUÉ ES SAFEOREGON?

SafeOregon es una linea de información. Alguien le hizo daño? Sabe acerca de alguien que pueda hacerte

daño a usted o a otras personas? ¿Sabe acerca de un peligro para los estudiantes, el personal escolar o su escuela?

¿Está luchando? ¿Necesita ayuda de un adulto y no está

segura/a de a quién decirle? Le puede decir a SafeOregon.

#### SAFEOREGON ES PRIVADO.

SafeOregon es monitoreado 24/7. Su información es privada. Su nombre no será compartido a no ser que usted quiera

La gente que trabaja en SafeOregon revisará. su información. Luego la enviarán a los empleados escolares

y posiblemente a la policia.

### ¿QUÉ PUEDO REPORTAR?

### Puede usar SafeOregon para reportar:

	- Carrier Control of the Control of
· Bullying/mutones-en	• Armas
persona	· Habler acerca de saicidio.
· Bullying/matones en linea	depresión o gente que

Oroga

osión o gente que sulera hacer daño a si micros o a otras personas + Abusen

INO VIOLE LA LEY! Enviar información falsa a SafeOregon es en

contra de la ley. La policia puede investigar los reportes falsos, las bromas o las burlas.

M SAFEOREGON



# Questions?

Thank you!

# Coversheet

# Policy 1st Reading --

Section: V. Superintendent's Report Item: B. Policy 1st Reading --

Purpose:

Submitted by:

Related Material: JFCEB G1 - Personal Electronic Devices - NEW.docx (1).pdf

JFCEB D1 - Personal Electronic Devices and Social Media DELETE.pdf

# **Central School District 13J**

Code: JFCEB

Adopted:

# Personal Electronic Devices \*/\*\*

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

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

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

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

Personal electronic devices may be kept by students in lockers or backpacks, or on the student's person, but may not be used during regular instructional hours.

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

R8/25 | SL

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

<sup>&</sup>lt;sup>2</sup> JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

<sup>&</sup>lt;sup>3</sup> If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

<sup>&</sup>lt;sup>4</sup> JFCEB-AR must be submitted to the building administrator.

requirements, etc. <sup>5</sup>. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion. <sup>6</sup>

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

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

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

In accordance with ORS 336.840, students may be allowed to use personal electronic devices<sup>7</sup> that support academic activities and independent communications<sup>8</sup>, except as prohibited by this policy.

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

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

This policy takes effect on January 1, 2026.

END	OF	PO	LICY
$\mathbf{L}_{1}\mathbf{N}\mathbf{L}_{2}$	$\sim$ 1	10.	-1

Legal Reference(s):

R8/25 | SL

<sup>&</sup>lt;sup>5</sup> Correction may include requiring a student to store their device in a classroom storage space instead of in the backpack.

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

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

<sup>&</sup>lt;sup>8</sup> "Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

ORS 332.107

ORS 336.840

Oregon Executive Order 25-09

# **Central School District 13J**

Code: JFCEB Adopted: 9/12/22

# Personal Electronic Devices and Social Media\*\*

Students may be allowed to use and possess personal electronic devices on district property and at district-sponsored activities provided such devices are not used in any manner that may disrupt the learning environment or district-sponsored activities, or violate Board policies, administrative regulations, school or classroom rules, state and federal law.<sup>1</sup>

As used in this policy, a "personal electronic device" is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.

If the district implements a curriculum that uses technology, students may be allowed to use their own personal electronic devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.

Students may not use district equipment to access social media websites, while on district property or at district-sponsored activities, unless the access is approved by a district representative.

The district will not be liable for personal electronic devices brought to district property and district-sponsored activities. The district will not be liable for information or comments posted by students on social media websites when the student is not engaged in district activities and not using district equipment.

