



Central School District 13J

CSD Board of Directors Regular Meeting

Published on September 4, 2026 at 10:47 AM PDT

Amended on September 13, 2026 at 8:01 AM PDT

Date and Time

Monday September 14, 2026 at 6:30 PM PDT

Location

Henry Hill Education Support Center

Hawk Hall

750 S. Fifth St., Independence

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

E. Swearing in of Student Representatives to the Board for 2026-27

II. Recognitions

6:41 PM

	Presenter	Time
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A.	State Champions CHS Baseball team	
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B.	College and Career Coordinator	5 m
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C.	La Cima	5 m
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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.	Staff Reports	6:51 PM
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A.	Safety and Security	5 m
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B.	Integrated Plan Annual Presentation	5 m
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V.	Superintendent's Report	7:01 PM
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A.	Superintendent Updates	5 m
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B.	Policy for 2nd reading	5 m
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IKJ Artificial Intelligence, presented for a second reading by the board. The board will consider adopting this policy at its Oct. 5 board meeting.

C.	Policy for 1st reading
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Policy IKC Class Rankings - **Valedictorian and Salutatorian**

VI. Board Report

The next regular board meeting will be October 5 at 6:30 p.m.

Presenter

Time

Nominations are open for OSBA Board of Directors and the Legislative Policy Committee.

VII. Consent Agenda

7:11 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. Personnel Report 5 m
- C. Finance report 5 m
- D. Policy for 2nd reading and adoption

KNA Immigration Enforcement on District Property is presented to the board for a final reading and adoption.

VIII. Business Agenda

7:26 PM

- A. Board-Superintendent Agreement 5 m

The Board of Directors and Superintendent enter into an agreement every year about operating and communicating.

SUGGESTED MOTION: I move to approve the Board-Superintendent Agreement for the 2026-27 school year.

- B. Cooperative Sponsorship Agreement with King's Valley Charter School for football 5 m

In order for two or more schools to qualify for cooperative sponsorship as per OSAA, the request must come to the governing boards whose schools are involved, to jointly apply for such sponsorship.

Suggested Motion: I move to approve the cooperative sponsorship between Central School District and King's Valley Charter School for the 2026-27 school year in football.

- C. Approval of 25-26 Integrated Plan 5 m

Dr. Kubista presented the 25-26 Integrated Plan during staff reports.

Presenter

Time

Suggested Motion: I move to approve the 25-26 Integrated Plan as presented earlier.

IX. Board Comments

X. Recess into Executive Session

7:41 PM

A. Executive Session - Closed to the public

20 m

Under the provisions of ORS 192.660, Open Meeting Law, the Board of Directors will enter executive session for the following purpose:

To conduct deliberations with persons designated to carry on labor negotiations. (ORS 192.660(2)(d))

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

XI. Closing Items

8:01 PM

A. Items for Action at Future Meetings

5 m

October

- Division 22
- Attendance and Discipline: dive into strategies
- State Report Cards
- Summer Facilities - Projects Completed
- Policy IKJ - final adoption

November

- State Report Cards
- Personnel Report and Enrollment Update
- Data - Attendance, Discipline, Universal Screener
- Accountability presentation
- PLC - Legislative Priorities, Facilities Planning

December

	Presenter	Time
• Nutrition Services • Data (Attendance, Discipline, Fall Universal Screener, CTE and AP/Honors 25-26 data) • Retreat (Evaluation, Legislative Priorities, Facilities Plan) • Invite FFA winners for recognition		
B. Adjourn Meeting		

Coversheet

Safety and Security

Section:	IV. Staff Reports
Item:	A. Safety and Security
Purpose:	
Submitted by:	
Related Material:	9.14.2026 Safety & Security Presentation.pdf

CSD13J

CSD13J Board Meeting September 2026



Central School District 13J Safety & Security Review 2026-2027 School Year



“Prevent what we can;
prepare for what we cannot.”

CSD 13J Safety & Security Mission Statement



Standard Response Protocol (SRP)

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

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

ADULTS

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



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

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



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard
Tornado
Hazard
Earthquake
Tsunami

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

ADULTS

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



IN AN EMERGENCY TAKE ACTION



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

Standard Response Protocol – Public Address

Medical Emergency	Hold in your Room or Area. Clear the halls.
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 Tornado!



Positives of SRP:

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



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





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, Weapon, or Violence at School.



Reunification Information (PLEASE PRINT CLEARLY)
Have photo identification out and ready to show school personnel.

Checker completes upon check-in

TIME

INITIALS

OTHER

Student Name

Student Grade Student Cell Phone Number

Name of person picking up student

Signature

Phone number of person picking up student

Relationship to student being picked up

School personnel completes:
Photo identification matches name of person picking up student?
Yes or No

Parent/Guardian completes:

Print Student Name Again..... Student Grade

Teacher

Student Birthday

School personnel completes upon release of student

TIME INITIALS OTHER

Signature

Print Your Name

Date

I have read and understand these instructions.

Parent/Guardian Sign Off

Instructions

First, we want to thank you for your patience during this reunification. We share the same goal during this process: Getting you and your student back together as quickly as possible. The reason we're going through this is that an event has occurred at the school that mandates we personally reunite you with your child.

