



# SCIO SCHOOL DISTRICT 95-C

38875 NW First Avenue  
Scio, Oregon 97374

“Youth In Pursuit of Excellence”

SCIO SCHOOL DISTRICT 95C  
SCHOOL BOARD MEETING MINUTES  
Scio Middle School Library  
38875 NW FIRST AVE., SCIO, OREGON 97374-9502  
Thursday, October 17, 2024  
6:00 P.M.  
In Person/Via Zoom Meeting

The link to view the meeting:

<https://zoom.us/j/94410360023?pwd=cEg1Ylk2YncyMkkoQTlrM3BFZ1V4Zz09>

Opening 6:00 p.m.

Public Hearing

**1 CALL TO ORDER/WELCOME**

- 1.1. The flag salute was led by Nicole Buganski
- 1.2. Audience Introductions/ Request

Chairman, Nicole Buganski  
Chairman, Nicole Buganski

**2 Scio Middle School Seismic Rehabilitation “Findings of Fact”**

- 2.1. Review the findings and receive public comment on the Scio School District, Scio Middle School Retrofit Seismic Rehabilitation

Public Hearing adjourn by Nicole Buganski at 6:15 p.m.

Opening 6:15 p.m.

Regular Meeting

## REGULAR BOARD MEETING MINUTES

### 1) CALL TO ORDER/WELCOME

The meeting was called to order by Presiding Chair, Nicole Buganski, at 6:00 P.M.; other board members present were Ed DeWilde, Anber Nelson, Derryl James, and Mike Ennis. Also, present were Superintendent – Steve Martinelli, Payroll/Board Secretary- Chelle Mask, and Director of Charter Schools – Gary Tempel, and Business Manager – Tracy Porter. Principals Kim Roth, Jacob Alburn, and Kyle Braa were present. Also present were members of the audience (See list attached).

**1.1 The flag salute was led by Nicole Buganski.**

**1.2 Audience Introduction/Request (See List Attached)**

### 2) Approval of Consent Agenda

Anber Nelson made a motion to approve the consent agenda as presented. Ed DeWilde seconded the motion. Motion passed.

James – Yes    Ennis – Yes    Buganski – Yes    DeWilde – Yes    Nelson – Yes

### 3) Adjustments to Agenda/Adopt Agenda

Mr. Martinelli adjusted the agenda adding 5.7 - Moving November board meeting

Mike Ennis made a motion to accept the agenda as amended. Anber Nelson seconded the motion. Motion passed.

James –Yes    Ennis – Yes    Buganski – Yes    DeWilde – Yes    Nelson – Yes

### 4) Delegation/Visitors

**4.1 Spotlight on Education-Centennial Elementary School**

Michelle Lefeber, 2<sup>nd</sup> Grade Teacher and District Mentor Coordinator, presented to the Board the following:

# Oregon Mentoring Program Standards

Mentoring Program Standards describe the structures and functions, processes, and effective practices necessary for a quality program. Effective mentoring is foundational to a quality program. An essential element of a mentoring program is a professional mentor who understands and utilizes the skills, strategies and tools necessary for the continuous development of teachers and administrators. Adopted at the State Board of Education



Oregon  
Secretary of State

Access the full OAR on the Oregon Secretary of State web page at [http://arcweb.sos.state.or.us/pages/rules/oars\\_500/oar\\_581/581\\_018.html](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_581/581_018.html).

## Program Standards

**Districts are committed to integrating and sustaining comprehensive mentor programs targeting quality teaching and learning that aligns with other district and state initiatives and goals.**

**1. Program Administration, Collaboration, and Communication:** *Quality mentor programs provide structures to assure a cohesive, culturally competent system for mentoring that is supported at all levels.*

**A Quality Mentor Program:**

1.1 has a designated leader with sufficient resources, authority, knowledge and experience to guide program implementation and accountability.

1.2 includes system-wide leadership.

1.3 involves collaboration and coordination among program leaders and stakeholders to ensure that program goals and practices align with teacher preparation programs, educator professional learning, evaluation systems, culturally responsive teaching practices and other P-20 initiatives.

1.4 develops and maintains structures and systems to promote two-way communication and stakeholder involvement.

**2. Leadership Engagement:** *Quality mentor programs require involved, informed and culturally responsive leaders.*

**Leaders in a Quality Mentor Program:**

2.1 provide resources and conditions required to promote and improve teacher and administrator success.

2.2 create a culture of equity that focuses on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity.



2.3 engage in professional learning in how best to support teachers and administrators.

2.4 collaborate and coordinate with other mentor program leaders across the state.