The superintendent is directed to develop administrative regulations and/or approve school rules as necessary to ensure that student use of such devices is consistent with this policy. Administrative regulations may include grade- or age-level possession and/or use restrictions by students on district property and at district-sponsored activities; consequences for violations; a process for responding to a student's request to use a personal electronic device, including an appeal process if the request is denied; and such other provisions as the superintendent may deem necessary. The superintendent is responsible for ensuring that pertinent provisions of Board policies, administrative regulations and school rules governing personal electronic devices are included in staff handbooks and student/parent handbooks, reviewed annually and updated as necessary.

# **END OF POLICY**

# **Legal Reference(s):**

<u>ORS 332</u>.107 <u>ORS 336</u>.840

Copyrights, 17 U.S.C. §§ 101-1332 (2012); 19 C.F.R. Part 133 (2017).

Personal Electronic Devices and Social Media\*\* – JFCEB

<sup>&</sup>lt;sup>1</sup> The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

# Coversheet

# **Approval of Minutes**

Section: VII. Consent Agenda Item: A. Approval of Minutes

Purpose:

Submitted by:

**Related Material:** 2025\_08\_04\_board\_meeting\_minutes.pdf



# Central School District 13J

# **Minutes**

# Regular Board Meeting

# **Date and Time**

Monday August 4, 2025 at 6:30 PM

### Location

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

# **Directors Present**

Irene Oliveros-Vega, Jann Jobe, Melanie Landon-Hays, Susan Graham

# **Directors Absent**

Andrea Van Heeswyk, Byron Shinkle, Steve Moser

# **Guests Present**

**Emily Mentzer** 

# I. Opening Items

# A. Record Attendance

# B. Call the Meeting to Order

Susan Graham called a meeting of the board of directors of Central School District 13J to order on Monday Aug 4, 2025 at 6:31 PM.

C.

# Flag Salute

# D. Adoption of the Agenda

# II. Communication from the Floor

# A. Public Comments

No public comments.

# **III. Standing Reports**

# A. Summer Programming Recap

Executive Director of Teaching and Learning Julie Heilman presented a summary of 2025 summer programs. She reviewed the grants for summer programs, noting that the Student Success Act was cut due to a shortfall at the state, which was a cut of about \$90,000.

Attendance:

• K-5: 167 • 6th: 6

• 9-12: 28 in person; 134 online in credit recovery

The Gate Youth Center also offered learning based on state standards and enrichment. Director Landon-Hays said to thank summer school staff who worked so hard all summer.

Ms. Heilman told the board about La Cima, a camp in Washington state dedicated to collaboratively developing leadership opportunities for Latine/x youth and improving the collective well-being of our communities. She said that the district has applied for a grant to bring this program to Oregon, working with Western Oregon University and Salem Keizer School District, but they were not successful in securing the grant.

Ms. Heilman thanked the community partners who helped make the summer programs work:

- The Gate Youth Community Center
- Monmouth-Independence YMCA
- Western Oregon University
- Independence Library
- Independence Theater
- Independence Airpark
- WESD Migrant Education Program
- WESD Student Services
- WESD Indian Education Program

Director Graham applauded the number of community partners involved in summer programs.

Director Oliveros-Vega noted that she has worked summer programs, and agreed that it "feels different" from the regular school year -- more relaxed. She added that she appreciates providing students with experiences they haven't had, such as going to a movie at the theater.

# B. Looking forward to 2025-26 School Year

Communications Coordinator and Board Secretary Emily Mentzer presented key information for the 2025-26 school year, including registration (for school and transportation), Kinder Jump Start, Cougar Camp, volunteer forms, first day of school, ParentSquare and PowerSchool.

Director Landon-Hays asked for the registration and school supply information be posted on the Central High School website.

Mrs. Mentzer also reviewed how ParentSquare sends notifications.

# IV. Superintendent's Report

# A. State and Federal update of Funding

Superintendent Jennifer Kubista updated the board on the federal funds for 2025-26 school year. She noted that the district has been told the federal government has released these funds, but the state has not confirmed the district's allocations yet. She said she would hope to have more information in the coming weeks. She noted that they are waiting on allocation confirmations on some state grants such as High School Success.