1. Please complete the information on the other side of this card.
2. Prepare identification (if you don't have ID with you, please move to the side of the line, it may take a little longer to verify your identity).
3. Select the check-in line based on either student last name or student grade.
4. After check-in, staff will split this card and a reunifier will be sent to recover your student. Please step over to the Reunification Location.
5. If there has been injury or other concerns, you may be asked to meet with a counselor.
6. Please don't shout at school or district staff. We'll get through this as quickly as possible.

in 6 Easy Steps

Parent Parent Parent Parent

CSD 13J 2026-2027 Safety & Security

Goals & Expectations: Keeping our Buildings Safe!

1. Lanyards:

Identification Badges for all staff and visitors.

2. Lock doors:

Keep all perimeter doors to the building locked.

3. Radios:

Ability for quick communication across campus.

4. Drop-off & Pick-up Safety:

Have a process, educate parents, signage, staff, other?

Other Important Safety Resources:

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)



Handle With Care - First Responders!

Handle With Care Notification Form
From Law Enforcement to the School/District

To: _____ From: _____
(School) (Law Enforcement Agency)

Date: _____ Time: _____ Incident Date: _____

The child referenced below was on the scene of a police action in the last 24 hours and could exhibit academic, emotional and/or behavioral problems as a result of exposure to a traumatic event. Please handle him/her with care. For more information go to www.handlewithcare.org

Child's name: _____ Age: _____
Child's name: _____ Age: _____
Child's name: _____ Age: _____

✂ _____

To: _____ From: _____
(Teacher) (Principal/Counselor)

Handle With Care

Student _____
Incident Date _____

FRAGILE

A close-up photograph of a person's hands holding a blue and white rectangular sticker. The word 'FRAGILE' is printed in white capital letters on a blue background. The sticker is being held against a brown cardboard surface.



Questions?

Coversheet

Integrated Plan Annual Presentation

Section: IV. Staff Reports
Item: B. Integrated Plan Annual Presentation
Purpose:
Submitted by:
Related Material:
2025-26 Central School District Integrated Plan-Board Presentation.pptx.pdf



25-26 Integrated Programs Annual Report Presentation

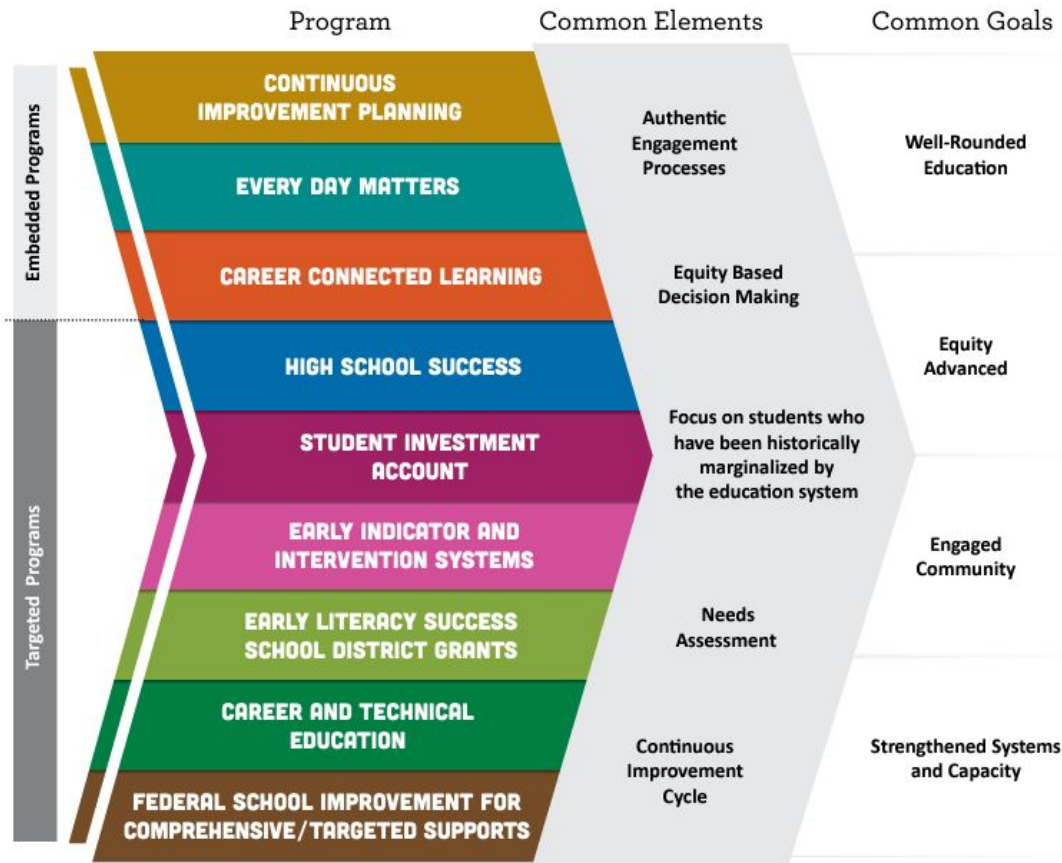
Central School District 13J

Purpose for Presentation

- To share priorities in the plan:
 - CSD 13J Strategic Plan
- To share metrics:
 - CSD 13J “How we measure our progress”
- To seek board approval for the 25-26 annual review.