**3. Program Assessment and Evaluation:** *Quality mentor programs collect data to evaluate and improve program effectiveness.*

A Quality Mentor Program:

3.1 purposefully and systematically collects data, using multiple measures, to demonstrate implementation, impact, and areas for continuous improvement.

3.2 continuously and systematically shares evaluation findings with stakeholders to inform decision-making and accountability.

#### **Processes Standards**

**Mentoring processes are characterized by collaborative cycles of inquiry that provide for standards based feedback loops leading to measurable outcomes and practices for the success of all students.**

**4. Roles and Responsibilities:** *A quality mentor program carefully selects and assigns mentor/mentee partners reflective of diverse cultural characteristics and clearly defines roles.*

A Quality Mentor Program:

4.1 has a formal, rigorous and timely process for recruiting and selecting mentors based on culturally responsive criteria consistent with the roles and responsibilities of mentoring.

4.2 defines and communicates mentor roles and responsibilities that are focused on the continuous development of teacher and administrator practice.

4.3 utilizes a standards based system of ongoing assessment for mentor growth and accountability.

**5. Professional Learning:** *Quality mentor programs expand the knowledge and refine the practice of mentors and mentees through a collaborative, culturally responsive process, supported by research.*

A Quality Mentor Program:

5.1 establishes learning communities engaged in professional learning, problem-solving, and evidenced based collaborative inquiry for mentors, as well as teacher and administrator mentees.



5.2 ensures participants apply new learning to mentoring practice through engaging in goal-setting and reflection, implementing inquiry action plans, and analyzing data.

5.3 facilitates professional learning that is guided by research, standards, culturally responsive practices, local priorities and the developmental needs of mentors, as well as teacher and administrator mentees.

**6. Teacher and Administrator Assessment:** *Quality mentor programs utilize a data based cycle of inquiry to assess effective, appropriate and culturally responsive instructional and leadership practices.*

A Quality Mentor Program:

6.1 Includes self-reflection, goal setting, observations, and formative assessments.

6.2 Is designed to accelerate educator effectiveness to ensure that every student regardless of cultural, gender, racial, ethnic, and socioeconomic characteristics is ready for college, careers and engaged citizenship.

6.3 Includes multiple sources of evidence to assess teacher and administrator mentees' strengths and areas for growth and guide professional learning.

#### **Professional Practice Standards**

Districts are committed to integrating and sustaining comprehensive mentor programs promoting professional practices aligned with Oregon's Teaching and Administrator Standards that outline what educators should know and be able to do to help all students improve, grow and learn.

**7. Instructional and Leadership Practices:** *Quality mentor programs accelerate the professional practice of beginning educators to positively impact student achievement for EACH and EVERY learner no matter what their national origin, race, gender, sexual orientation, differently abled, first language, or other distinguishing characteristic..*

A Quality Mentor Program:

7.1 fosters self-reflection among teacher and administrator mentees to accelerate growth based on Oregon professional teaching or administrative standards.

7.2 supports knowledge of curriculum standards, grade level and subject standards, culturally responsive practices, pedagogy and performance levels for students.

7.3 strengthens the ability of teacher and administrator mentees to analyze data in order to plan and differentiate instruction and programs.

7.4 develops teacher and administrator mentees' knowledge and application of the physical, cognitive, emotional, cultural and social well-being of students.



7.5 supports collaborative partnerships among educators, families, and the community.

**8. Equity, Cultural Competence and Universal Access:** *Quality mentor programs foster and develop culturally competent educators.*

A Quality Mentor Program:

8.1 supports teachers and administrator mentees' knowledge of the cultural, gender, racial, ethnic, and socioeconomic characteristics of their classrooms, schools and community.

8.2 expands teachers and administrators' self-awareness of cultural competency and how that impacts their learning, teaching and leadership.

8.3 demonstrates a commitment to equity by developing culturally inclusive practices in teachers and administrators.





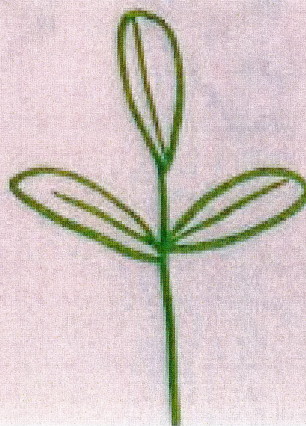
## New Teacher Mentoring

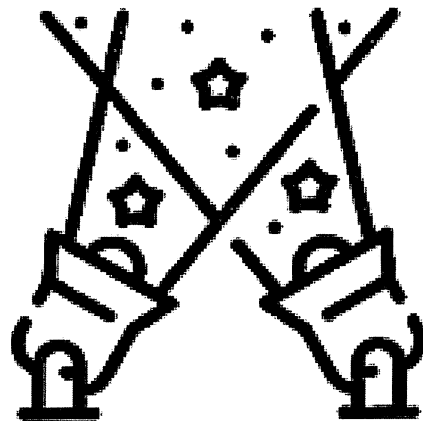
### **LBL ESD New Teacher Mentoring Program**

We are offering a multi-tiered new teacher mentor program for our region with the goal of providing the tools, resources, and training that are needed for each district to support their novice teachers at the highest level.