# V. 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**

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

В.

### **Personnel Recommendations**

# C. Policy Adoption (2nd reading)

# VI. Business Agenda

# A. Superintendent Contract

Melanie Landon-Hays made a motion to postpone the Superintendent Contract to the next board meeting.

Irene Oliveros-Vega seconded the motion.

Director Landon-Hays suggested the postponement because there were three board members absent. For "full transparency," she wanted to ensure there were more board members present to vote.

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

# **Roll Call**

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

# VII. Closing Items

# A. Board Comments

Director Jobe lauded the efforts to "restart the engine" of school once the engine has been "shut down" for summer.

Director Graham was impressed with the number of community partners the district worked with, noting that she was particularly pleased to learn the district is working with the Independence Airpark again. She also encouraged the district to continue working on a grant for La Cima.

Director Oliveros-Vega agreed with Director Jobe, recognizing that there are a lot of challenges, and how hard it is to start up the school year with financial challenges looming. She said that leaders are the frame of the car, but the staff are the power the car.

# B. Items for Action at Future Meetings

C. Recess to Executive Session at 7:12 p.m.

# VIII. Executive Session - Closed to the public

A.

# **Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:56 PM.

Respectfully Submitted, Susan Graham

# Documents used during the meeting

- 8.4.25\_SummerProgramming.pdf
- August2025\_Welcometo2025-26.pdf
- 2025 06 23 csd13j board summer retreat minutes.pdf
- 2025\_07\_14\_board\_meeting\_minutes.pdf
- \_Board Reports 2025.xlsx August 25.pdf
- JEBA G1.docx.pdf
- Superintendent Contract 2023-26 BOARD REVIEW COPY.pdf

# Coversheet

# Personnel Recommendations

Section: VII. Consent Agenda

Item: B. Personnel Recommendations

Purpose:

Submitted by:

Related Material: \_\_Board Reports 2025.xlsx - September 25.pdf

# September Board Report 8/29/2025

	Resignation				
Last Name	First Name	Position	Location	Effective Date	
Mtichell	Brandi	Elementray Teacher	ACES	08/07/2025	
Hernandez	Terra	Assistant Director	DO	08/29/2025	

		Leave of Absence			
Last Name	First Name	Position	Location	Effective Date	
Price	Samantha	Elementary Teacher	MES	08/27/2025	
		Retirement	I		
Last Name	First Name	Position	Location	Effective Date	
		 Hired			
Last Name	First Name	Position	Location	Effective Date	
Falla	Audrey	Elementary Teacher	ACES	08/25/2025	
Wilder	Jazzlyn	SPED Teacher	ACES	08/20/2025	
Corner	Anna	Elementary Teacher	IES	08/20/2025	
Landolt	Karilea	Elementary Teacher	IES	08/14/2025	
Johnson	Crystal	SPED Teacher	IES	08/12/2025	
Halligan	Megan	SPED Teacher	MES	08/11/2025	
Johnson Stephanie		Elementary Teacher	MES	08/07/2025	

# Coversheet

# **Board-Superintendent Working Agreement**

Section: VIII. Business Agenda

Item: A. Board-Superintendent Working Agreement

Purpose: Submitted by: Related Material:

Board and Superintendent Working Agreement\_Draft\_2025-26.docx (1).pdf

# BOARD AND SUPERINTENDENT WORKING AGREEMENTS 2025 – 26 School Year

# Purpose:

The Board of Directors is the educational policy making body for Central School District 13J. To effectively meet the District's challenges, the School Board and Superintendent must function together as a leadership team. To ensure unity among team members, effective group agreements must be in place. The following are the group agreements for the Board and Superintendent.