Aligned Programs & Common Goals



Required Planning Processes

- Use of an Equity Lens
- Community Engagement
- Comprehensive Needs Assessment
- Tribal Consultation
- Potential Impact on Focal Students
- Development of a four-year plan with clear Outcomes, Strategies, and Activities
- The existing plan to review and revise
- Input from District Equity Committees
- Recommendations from the Quality Education Model (QEM)
- Recommendations from Statewide Student Success Act Plans
- Reviewing and Using Regional CTE Consortia Inputs

How the State Understands Success

There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:

1. High School Success Eligibility Requirements
2. State CTE Perkins Performance Targets
3. Federal School Improvement Accountability Data
4. Longitudinal Performance Growth Targets (LPGTs)
5. Local Optional Metrics (LOMs)
6. Progress Markers

Oregon Department of Education

Longitudinal Performance Growth Targets (LPGTs)

ODE will co-develop Longitudinal Performance Growth Targets with grant recipients, based on:

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Overall and disaggregated rates for the following metrics:
 - Third-grade reading proficiency rates measured by ELA
 - Ninth-grade on-track rates
 - Regular attendance rates
 - Four-year or on-time graduation rates
 - Five-year completion rates

How we understand success

CSD13J Strategic Plan Scorecard

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

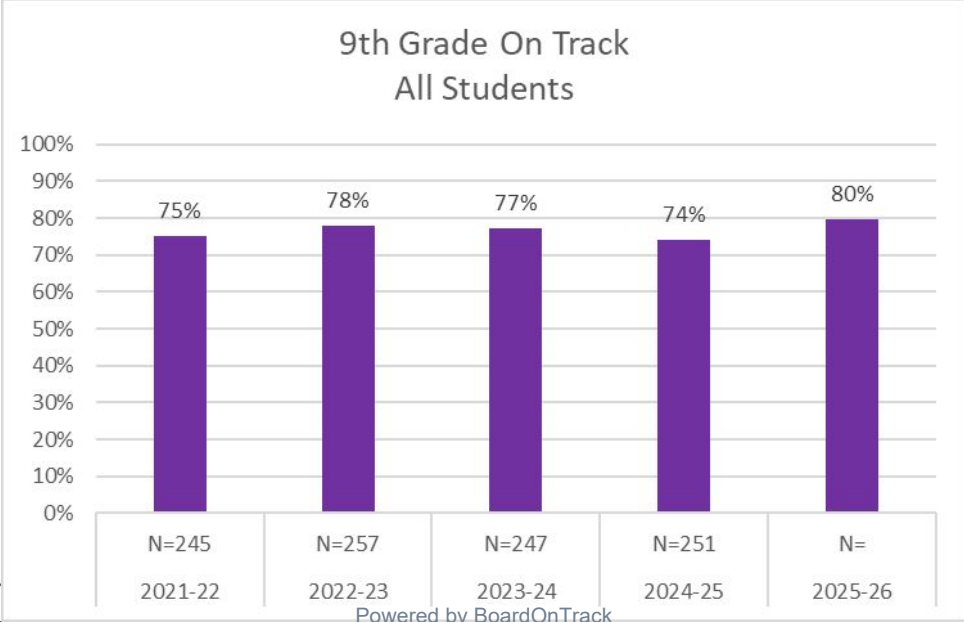
How we understand success

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

Four Year Cohort Grad/ Five Year Cohort Completer

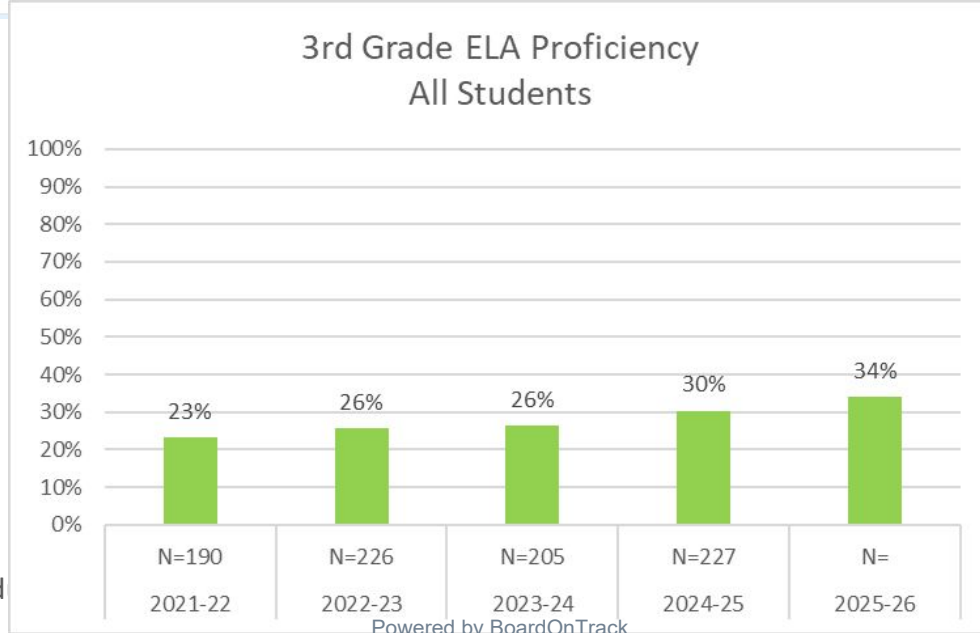
Metric	Target Type	2025-26 Target
	 	 
Four Year Cohort Graduation		
Four Year Cohort Graduation	Baseline Target: All Students	86.00%
Four Year Cohort Graduation	Stretch Target: All Students	90.00%
Four Year Cohort Graduation	Gap-Closing Target: All Focal Group Students	84.50%
<i>Four Year Cohort Graduation</i>	<i>Difference Between Baseline and Gap-Closing</i>	1.50%
Five Year Cohort Completion		
Five Year Cohort Completion	Baseline Target: All Students	94.00%
Five Year Cohort Completion	Stretch Target: All Students	94.00%
Five Year Cohort Completion	Gap-Closing Target: All Focal Group Students	94.00%
○ Five Year Cohort Completion	<i>Difference Between Baseline and Gap-Closing</i>	0.00%

Metric	Target Type	2025-26 Target
9th Grade On-Track		