# MENTOR:

learning from  
someone who  
wants you to grow





## **In the Spotlight**

### **Scio School District**

Scio School District has a unique mentoring program model in our region. Michelle Lefebber, a second grade teacher and their lead mentor has embraced the opportunity to create a dynamic mentoring program for novice teachers



through a train-the-trainer model.

Michelle was seeking a leadership role and after attending LBL ESD's New Teacher Mentor Academy Kickoff in August of 2021, she was inspired to help design and lead a mentoring program in her district. She felt she has benefitted from mentors throughout her career and this was a way to give back. Michelle feels having a program led by a teacher for teachers offers tremendous benefits. She has 24 years of experience in the district and the community to share and has her finger on the pulse of what is happening, allowing her to pick topics that are both timely and relevant in the district context. One of the most compelling benefits of this model is the environment it creates, one in which novice teachers feel safe to be genuine and vulnerable about their struggles and their need for support.



Michele Lefeber, District Mentor Program Coordinator and 2nd grade Teacher

Michelle has participated for the past two years in LBL's yearlong New Teacher Mentor Academy and takes what she learns back to her mentoring team and novice teachers. She has learned that differentiation in the program is critical as Scio provides mentoring for both novice teachers and those new to the district. Participants come to her monthly training based on the relevancy of the topic, resulting in everyone feeling like their time is valued.



Right now, Michelle has 6 teams of mentors in the program, and she is really excited about the work that has already been done this year. She has met with all the teams once this school year.

Michelle leaves us with a quote. This is why mentoring is so important to her. *“Good teachers are strongly attracted to school systems that focus on finding, keeping and supporting good teachers. Affective teachers want to work in an environment that supports and appreciates them. They’re sustained and nourished by other good teachers who become their trusted colleagues, coaches, and mentors, and who share a commitment to create a good learning environment for their students.”*

The Board asked Michelle how many years the teachers are eligible for, for the mentorship?

Michelle said the current practice is one year in the program, but she knows through research that most teachers need 2 to 3 years of mentorship.

Michelle’s hope is to grow the program so they can fund it for least 2 years.

The Board asked, is this program for all teachers or just newer teachers to teaching?

Michelle said in the past we have put anyone new to Scio into the program. This year we separated new to Scio and new to teaching. She knows the needs are very different. They are really focused on what they are calling “Novice Teachers”. Which these are new to the profession. So those teachers that have 3 years or less of teaching experience.

The Board asked, does one teacher have one mentor?

Michelle said, yes. All their mentors are in the same buildings except one pair.

**4.2** Middle School/High School Leadership – N/A

**4.3** Formal Invitation from Historical Society – Jeanie Wooten is at the Board meeting on behalf of the Scio Historical Society. They would like to invite the students to the museum and learn about Scio. Jeanie would like to know the answer to the following question. “On January 11, 1983, who was sworn in as Scio’s first woman Mayor?” Answer: Wanita Haugen. Wanita was a teacher at the middle school and then principal.

1. What word represents 150 year anniversary or birthday?

2. Scio is the \_\_\_\_ oldest incorporated City in Oregon. It was incorporated on October 24<sup>th</sup>, 1866.

3. A Marion and Linn Counties atlas published in 1878, states that Scio was originally known as \_\_\_\_\_. The first voting was done there.

4. The first settlers arrived in the Scio area in \_\_\_\_\_. They were John and Melinda Crabtree and their 10 children.

5. John and Melinda Crabtree had the first twins in the Oregon Territory. Their names were \_\_\_\_\_ and \_\_\_\_\_ Crabtree.

6. The Scio \_\_\_\_\_ Church is the oldest church in Scio. It began in 1855. Records show Brother George Whitney was one of the first preachers.

7. Dr. \_\_\_\_\_ set up practice in Scio in 1896. He practiced over 62 years and delivered more than 2000 babies in Linn County, including 15 sets of twins and one set of triplets.

8. Fred Bilyeu was the owner of Scio's first automobile, bought May 14, 1910 in Albany. He also had the first Auto Dealership in Scio. He sold \_\_\_\_\_.