### The Role of the Board:

- 1. Set the long-term direction of the District through the mission, vision, goals, accountability, and priorities developed within the strategic plan.
- 2. Focus on policy making, planning, and evaluation, rather than day-to-day operations.
- 3. Be accountable for the financial stewardship of the District, including aligning resources with goals and priorities, setting expectations, and monitoring progress.
- 4. Be an advocate for public education in the District, region and state level by speaking up for, and on behalf of public education whenever required.

# Our Values:

- 1. Make decisions as a whole Board only at properly called meetings.
- 2. Recognize that individual members have no authority to take individual action in policy or District and school administrative matters.
- 3. Support decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions.
- 5. Recognize and respect the Superintendent's responsibility to manage the School District and to direct employees in District and school matters.
- 6. Carefully consider all issues brought to you by individuals and special interests. Actively solicit input and listen to all perspectives.
- 7. Operate as representatives and make decisions in the best interest of the whole District.
- 8. Value the role we play in the community and represent the District, when possible, by attending school and community functions.

# **Our Agreements Regarding Meetings:**

- 1. Attend regularly scheduled Board meetings unless prevented by sickness or an unavoidable cause.
- 2. Respect the scheduled starting and ending times for meetings.
- 3. Maintain awareness of district activities by reading the weekly "Central School District 13J Board of Directors Friday Reports."
- 4. Prepare for Board meetings by reading materials ahead of the meeting and asking questions that you have of the Superintendent or Board leadership prior to the day of the meeting if possible.
- 5. Avoid making new agenda proposals on the night that the Board is scheduled to meet.
- 6. Communicate concerns or questions to Board leadership and the Superintendent prior to a public meeting. Try to avoid surprises during a meeting.
- 7. Cast a vote on all matters except when a conflict of interest arises.
- 8. Respect the confidentiality requirement of Board meeting Executive Sessions.
- 9. Follow the "Board Planning Meeting Agenda" to communicate requests for Board meeting agenda items.
- 10. Cooperate in scheduling special meetings and/or work sessions for planning and training purposes.
- 11. Be succinct during meetings and keep comments relevant to agenda topic.
- 12. Limit the use of phones and electronic communication during meetings to avoid distraction.

# **Board and Superintendent Communication Agreements:**

- 1. Communicate openly and honestly with the Superintendent when a question arises, or a concern is voiced by a staff member, student, parent(s)/legal guardian(s) or community member(s).
- 2. Communicate directly with the Superintendent, Board Chair, and/or Vice Chair prior to meetings of the Board to address questions and/or concerns about agenda items.
- 3. Communicate one-on-one, when an individual concern arises, with the Superintendent or other Board Members as appropriate.
- 4. Respect differences and believe in the positive intent of others.
- 5. Focus on the situation, issue, or behavior, not the person.
- 6. When a Board member receives an informal complaint, listen carefully and empathetically. Direct the person to solve the problem at the lowest level.
- 7. Formal complaints from the community will follow the Central School District 13J Public Complaint Procedure.
- 8. When the Board as a whole receives communication from the community, the chair will respond or will delegate that responsibility to another Board member. All Board members will be copied on the response.
- 9. Responses to community communications should occur within three (3) school days of receipt of the communication. The chair will delegate if they are unable to meet this timeframe.
- 10. When an individual Board member receives communication from the community, that Board member may respond to the community member to acknowledge receipt of the communication and offer suggestions. The Board chair and Superintendent should typically be copied on the response.

# **Board's Role in Annual Planning and Evaluation:**

- 1. Set priorities as a Board for Board professional development annually.
- 2. Participate in annual self-assessment of the Board's performance.
- 3. Participate in establishing annual expectations and goals for the Superintendent.
- 4. Objectively evaluate the Superintendent's performance and provide appropriate feedback.

# Role of the Chair:

- 1. Recognize the role of the Chair to speak for, and about the Board and to describe the Board's process and positions.
- 2. Recognize the role of the Chair to convene meetings, develop the agenda with the Superintendent and execute documents as appropriate.