9th Grade On-Track	Baseline Target: All Students	79.00%
9th Grade On-Track	Stretch Target: All Students	85.00%
9th Grade On-Track	Gap-Closing Target: All Focal Group Students	74.25%
9th Grade On-Track	<i>Difference Between Baseline and Gap-Closing</i>	4.75%

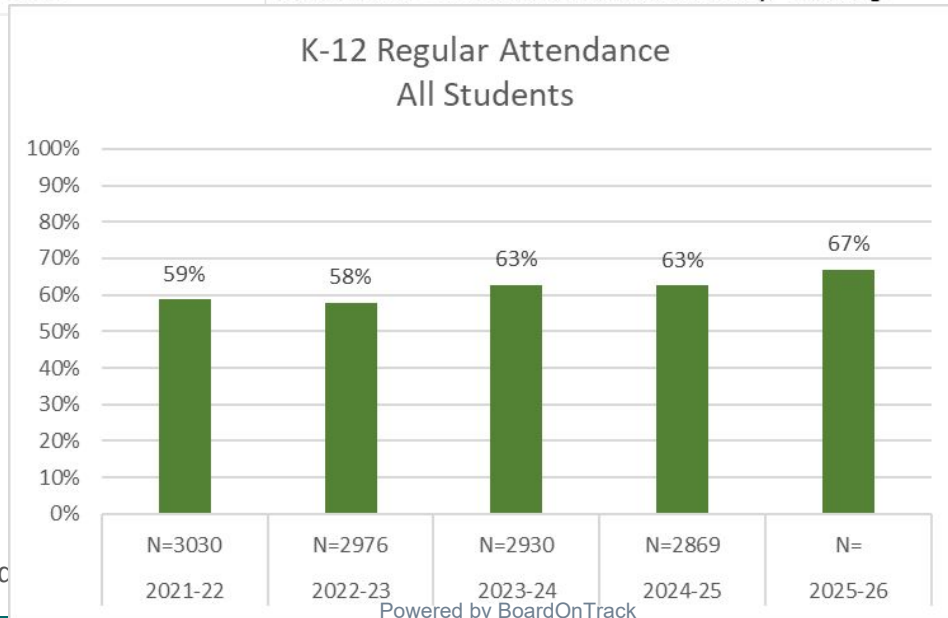


Central School District 13J - CSD Board of Directors Regular Meeting - Agenda - Monday September 14, 2026 at 6:30 PM

Metric	Target Type	2025-26 Target
3rd Grade ELA Proficiency		
3rd Grade ELA Proficiency	Baseline Target: All Students	29.00%
3rd Grade ELA Proficiency	Stretch Target: All Students	35.00%
3rd Grade ELA Proficiency	Gap-Closing Target: All Focal Group Students	23.00%
3rd Grade ELA Proficiency	<i>Difference Between Baseline and Gap-Closing</i>	6.00%



Regular Attendees		
Regular Attendees	Baseline Target: All Students	61.00%
Regular Attendees	Stretch Target: All Students	71.00%
Regular Attendees	Gap-Closing Target: All Focal Group Students	54.00%
Regular Attendees	<i>Difference Between Baseline and Gap-Closing</i>	7.00%



Annual Report Narrative #1

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

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

- The board of directors continues to prioritize the district's strategic plan & long-term performance metrics. We continue to blend & braid state & federal funding to support the success of every student in our district.
- Regular Attendance is up six (6) percentage points (compared to 24-25 SY)
- Growth and Achievement in 3rd grade state Language Arts Assessments
 - Up three (3) percentage points (compared to 24-25 SY)
 - Up seven (7) percentage points over a 5-year period
 - Up five (5) percentage points above our 25-26 State target (29%)
- 9th Grade On-Track up six (6) percentage points (compared to 24-25 SY)

Annual Report Narrative #2

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

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

- Attendance:
 - Presence of Federal authorities and continued sickness during winter months.
 - Communication that school buildings are safe
 - Board in-process of adopting Policy KNA
- Continued rising costs in Special Education:
 - Partnerships with Youth Care Organizations/Facilities in the community
 - Lack of additional funding during the legislative process (high-cost and CAP).

INTEGRATED FUNDING 2025-26

Annual Amount = \$4,415,139.38

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



QUESTIONS AND THANK YOU!