9. \_\_\_\_\_ was Scio's first Mayor.

10. \_\_\_\_\_ was sworn in on January 11, 1983 as Scio's first woman Mayor.

11. Scio is known as the "Covered Bridge Capital of the West". There are five drivable covered bridges in the Scio area. What are their names?



**Scio Historical Museum and Depot**  
**39004 NE 1st Avenue.**

**Museum Hours:**

**Thursdays—10am-12pm (Year round)**

**Saturday ; (May-October)11-4 pm**

Copies of Carol Bates book "In the Forks of the Santiam" and Willetta Pense book "A Czech Oasis" are available for purchase at the Scio Historical Museum, along with other books on Scio.

Come take a look at all the Scio History we have to see! We are just a short walk away. Come and see!

**Answers:** 1) Sesquicentennial. 2) Tenth. 3) McDonald Precinct. 4) 1845. 5) Newton and Jasper. 6) Christian. 7) Albert Prill. 8) Fords. 9) George Stroud. 10) Wanita Haugen. 11) Gilkey, Hanna, Hoffman, Larwood and Shimanek.

#### 4.4 Visitor/Patron Comments:

Nicole Zedwick and Mandy Murrell, Malcom's mom presented to the Board the final proposal for Malcom's memorial of the water fountain at the Middle School field. They have had the permit pulled already. They have Aaron Nicols doing the masonry. The rocks are special rocks that Malcom collected that they are using on the outside of the water fountain. The plaque is ready to be ordered. They also have someone doing bronze boots.

The Board asked, did the water rights ever get figured out? Nicole Zedwick said if the school district didn't approve of the paying of the water that the City of Scio would pay for the water. And this was approved by the city council meeting. The Board wants to keep the paying for the water, status quo. It was the district's understanding that the City of Scio was paying for the water in the past.

The Board is concerned with the boots being a tripping hazard. Can the boots be indented into the water fountain or part of the plaque? The Board is also concerned about the boots being vandalized as well. Discussion of the position of the water fountain was talked about and the position of the fence so people can access the water fountain from both sides of the water fountain. There was also discussion on the boots. The Board asked Mandy to create something that the boots are embedded. Construction of the water fountain needs to be done when school is not in session. Ed has been appointed to meet with Mandy and Nicole with the final plans.

Derryl James made a motion to approve the water fountain at the middle school field in the location of the existing water fountain contingent upon the Board seeing the renderings that demonstrate the boots confined to the water fountain, as not a trip hazard and vandalism. Mike Ennis seconded the motion. Motion passed.

**James – Yes   Ennis – Yes   Buganski – Yes   DeWilde – Yes   Nelson – Yes**

Nicole Zedwick wanted to follow up with the Board in relation to trading property for property. The proposal is to trade square footage for square footage. Zedwick's would get 1210 square feet and Scio School District would get 1211 square feet. Nicole Zedwick is willing to split the cost with the district for the engineering costs.

An audience member brought to the Board some concerns he has about the safety of his child and concerns over the drop off and pick up line at Centennial Elementary School. The Board assured the audience member that the District's first priority is the safety of the students. The Board said they will look into the drop off and pick up line at the sidewalk. The audience member also has concerns about the time his daughter is on the school bus. The Board said that the district is working on getting bus drivers. There is a shortage of school bus drivers in the state of Oregon especially in our area. The district has had to do combining of routes. We are looking for bus drivers.

## **5) Items Requiring Board Action**

### **5.1 Staff Changes: Hires and Retirements**

Mike Ennis made a motion to hire the following:

Reyna Raygoza Villarreal – Centennial Elementary School Custodian

Maggi Holbert – Scio Middle School – SPED Teacher Aide

Austin Zeiher – High School Head Wrestling Coach

Daniel Hickey – Middle School Head Wrestling Coach

Ed DeWilde seconded the motion. Motion passed.

**James – Yes   Ennis – Yes   Buganski – Yes   DeWilde – Yes   Nelson – Yes**

#### **Retirement:**

Anber Nelson made a motion to accept the retirement of the following:

Deb Krawczyk – Bus Driver

Derryl James seconded the motion. Motion passed.

**James – Yes   Ennis – Yes   Buganski – Yes   DeWilde – Yes   Nelson – Yes**

### **5.2 Adoption of the Findings of Facts on Scio Middle School Seismic:**

Anber Nelson made a motion to adopt the Findings of Facts on Scio Middle School Seismic.

Mike Ennis seconded the motion. Motion passed.