# **Board's Expectations of the Superintendent:**

- 1. Work as a team with Board Members; treat all Board Members professionally.
- 2. Respect and acknowledge the Board's role in setting policy and overseeing the performance of the Superintendent.
- 3. Work with the Board to establish a clear vision and strategic plan for the School District.
- 4. Prepare preliminary goals annually for the Board's considerations.
- 5. Provide data to the Board Members so that data driven decisions can be made.
- 6. Possess a working knowledge of all legal and local policies.
- 7. Inform the Board of all critical information including relevant trends, anticipated adverse media coverage or critical external or internal change.
- 8. Distribute appropriate information to all Board Members.
- 9. Communicate with Board Members promptly and effectively.
  - a) Return voice mails of Board Members within 24 hours
  - b) Answer emails of Board Members within two to three days of receipt.
  - c) Any emergency type of communication will be done by phone, text and/or email depending on the situation.

- 10. Distribute the Board agenda two Fridays prior to the regularly scheduled Board meetings, except when major holidays fall on Friday.
- 11. Communicate to individual Board Members if a problem or issue is observed developing with an individual Board member.
- 12. Conduct a self-assessment prior to the Board's evaluation of the Superintendent's job performance.
- 13. Represent the School District by being visible in the community.
- 14. Provide follow-up information to Board Members on concerns and issues they have referred to the Superintendent close the communication loop.
- 15. If a request for information is sent from a Board member to the Superintendent, the Superintendent will respond to all Board Members with the information.

# **Superintendent's Expectations of the Board:**

- 1. Recognition of the Superintendent as the educational leader of the School District.
- 2. Share in the success and failures of the school system with the Superintendent.
- 3. Assist in gaining the acceptance and support in the community.
- 4. Abide by its own rules, policies and code of ethical conduct.
- 5. Willingness, within budget constraints, to provide the Superintendent with adequate staff and clerical assistance.
- 6. Willingness to acknowledge and follow the chain of command of the School District.
- 7. Respect the confidentiality requirement of Board meeting Executive Sessions.
- 8. Avoidance of seeking personal privilege.
- 9. A willingness to participate in professional development activities at the local, state and national level.
- 10. Make an effort to foster unity, harmony and open communications within the Board.
- 11. An understanding of the relative or complementary role of the Superintendent and Board in policy making.
- 12. Careful consideration of each recommendation made by the Superintendent.
- 13. Insistence on all available facts and data before making a decision.
- 14. Willingness to study and evaluate educational issues affecting the School District.
- 15. Practice of avoiding surprise items at Board meetings.
- 16. Integrity of the highest order.

Jennifer Kubista, Superintendent Date	Byron Shinkle, Board of Director Chair Date
Susan Graham, Board of Director Vice Chair Date	Jann Jobe, Board of Director Date
Melanie Landon-Hays, Board of Director Date	Steve Moser, Board of Director Date
Irene Oliveros-Vega, Board of Director Date	Andra Van Heeswyk, Board of Director Date

# Coversheet

# 2025-26 Board Calendar

Section: VIII. Business Agenda Item: B. 2025-26 Board Calendar

Purpose:

Submitted by:

Related Material: 25-26 Board Meeting Calendar - Full Year Calendar (2).pdf

								2025-2026 Board of	Di	re	ct	or	S	Ca	ale	endar	
		.h	ılv 2	025			July			.l:	anu	arv	202	26		January	
Su	М			Th	F	Sa	ouly		Su					F	Sa	oundary .	
		1	2	3	4	5	4	Independence day-Día de					1	2	3		New Year's-Año nuevo
_		-	_	J	Ш		<u> </u>	la independencia					Ľ	_	_	1	No school: Winter Break-No hay
6	7	8	9	10	11	12			4	5	6	7	8	9	10	2	clases: Vacaciones de invierno
13	14	15	16	17	18	19	14	Board meeting	11	12	13	14	15	16	17	12	Board meeting
20	21	22	23	24	25	26			18	19	20	21	22	23	24	19	Martin Luther King Jr. Day-Día de Martin Luther King Jr.
27	28	29	30	31					25	26	27	28	29	30	31	13	de Martin Editier King 31.
		Au	gust	202	5		August			Fe	ebru	ıary	20	26		February	
Su	M	Tu	W	Th		Sa								F			
					1	2			1	2	3	4	5	6	7	2	Board meeting
3	4	5	6	7	8	9	4	Board meeting	8					13	-	16	President's Day/Día del presidente
		12 19	-	14 21	15 22	16 23	18	Board retreat				-	_	20 27	-	17	Board PLC
		26			29	30						23	-0				
31																	
	s	epte	emb	er 20	)25		September				Mar	ch 2	2020	6		March	
Su	М	Tu	w	Th	F	Sa			Su	М	Tu	w	Th	F	Sa		
	1	2	3	4	5	6	1	Labor day/Día del trabajo	1	2	3	4	5	6	7	9	Board meeting
7	8	9	10	11	12	13	3	First Day of Classes/Primer día de clases	8	9	10	11	12	13	14	16	Board PLC
14	15	16	17	18	19	20	8	Board meeting	15	16	17	18	19	20	21	23-27	No school: Spring Break/No hay clases: Vacaciones de primavera
21	22	23	24	25	26	27			22	23	24	25	26	27	28		
28	29	30							29	30	31						
C				r 202 Th		Ca	October		Cu		Apr			F	C-	April	
Su	IVI	ıu	1	2	3	Sa 4	6	Board meeting	Su	IVI	ıu	1	2	3	3a 4	6	Board meeting
5	6	7	8	9	10	11	20	Board PLC	5	6	7	8	9	10	11	20	Board PLC
	13	14	15		17	18		1	12	13	_	15	16	17	18	27	Budget committee
19	20	21	22	23	24	25	-		19	20	21	22	23	24	25		-
26	27	28	29	30	31				26	27	28	29	30				
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9	3 10	4	5 12	6 13	7	8 15	11 17	Veterans' Day Board PLC	3 10	4		6	7	8 15	9	18 <b>25</b>	Budget committee  Memorial Day/Día de los caídos
			19		$\rightarrow$	22	27	Thanksgiving - Paid-Acción de Gracias - Pagado				$\vdash$		22		- 23	Wetherlan Dayr Dia de los caldos
23	24	25	26	27	28	29		de Gracias - Pagauo	 24	25	26	27	28	29	30		
30									31						55		
	D	)ece	mbe	er 20	25		December				Jun	ne 2	026	;		June	
Su	М	Tu	w	Th	F	Sa			Su	М	Tu	w	Th	F	Sa	1	Budget committee
	1	2	3	4	5	6	1	Board meeting		1	2	3	4	5	6	8	Board meeting
7	8	9	10	11	12	13	15	Board retreat	7	8	9	10	11	12	13	5	Graduation/Graduación
	15	16	17	18	19	20	22 - 31	No school: Winter Break-No hay clases: Vacaciones de invierno	14	15	16	17	18	19	20	16	Last Day of School
14					- 1				-								Juneteenth - non-contract day-Día sin
	22	23	24	25	26	27			21	22	23	24	25	26	27	19	
21		23		25	26	27			_	22 29	_	-	25	26	27	19 22	trabajo  Board retreat

Central School District 13J - Regular Board Meeting - Agenda - Monday September 8, 2025 at 6:30 PM

# 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.pdf

# **Board Reports for 2025-26**

# October:

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

# November:

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

# December:

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

# January:

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

# **February:**

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

### March:

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

# April:

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

# May:

Summer programming Report

### June:

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

# July:

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

# **Professional Learning Community 2025-26 (PLC)**

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

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

**December:** Mid-Year Retreat (12/15)

**February:** School Walks (2/2-13) & School Presentations (2/17) **March:** School Walks (3/2-13) & School Presentations (3/16)

**April:** Special Education (4/20)

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