16

Coversheet

Policy for 2nd reading

Section:	V. Superintendent's Report
Item:	B. Policy for 2nd reading
Purpose:	
Submitted by:	
Related Material:	IKJ G1 Artificial Intelegence.docx.pdf

Central School District 13J

Code: IKJ
Adopted:

Artificial Intelligence**

The Board of Education recognizes that artificial intelligence (AI) technologies are becoming increasingly prevalent in education and society. The Board supports the limited and responsible use of AI as an instructional tool when its use advances educational objectives, complies with applicable law, and aligns with District policies.¹

Definitions:

"Artificial Intelligence" (AI) is a computer science focused on building machines capable of performing tasks that typically require human intelligence, such as learning, reasoning, problem-solving, and understanding language.

"Personally identifiable information" (PII) is defined in Board Policy JOB as:

1. Student's name, if excluded from directory information as requested by the student or caregiver in writing;
2. Name of student's parents/legal guardians, or other family member;
3. Address of the student or student's family, if excluded from directory information as requested by the student/parent/legal guardian in writing;
4. A list of personal characteristics that would make the student's identity easily traceable such as student's date of birth, place of birth, and mother's maiden name;
5. Other information alone or in combination that would make the student's identity easily traceable;
6. Other information requested by a person who the district reasonably believes knows the identity of the student to whom the record relates.

The use of AI tools must remain compliant with Family Educational Rights and Privacy Act (FERPA). All laws regarding student records, confidentiality, privacy, and student internet use will be followed at all times. District staff are prohibited from sharing PII² with any artificial intelligence application.

Confidentiality of staff records and staff PII must be maintained when utilizing AI tools.

Student Expectations of Use

AI use is most valuable when used with intention, after forming their own ideas, to test logic, filter information, or explore relevance. Using AI to replace thinking undermines deep understanding and ownership of the work.

Students are expected to:

¹ Artificial intelligence was used in composing parts of this policy.

² See Board policy JOB – Personally Identifiable Information for additional information.

- Think critically
- Verify AI information
- Cite AI use when required
- Protect privacy
- Follow district computer use agreement
- Demonstrate their own understanding
- Follow assignment-specific expectations.

Students remain responsible for all submitted work, regardless of whether AI assisted in this creation.

Staff Expectations of Use

Professional educators remain responsible for instructional decisions, assessment of student learning, and the exercise of professional judgment. The use of AI shall not diminish academic rigor, substitute for original student work, replace professional judgment, or interfere with the District's educational mission.

Staff may use artificial intelligence as part of instruction to further course objectives. Only applications approved by the district's Curriculum and Instruction Department in consultation with the IT Department will be allowed to be used as part of the class. All Terms of Use will be followed, along with any additional rules established by the Curriculum and Instruction Department and IT Department.

District staff are authorized to use AI to perform appropriate work functions. Staff are responsible for ensuring their use complies with:

- all state and federal laws including, but not limited to, copyright and privacy laws; and
- district policies, processes, and procedures.

Example uses of AI by staff include, but are not limited to:

- Lesson planning
- Differentiation
- Assessment design
- Rubric development
- Administrative tasks
- Accessibility supports

Staff remain professionally responsible for reviewing, editing, and approving all AI-generated materials before classroom use.

Staff shall not rely solely on AI for instructional decisions or grading.

Staff Professional Development

The district will seek out professional development opportunities for staff to learn how to use artificial intelligence for various work functions.

Violations

Students and staff in violation of policy or related rules will be subject to discipline as outlined in the Student Code of Conduct and Student/Family Handbooks, and Staff Handbooks. Violations may be subject to discipline and may be referred to law enforcement. Failure to follow these rules may result in incomplete credit or disciplinary action.

AI shall not be used to:

- Harass
- Bully
- Impersonate others
- Circumvent school safety policies
- Create deceptive images, audio, or video intended to harm others
- Completing assignments without permission to use AI
- Fabricating research or citations
- Cheating
- Generating prohibited and/or discriminatory content
- Uploading confidential information
- Impersonating another individual
- Circumventing learning objectives

AI shall serve only as a supportive educational resource and shall not replace the relationships, accountability, or human judgment that are essential to effective teaching and learning.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133.

Children's Internet Protection Act (CIPA), 47 U.S.C. §§ 254(h) and (l); 47 C.F.R. § 54.520.

Children's Online Privacy Protection Act of 1998, 15 U.S.C. §§ 6501–6505

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

Protection of Pupil Rights, 20 U.S.C. § 1232h.

Coversheet

Policy for 1st reading

Section:	V. Superintendent's Report
Item:	C. Policy for 1st reading
Purpose:	
Submitted by:	
Related Material:	IKC D1 Class Rankings - Valedictorian and Salutatorian.pdf

Central School District 13J

Code: IKC

Adopted: 3/05/01

Readopted: 8/01/11; 4/01/19

Orig. Code: IKC

Class Rankings-Valedictorian and Salutatorian

In the interest of encouraging and recognizing outstanding academic achievement, a valedictorian and a salutatorian will be selected for each graduating class.