**James – Yes   Ennis – Yes   Buganski – Yes   DeWilde – Yes   Nelson – Yes**

### **5.3 Retirement/Work back of Staff member:**

Mr. Martinelli asked the Board to approve the work back of Deb Krawczyk until May 30, 2025.

Anber Nelson approved the work back of Deb Krawczyk until May 30, 2025. Derryl James seconded the motion. Motion passed.

**James – Yes   Ennis – Yes   Buganski – Yes   DeWilde – Yes   Nelson – Yes**

#### **5.4 Scio School District Compliance Report-Oregon Public School:**

Mr. Martinelli presented the Board Scio School Compliance Report. Mr. Martinelli reported that the district is in compliance with the report.

Mike Ennis made a motion to accept the Scio School Compliance Report-Oregon Public School. Derryl James seconded the motion. Motion passed.

**James – Yes   Ennis – Yes   Buganski – Yes   DeWilde – Yes   Nelson – Yes**

#### **5.5 Interim Superintendent process:**

Nicole Buganski gave an update on the process of finding an Interim Superintendent. The district is currently working on the process. There will be a gap between when Steve Martinelli leaves the district and when we hire an Interim Superintendent. Steve's last day is November 1, 2024. The Board has talked as a Board and have asked Kim Roth to step into the Interim Superintendent role for the time period of November 4, 2024, and when the Interim Superintendent onboards. Kim Roth has agreed to this.

Anber Nelson made a motion to appoint Kim Roth as the Interim to the Interim Superintendent starting November 4, 2024, until the Board finds the Interim Superintendent. Ed DeWilde seconded the motion. Motion passed.

**James – Yes   Ennis – Yes   Buganski – Yes   DeWilde – Yes   Nelson – Yes**

#### **5.6 Board Policies: First reading**

5.6.1. Policy GBNAB/JHFE Suspected Abuse Reporting

5.6.2. GBNAB/JHFE-AR (1) Reporting of Suspected Child Abuse

Mr. Martinelli presented the above policies to the Board.

Mike Ennis made a motion to accept first and final of policy GBNAB/JHFE with changes and policy GBNAB/JHFE-AR (1). Ed DeWilde seconded the motion. Motion passed.

**James – Yes   Ennis – Yes   Buganski – Yes   DeWilde – Yes   Nelson – Yes**

#### **5.7 Changing November Board meeting date:**

Kim Roth has requested that the Thursday, November 21, 2024, board meeting be moved to Wednesday, November 20, 2024.

Derryl James made a motion to move the Thursday, November 21, 2024, board meeting to Wednesday, November 20, 2024. Ed DeWilde seconded the motion. Motion passed.

James – Yes   Ennis – Yes   Buganski – Yes   DeWilde – Yes   Nelson – Yes

## 6) Board Reports

### 6.1 Superintendent’s Report

#### Current

#### Scio School District 23-24 Data Snapshot

#### Key

Level 5- 80  
 Level 4- 67  
 Level 3- 54  
 Level 2- 25  
 Level 1- <25

#### Centennial ELA (state goal 80%)

Student Group	2021-22	2022-23	2023-24	Average	Level
All	40.6	54.2	36.8	43.9	2
Economically Disadvantaged	25.7	41.9	28.3	32.3	2
Students with Disabilities	6.3	16.7	5.6	10.0	1
Underserved Race/Ethnicity	27.3	21.4	35.7	25.7	2
White	42.7	58.2	37.3	46.1	2

#### Key

Level 5- 80  
 Level 4- 62  
 Level 3- 43  
 Level 2- 8  
 Level 1- <8

#### Math (state goal 80%)

Student Group	2021-22	2022-23	2023-24	Average	Level
All	39.1	40.5	28.2	35.9	2
Economically Disadvantaged	39.1	29.5	17.8	22.0	2
Students with Disabilities	6.3	5.6	5.6	6.0	1
Underserved Race/Ethnicity	22.7	28.6	14.3	22.4	2
White	42.7	41.8	30.6	38.2	2

**Key**

Level 5- 93  
 Level 4- 89  
 Level 3- 85  
 Level 2- 52  
 Level 1- <52

**Regular Attenders (state goal 93%)**

Student Group	2021-22	2022-23	2023-24	Average	Level
All	58.6	57.4	68.0	61.4	2
Economically Disadvantaged	44.0	51.6	56.5	51.0	2
Students with Disabilities	52.2	60.6	54.8	57.1	2
Underserved Race/Ethnicity	45.2	43.3	74.2	44.3	2
White	61.7	59.7	66.1	62.5	2

**Key**

Level 5- 80  
 Level 4- 67  
 Level 3- 54  
 Level 2- 18  
 Level 1- <18

**Middle School  
 ELA (state goal 80%)**

Student Group	2021-22	2022-23	2023-24	Average	Level
All	47.9	48.6	45.2	47.2	2
Economically Disadvantaged	26.8	30.8	27.8	28.4	2
Students with Disabilities	11.1	20.0	23.1	17.8	1
Underserved Race/Ethnicity	47.6	33.3	31.6	37.9	2
White	46.8	52.2	48.7	49.3	2



**Key**

Level 5- 80

Level 4- 62

Level 3- 43

Level 2- 8

Level 1- &lt;8

**Math (state goal 80%)**

Student Group	2021-22	2022-23	2023-24	Average	Level
All	30.9	26.2	22.1	26.4	2
Economically Disadvantaged	30.9	24.6	8.3	14.7	2
Students with Disabilities	11.1	13.3	7.7	11.1	2
Underserved Race/Ethnicity	33.3	33.3	15.8	27.6	2
White	28.7	24.6	24.1	25.7	2

**Key**

Level 5- 93

Level 4- 88

Level 3- 83

Level 2- 54

Level 1- &lt;54

**Regular Attenders (state goal 93%)**

Student Group	2021-22	2022-23	2023-24	Average	Level
All	58.7	57.9	63.0	59.9	2
Economically Disadvantaged	58.7	42.2	50.0	40.0	1
Students with Disabilities	52.4	50.0	38.5	48.0	1
Underserved Race/Ethnicity	52.4	66.7	47.4	55.2	2
White	61.6	55.9	65.8	61.1	2

**Key**

Level 5- 80

Level 4- 67

Level 3- 54

Level 2- 25

Level 1- &lt;25

**High School  
ELA (state goal 80%)**

Student Group	2021-22	2022-23	2023-24	Average	Level
All	61.4	43.4	42.0	48.6	2
Economically Disadvantaged	61.4	52.2	50.0	54.2	3
Students with Disabilities	*	8.3	*	5.3	*
Underserved Race/Ethnicity	*	*	*	40.0	
White	61.8	45.5	42.5	49.6	2

**Key**

Level 5- 80

Level 4- 62

Level 3- 43

Level 2- 13

Level 1- &lt;13

**Math (state goal 80%)**

Student Group	2021-22	2022-23	2023-24	Average	Level
All	22.2	18.9	34.0	25.3	2
Economically Disadvantaged	*	10.0	30.0	23.5	2
Students with Disabilities	*	8.3	*	5.3	*
Underserved Race/Ethnicity	*	*	*	*	*
White	29.4	15.9	37.5	27.4	2

**Key**

Level 5- 93

Level 4- 86

Level 3- 78

Level 2- 41

Level 1- &lt;41

**Regular Attenders (state goal 93%)**

Student Group	2021-22	2022-23	2023-24	Average	Level
All	69.6	59.0	67.5	65.6	2
Economically Disadvantaged	69.6	46.2	48.7	43.0	2
Students with Disabilities	68.4	57.1	58.8	62.0	2
Underserved Race/Ethnicity	71.4	61.5	70.0	66.7	2
White	69.6	61.7	69.7	67.3	2

**Key**

Level 5- 95

Level 4- 90

Level 3- 84

Level 2- 66

Level 1- &lt;66

**High School****9th Grade On-Track Details (state goal 95%)**

Student Group	2021-22	2022-23	2023-24	Average	Level
All	86.8	94.5	87.3	89.6	3
Economically Disadvantaged	*	83.3	70.6	79.1	2
Students with Disabilities	*	*	*	82.6	*
Underserved Race/Ethnicity	*	*	*	93.3	*
White	87.8	95.2	85.7	89.4	3

**Key**

Level 5- 90  
 Level 4- 82  
 Level 3- 74  
 Level 2- 67  
 Level 1- <67

**4 year cohort rate (state goal 90%)**

Student Group	2017-18	2018-19	2019-20	Average	Level
All	83.9	92.5	95.7	90.4	5
Economically Disadvantaged	83.3	81.8	81.8	82.4	4
Students with Disabilities	*	*	*	68.8	na
Underserved Race/Ethnicity	*	*	*	100	na
White	82.0	92.9	94.7	89.2	4

**Key**

Level 5- 97  
 Level 4- 90  
 Level 3- 82  
 Level 2- 74  
 Level 1- <74

**Five-Year Completers (state goal 97%)**

Student Group	2016-17	2017-18	2018-19	Average	Level
All	88.7	87.5	92.5	89.5	3
Economically Disadvantaged	76.5	92.3	84.6	83.7	3
Students with Disabilities	*	*	*	69.0	1
Underserved Race/Ethnicity	*	*	*	100	*
White	86.8	86.0	92.9	88.3	3