~~The district's valedictorian and salutatorian may be permitted to speak as a part of the district's planned graduation program at the discretion of the building principal or designee. All speeches must be reviewed and approved in advance by the building principal or designee. Titles and privileges granted to students designated as valedictorian and salutatorian may be revoked for violation of Board policy, administrative regulation or school rule.~~

The valedictorian will be selected according to the following procedure:

- ~~1. The valedictorian will be the student(s) earning a weighted cumulative GPA of 4.1 or higher with all As on the transcript;~~
- ~~2. In the event that no student(s) receive a weighted 4.1 GPA, the student(s) with the highest GPA will be recognized as the valedictorian(s);~~
- ~~3. Beginning with the graduating class of 2021, students must have completed the Honors Diploma requirements in addition to earning the GPA requirements to be honored as valedictorian.~~

~~The salutatorian will be selected according to the following procedure:~~

- ~~1. The salutatorian will be the student(s) earning a weighted cumulative GPA of 4.1 or higher with all As and Bs on the transcript;~~
- ~~2. In the event that no student(s) meet this criteria, a salutatorian will not be awarded;~~
- ~~3. Beginning with the graduating class of 2021, students must have completed the Honors Diploma requirements in addition to earning the GPA requirements to be honored as salutatorian;~~
- ~~4. To be eligible for valedictorian or salutatorian honors, a student must be enrolled at Central High School prior to and continuously following the 10th day of the student's senior year.~~

1. To be eligible for valedictorian or salutatorian, a student must qualify for a Diploma of Merit and be enrolled at Central High School prior to and continuously following the tenth school day of the student's senior year.
2. The valedictorian will be the student with the highest weighted grade point average as computed at the end of seven semesters of high school work, and verified at the end of eight semesters;
3. The salutatorian will be the student with the second highest weighted grade point average as computed at the end of seven semesters of high school work, and verified at the end of eight semesters. Weighted GPA will be calculated out to the one hundredth place (4.15).
4. In case of a tie for valedictorian, co-valedictorians will be honored;

5. In case of a tie for salutatorian, co-salutatorians will be honored;
6. A Withdraw and/or No Grade on a student transcript will not be allowed for Val/Sal consideration.
7. Foreign exchange students will not be considered in computing class rank and, therefore, will not be eligible for any academic honors.

The potential valedictorian(s) and salutatorian(s) will be identified at the end of first semester of senior year. Grades will be verified at the ~~end of the nine-week grading period of the~~ conclusion of second semester, and the valedictorian(s) and salutatorian(s) will be announced at that time ~~to confirm the valedictorian(s) and salutatorian(s).~~

Titles and privileges granted to students designated as valedictorian/salutatorian may be revoked for violation of Board policy, administrative regulation, or school rules.

The district's valedictorian and salutatorian may be permitted to speak as a part of the district's planned graduation program at the discretion of the principal or designee. All speeches must be reviewed and approved in advance by the building principal or designee.

~~A staff committee will oversee the selection process. The committee will consist of one administrator, one guidance counselor, at least two licensed staff and one classified staff member.~~

END OF POLICY

Legal Reference(s):

Class Rankings –

IK
C
1-
2

[ORS 332.107](#) [ORS 336.179](#)

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

Cross Reference(s):

IKFB - Graduation Exercises

IKI - Academic Integrity

Class Rankings –

IK
C
2-
2

Coversheet

Approval of Minutes

Section: VII. Consent Agenda
Item: A. Approval of Minutes
Purpose:
Submitted by:
Related Material: 2026_06_22_csd_13j_board_plc_minutes.pdf

DRAFT



Central School District 13J

Minutes

CSD 13J Board PLC

This is a work session for the board.

Date and Time

Monday June 22, 2026 at 6:00 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, Susan Graham

Directors Absent

Jann Jobe, Marc Senyk, Melanie Landon-Hays

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 Jun 22, 2026 at 2:17 PM.

II. Studer Education

A. Experience survey results from 2025-26

Casey Blochowiak from Studer Education reviewed the results of the experience surveys with the Board.

The board discussed the results, with a focus on how the district could encourage more participation, including offering incentives for completing the survey while maintaining anonymity. Ms. Blochowiak noted that overall, employee participation was up, while caregiver participation was slightly down over last year. She suggested emphasizing how the surveys impact people so they understand the importance of the feedback.

Superintendent Kubista shared that improving the culture and climate will impact all of the district's goals: Student growth and achievement, staff leadership and continuous improvement, family engagement, and community partnerships. Director Graham noted that the incoming student representatives to the board could help increase student participation in surveys next year.

The board recessed from 3:36 p.m. to 3:44 p.m.

III. Accountability -- State level

A. State Accountability Metrics - Required and Local option

Dr. Kubista reviewed the new state accountability metrics and how they relate to the district's performance metrics. The district is already tracking most of the state accountability metrics, except for the focus on K-2 attendance, and a local option metric. Dr. Kubista explained that if the district does not meet the goals, the consequences include higher levels of state assistance, from Oregon Department of Education coaches to the ODE helping with the budget process and priorities.

IV. Business Meeting - Policy

A. 2nd Reading DBDB Fund Balance

Susan Graham made a motion to adopt policy DBDB Fund Balance as presented.

Irene Oliveros-Vega seconded the motion.

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

Roll Call

Byron Shinkle	Aye
Jann Jobe	Absent
Marc Senyk	Absent
Melanie Landon-Hays	Absent

Roll Call

Irene Oliveros-Vega Aye
 Susan Graham Aye
 Andrea Van Heeswyk Aye

B. First reading

V. Budget Hearing - 4:30 p.m.

A. Budget Hearing for the 2026-27 School Year Budget.

The Board recessed from 4:34 p.m. to 4:43 p.m.