## 6.2 GT Report

Also Included in this Packet

1. Nothing at this time

### Projects

#	Project	Notes	Status / Start Date
1.	<del>High School Stage</del>	<del>Completed</del>	<del>Completed</del>
2.	HS Sophomore Boys Bathroom	Done except for the punch list, which will have to wait until the contractors are out of the way	January 2024
3.	Cherry Street Property	On Hold	December 2024
4.	MS Girls Locker Room	The Walls are opened up, the plumber is next	July 2024
5.	<del>Centennial Office Pod Floors</del>	<del>Completed</del>	<del>Completed</del>
6.	<del>Centennial Roof Office and Pod B</del>	<del>Completed</del>	<del>Completed</del>
7.	Security Upgrades	They have started, probably will not be done until Dec	July 2024
8.	Senior Bathrooms	On Hold until next year	Summer 2025
9.	HS Sophomore Girls Bathroom	Done except for the punch list, which will have to wait until the contractors are out of the way	October 2023
10.	Gate Bates Field	We have signed a contract, waiting on the pieces	August 2024
11.	Clean Up and Bins Tennis Court	The Cleanup is done, we are getting bids for a slab	August 2024
12.	High School Seismic	This is done, we are working through the punch list	June 2024
13.	Cherry Street Property Fencing	The contract is signed, we are having the property lines freshened up. We will need to remove some trees and decide what to do with the driveway property line before the fence can be finished.	September 2024
14.	MS Truss Repair	This is done, we are working through the punch list	August 2024

### Zedwick's

Zedwick's should be bringing a proposal for the potential property swap

### HS Seismic Debrief

We will talk about the process of the HS project and how you want to manage the MS Seismic project

### Bathrooms and Additions to the MS Seismic Project

Would you like to make any changes to the bathroom configuration 6<sup>th</sup> grade hall at the MS this summer. Same question senior bathrooms

On my list for possible upgrades, Grid ceilings in the rooms without them, Upgrading the Fire Alarm System

Mr. Alburn will also be presenting his list of physical plant changes for consideration

**Next Years Budget**

We are starting the next budget cycle; my plan is to make an ongoing list of the costs going into the next budget and to track the cash flow as we go and have an ongoing discussion as the process progresses.

Budget Development 25-26

Expenses to Account For	General Fund	All Other Funds
Increase in Fixed Costs		
Increase in Supplies and Materials		
Declining Enrollment Per Year ~40 Entering ~60 Graduating		
Potential Column Moves to MA 24+		
PERS Increase		
Unemployment		
Salary Increases		

Offsetting Revenue	General Fund	All Other Funds
Increase in SSF		
Increase in Student Enrollment		
Cash Needed to Balance		

**Enrollment**

Centennial – 292

KG	1st	2nd	3rd	4 <sup>th</sup>	5 <sup>th</sup>
45	47	51	51	49	49

Middle School – 162

6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
56	57	49

High School – 227

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
64	54	55	54

Lourdes	38
Willamette Connections	1375

In District Totals 24-25

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
685	681								

In District Totals 23-24

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
659	660	655	655	650	646	645	648	646	648

Difference from Last June

33

Mr. Tempel is asking the Board how they want to do the next seismic project. A list of choices is below:

1. Gary Tempel can manage the Middle School Seismic project
2. Interim Superintendent takes on the beginning of project then the new superintendent takes on the finish of the project.

3. Bring in a management company who would be the owners and manager of the project.

Nicole Buganski asked Mr. Tempel when the proposed start date of the Middle School Seismic project. Mr. Tempel said it will start June 2025.

The Board will have a discussion on how to proceed with the seismic project and will get back to Mr. Tempel.

Additional project, 6<sup>th</sup> grade bathrooms. Are you wanting to go ahead with remodel on the bathrooms or leave them for now. The Board said to leave them for now.

Jacob Alburn has a list of projects for the Board to consider.

Taking some of the library to make the band room bigger.

Taking back the district office conference room to make the art room bigger.

Taking the district office space and making it into a classroom.

The Board asked Jacob to write up a proposal on what he would like to see done in his building.

Nicole Buganski asked Mr. Tempel what is going on with the gate on Bates Field. Mr. Tempel said they want to change the gate because it is so heavy and makes the entrance wider. He is also going to pour concrete and put in a gate in the middle of the fence on Bates Field, so it is easier for the honey buckets to be placed. The Board asked that the old gate gets surplus.