The budget hearing started at 4:43 p.m.

Director of Finance and Operations Cec Koontz presented an update on the 2026-27 budget. She noted a continued hiring freeze on resignations and retirements. She reviewed the options for a Mental Health contract with Polk County Family and Community Outreach, and included suggested options for cuts elsewhere to continue a mid-tier mental health contract with the county:

- Use 0.5% of the contingency
- Move all staff at the Annex back to the District Office
- Credit received from WESD
- Slight increase in the State School Fund

Ms. Koontz noted that the mid-tier contract included three bilingual mental health associates, one at each elementary school, and eliminated school-based mental health associates from both the middle and high schools. She added that to keep a mental health associate in each building would cost the district an estimated additional \$200,000.

Public Comment on the Budget Hearing:

Erika Hendren asked if there was a plan to get enrollment back up. She also asked if there was a way to save money on curriculum purchase of consumables. She shared her concerns about the hiring freeze and getting less desirable candidates, and asked if there was a way to share the three mental health associates with the middle and high schools. The public comment ended at 5:05 p.m.

VI. Budget Adoption Resolutions

A. Appointing Authorized Signatories

Irene Oliveros-Vega made a motion to adopt the Operating Resolution Authorizing Positions as presented.

Susan Graham seconded the motion.

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

Roll Call

Marc Senyk Absent

Roll Call

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

B. Crime Policy Coverage

Susan Graham made a motion to maintain current services.

Andrea Van Heeswyk seconded the motion.

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

Roll Call

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

C. Re-authorizing Construction Excise Tax

Andrea Van Heeswyk made a motion to adopt the resolution re-authorizing the collection of Construction Excise Tax and impose the Indexed Tax Rate Limits for Construction Excise Tax for the Fiscal Year 2026-27 to be effective immediately upon signing of the resolution.

Irene Oliveros-Vega seconded the motion.

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

Roll Call

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

D. Designate Financial Institutions

Andrea Van Heeswyk made a motion to approve the resolution designating Central School District 13J financial institutions as presented.

Irene Oliveros-Vega seconded the motion.

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

Roll Call

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

E. Professional Services Representatives

Andrea Van Heeswyk made a motion to adopt the Operating Resolution selecting auditors, insurance carriers, insurance broker, and attorneys, as presented.

Susan Graham seconded the motion.

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

Roll Call

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

VII. Executive Session

A. Executive Session - Negotiations

The Board of Directors recessed into executive session at 5:31 p.m. for the following purpose:

Under the provisions of ORS 192.660 (2) (d) to conduct deliberations with persons designated to carry on labor negotiations.

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

B. Executive Session

The Board remained in executive session under the provisions of ORS 192.660 (2)(i) under Open Meeting Law to review and evaluate the performance of the superintendent or any other public officer, employee, or staff member, unless that person requests an open hearing.

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

The board recessed out of executive session and resumed regular open session at 6:25 p.m.

VIII. 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 6:25 PM.

Respectfully Submitted,
Byron Shinkle

Documents used during the meeting

- 6.22.26Retreat_BoardofDirectors.pdf
- Accountability Grouping Comparison Data 24-25 SY.pdf
- DBDB D1 Fund Balance.pdf
- JFCEB D1 (1).pdf
- Annual Board Resolution_Prof Services 2026-27.pdf
- Annual Board Resolution_Crime Policy Coverage 2026-27.pdf
- Annual Board Resolution_Designating Financial Institutions 2026-27.pdf
- Annual Board Resolution_Authorizing Positions 2026-27.pdf
- Annual Board Resolution_Authorizing CET Rates 2026-27.pdf

Coversheet

Personnel Report

Section:	VII. Consent Agenda
Item:	B. Personnel Report
Purpose:	
Submitted by:	
Related Material:	Board Reports - 26_27.xlsx - September 2026.pdf

Board Report: September 08, 2026				
Hired				
Last Name:	First Name:	Position:	Location:	Effective Date:
Leave of Absence				
Last Name:	First Name:	Position:	Location:	Effective Date:
Resignation				
Last Name:	First Name:	Position:	Location:	Effective Date:
Landolt	Karilea	Teacher	IES	09/28/2026
Retirement				
Last Name:	First Name:	Position:	Location:	Effective Date:

Coversheet

Policy for 2nd reading and adoption

Section:	VII. Consent Agenda
Item:	D. Policy for 2nd reading and adoption
Purpose:	
Submitted by:	
Related Material:	KNA Immigration Enforcement on District Property G1.docx.pdf

Central School District 13J

Code: KNA
Adopted:

Immigration Enforcement on District Property

The district complies with state and federal law, including Oregon Revised Statute (ORS) 180.805 and ORS 181.826, and this policy and accompanying administrative regulations KNA-AR(1) – Interactions with Immigration Enforcement and KNA-AR(2) – Federal Immigration Enforcement Request Log when responding to requests from federal immigration authorities regarding immigration enforcement.

Absent a judicially authorized subpoena, warrant or court order, district staff must not allow federal immigration authorities access to the district's records or facilities not open to the public for the purposes of immigration enforcement and must verify the validity of any subpoena, warrant or court order involving immigration enforcement presented to them by federal immigration authorities to ensure it is judicially authorized. Examples of judicial and administrative warrants and subpoenas can be found in the Oregon Attorney General's Model Public School Policies.¹ The superintendent or designee must review and approve any response to a request involving immigration enforcement. The district will provide ongoing training to designated staff to ensure compliance with this policy.