Ed DeWilde asked Mr. Tempel what the replacement timeline is for the high school track. Mr. Tempel said the track went into place in 2000. It had a 10-year lifespan, in 5 years we were supposed to resurface the track and none of those things have happened yet. We have a bid for replacement of the track, but we want to get information on resurfacing. Mr. Tempel will follow up with the high school AD.

## **6.3. Building Reports**

### **6.3.1. Centennial Elementary School**

#### **EDUCATION HIGHLIGHTS**

- Dibel, iReady, and DESSA (Devereux Student Strengths Assessment testing) are in process.
- We are currently in collaboration with Oregon State University's STEM Research Center to create new learning opportunities for our students. We are looking at some classroom activities and a Family Science Night.
- Small group reading intervention will begin for all students in October.

#### **PROFESSIONAL DEVELOPMENT**

- We are continuing our third year of work with the Center of Educational Leadership. This year's first workshop took place on September 17th, and we will have onsite learning on October 22nd.

- Our first Mentorship Meeting was held on October 2nd. We are working with WREN and the LBL ESD as partners.

#### EVENTS

- Vision & Hearing Screenings are complete
- October 8th, 1st Grade is going to EZ Orchards
- October 16th, Kindergarten is going to EZ Orchards
- October 18th, Picture Day

#### SPOTLIGHT ON EDUCATION: Michelle Lefebber and Scio's Teacher Mentorship Program

The Bus Barn would like to include a bus in the Ghostwalk but need steps for the students to get onto the bus. Kim Roth is going to work with the bus barn on this.

Tracy Porter wanted to thank the Scio School District for allowing Scio Cares to use the building and thank all the volunteers. It was a great day.

### 6.3.2. Middle School

#### Education Highlights

- Student Leadership
  - o 6th Grade Leadership has been selected
  - o Leadership is busily planning Ghostwalk, and a dance!
- Students of the Month: Awarded to students who exhibit strong academic and behavior in the classroom and extracurricular. The Bucket Award goes to a student who we recognize is displaying effort and improvement.
  - o 6th Grade: Kylie Montoya & Josie Silbernagel
  - o 7th Grade: Quinne Alsip & Zoey Unrau
  - o 8th Grade: Sadie Holbert & Jackson Unrau
  - o Bucket Award: Ean Duke

• Q1 is ending soon

#### Professional Development

- Health Training - Staff has completed annual training with Kylie

#### Athletic Update

- Fall Sports are winding down
- Winter Sports (Wrestling & Girls Basketball) begin practicing soon!

### 6.3.3. High School

#### Education Highlights

- Homecoming week October 14th-18th
- Events and activities planned each day. Parade on 10/18
- Homecoming dance on Friday night 10/18

Centennial Elementary 503-394-3265 • Middle School 503-394-3271  
High School 503-394-3276 • District Office 503-394-3261 • Fax 503-394-3920



- 61 Students are taking at least one College Now course at the HS.
  - 58 Student in English
  - 31 in Math
  - 13 In Science
  - 10 In Second Language
- College Reps from LBCC and Oregon State have been to the school and meet with interested students.
- We have two students attending the Willamette Careers Academy. 1 cosmetology and 1 diesel tech.

### **Athletic Update**

- Fall Sports participation numbers
  - Cross Country- 15 Students
  - Volleyball- 26 Students
  - Football- 28 Students

## **7) Board Comments/Information/Discussion Items**

### **7.1 Board Comments:**

Anber Nelson wants to talk about having a student representative on the Board. Kyle said that the Board needs to come in and talk to the leadership students.

## **8) Announcements/Date of Importance**

- 8.1 Next Regular Board Meeting, Wednesday, November 20, 2024, at 6:00 p.m. at Middle School Library
- 8.2 November 1, 2024 – No Students, Grading Day
- 8.3 November 7, 2024 – No Students, Conferences from 11-7 p.m.
- 8.4 November 8, 2024 – No Students, Teacher Inservice Day

## **9) Executive Session per ORS 192.660**

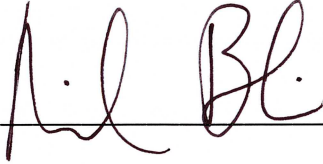
The school board will now meet in executive session. The executive session is held pursuant to ORS 192.660... (2)(a) which allows the board to meet in executive session to consider the employment of a public officer, employee, staff member or individual agent.

Representatives of the news media and designated staff shall be allowed to attend. All other members of the audience are asked to leave the room. No decisions may be made in the executive session.

**10) Adjournment**

Chairman, Nicole Buganski

Nicole Buganski adjourned the regular meeting at 8:04P.M. to go into executive session.



Presiding Chair



Date Board Approved



Board Secretary

We did not return to the open session after the executive session adjourned.