This policy will be made available in the student handbook, the staff handbook, and on the district's website².

Designation of Primary Point of Contact

The superintendent or designee is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district "immigration liaison". The executive director of human resources shall serve as an alternative point of contact during the immigration liaison's absence or unavailability ("alternate immigration liaison").

The immigration liaison's responsibilities include:

1. Serving as the district's representative during encounters with federal immigration authorities;
2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;
3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB – Education Records/Records of Students with

¹

<https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

² Must be provided in culturally appropriate languages that are used to communicate effectively with parents and guardians of students in the district, as determined by the Board. {The district is encouraged to evaluate language needs in the district in order to effectively communicate with all parents and guardians.}

Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information and this policy;

4. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;
5. Reviewing and responding to requests from federal immigration authorities, in coordination with, and under the direction of, the superintendent or designee;
6. Facilitating the district's compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;
7. Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property for immigration enforcement.

Required Notice

When a federal immigration authority is reported to have entered school property for the purpose of immigration enforcement the immigration liaison shall confirm whether federal immigration authorities have entered school property for immigration enforcement and when confirmed, shall provide notice as follows:

1. Notice must be provided to:
 - a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades 6 and above;
 - b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
 - c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
 - d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting superintendent or designee at the district office.
2. Notice must include:
 - a. The general location of the federal immigration authority; and
 - b. Whether classes or school operations were affected by the presence of the federal immigration authority.
3. Notice must not disclose:
 - a. Personally identifiable information;
 - b. Other information that may not be legally disclosed; or
 - c. Other information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

The required notice will be provided as expediently as possible using existing methods used for providing electronic communications.

Unless otherwise prohibited by law or court order, the district will make reasonable efforts to provide notice to a student, or to the parent of guardian of a student, when the district has provided information related to the student to a federal immigration authority.

Confidentiality of School Records

Except when required by a judicially authorized warrant, subpoena, or order, Oregon law prohibits the district from disclosing protected information to federal immigration authorities for the purpose of enforcing federal immigration laws. Protected information includes information relating to a person's:

1. Address;
2. Workplace or hours of work;
3. School or school hours;
4. Contact information, including telephone number, electronic mail address or social media account information;
5. Known associates or relatives; and
6. Date, time or location of the person's hearings, proceedings or appointments with a public body that are not matters of public record.

Oregon law also prohibits sharing any of the above information about a person's relatives or known associates with federal authorities for immigration enforcement purposes.

Oregon law generally prohibits the district from sharing or disclosing citizenship or immigration status or country of birth information³ that the district collects, unless one of the following exceptions applies:

1. The disclosure is required by state or federal law (other than federal immigration law);
2. The disclosure is required by a judicially authorized warrant, order, or subpoena;
3. The information being shared with a person concerns only that person or their dependents; or
4. The information is aggregated and not personally identifiable.

In addition to the prohibitions described above, federal and state laws make records and information related to students confidential and permit disclosure only in limited circumstances. The district's policies with respect to student records can be found in Board policies JO/IGBAB – Education Records/Records of

³ Citizenship or immigration status or country of birth information is any information concerning:

1. Where a person was born; or
2. Whether a person is a citizen of the United States; or
3. Whether a person has lawful authority to be present in the United States.

Students with Disabilities, JOA – Directory Information and JOB – Personally Identifiable Information. To ensure compliance with applicable federal and state law, the district’s staff shall not disclose any school records or information to federal immigration authorities except as provided in these policies.

Staff must also maintain the confidentiality of school records and other information about students, staff, and volunteers when communicating with other students, parents, or community members about immigration enforcement activities involving students, staff, or volunteers of the district or occurring on district property. Staff should direct anyone with questions about immigration enforcement activities occurring on district property to the immigration liaison.

Training

The district will provide the immigration liaison and alternate immigration liaison with training as follows:

1. The training must include information on the requirements of House Bill 4079 (2026), any applicable model policies published by the Attorney General, and this policy; and
2. The training must be provided at the time of designation and at least once every two years thereafter.

END OF POLICY

Legal Reference(s):

[ORS 180.810](#)
[ORS 180.805](#)

[ORS 181.826](#)
[OAR 581-021-0371](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

[Oregon Attorney General’s K12 School Model Policy](#)

Senate Bill 1538 (2026).

Senate Bill 1594 (2026).

House Bill 4079 (2026).

Coversheet

Board-Superintendent Agreement

Section:	VIII. Business Agenda
Item:	A. Board-Superintendent Agreement
Purpose:	
Submitted by:	
Related Material:	Board and Superintendent Working Agreement_Draft_2026-27.docx.pdf

BOARD AND SUPERINTENDENT WORKING AGREEMENTS
2026 – 27 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

Susan Graham, Board of Director Chair	Date
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Irene Oliveros-Vega, Board of Director Vice Chair	Date
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Jann Jobe, Board of Director _____ Date _____

Melanie Landon-Hays, Board of Director	Date
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Byron Shinkle, Board of Director	Date
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Marc Senyk, Board of Director	Date
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Andra Van Heeswyk, Board of Director Date