



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
Centennial Elementary School Library
38729 NW Cherry St., SCIO, OREGON 97374-9502
Monday, January 5, 2026
5:30 P.M.
In Person/Via Zoom Meeting

The link to view the meeting:

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

Opening 5:30 p.m.

Work Session

WORK SESSION MINUTES

1) CALL TO ORDER/WELCOME

The meeting was called to order by Presiding Chair, Anber Nelson, at 5:33 P.M.; other board members present were Nicole Buganski, Hank McDonald and Derryl James. Also, present were Superintendent – Kim Roth, Payroll/Board Secretary- Chelle Mask, Office Specialist -Nikki Ferguson and OSBA Board Development Specialist- Janet Avila-Madina. Mike Ennis was absent.

1.1 **The flag salute was led by Anber Nelson.**

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

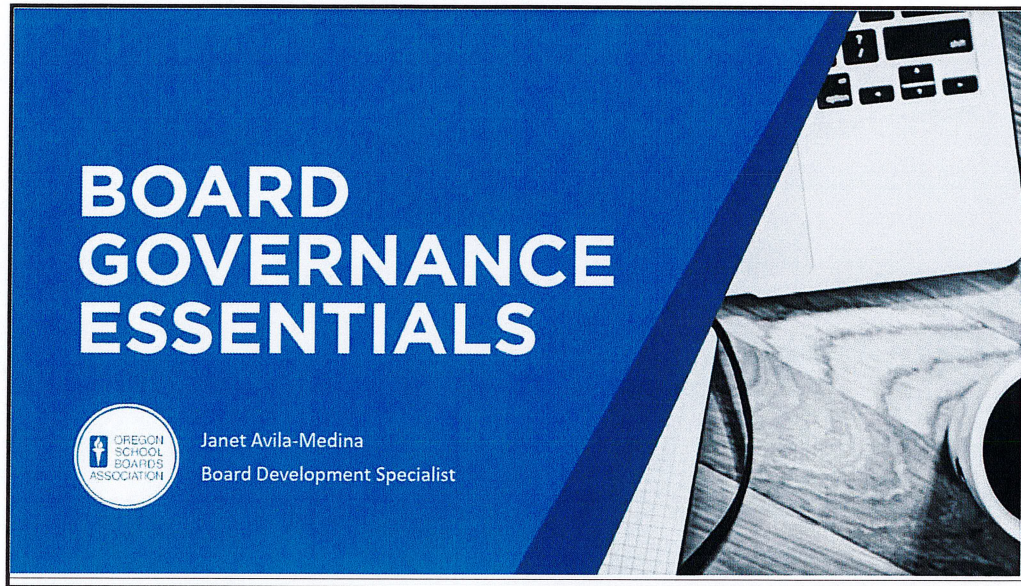
2) Adjustments to Agenda/ Approval of Agenda

Nicole Buganski made a motion to approve the agenda as presented. Derryl James seconded the motion. Motion passed.

James – Yes Ennis – Absent Buganski – Yes McDonald – Yes Nelson – Yes


3. Board Governance Essentials Training- Facilitated by OSBA Board Development Specialist, Janet Avila- Medina

Janet Avila- Medina introduces herself and starts the following slide presentation



Brief Introductions

- Your Name
- Where did you go to high school?
- In one minute or less, tell us why you chose to serve on the board?

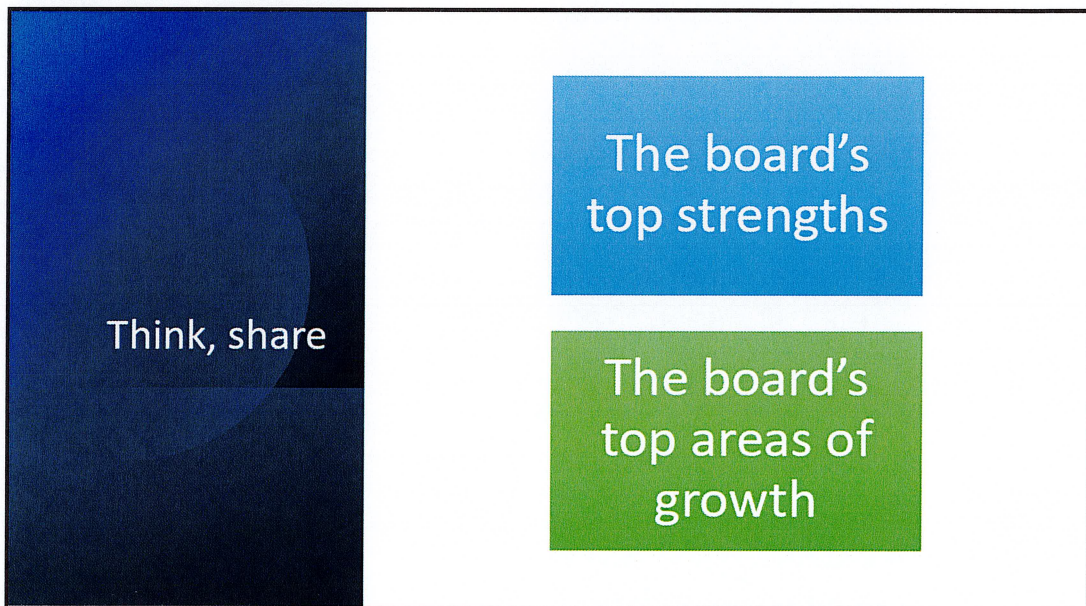
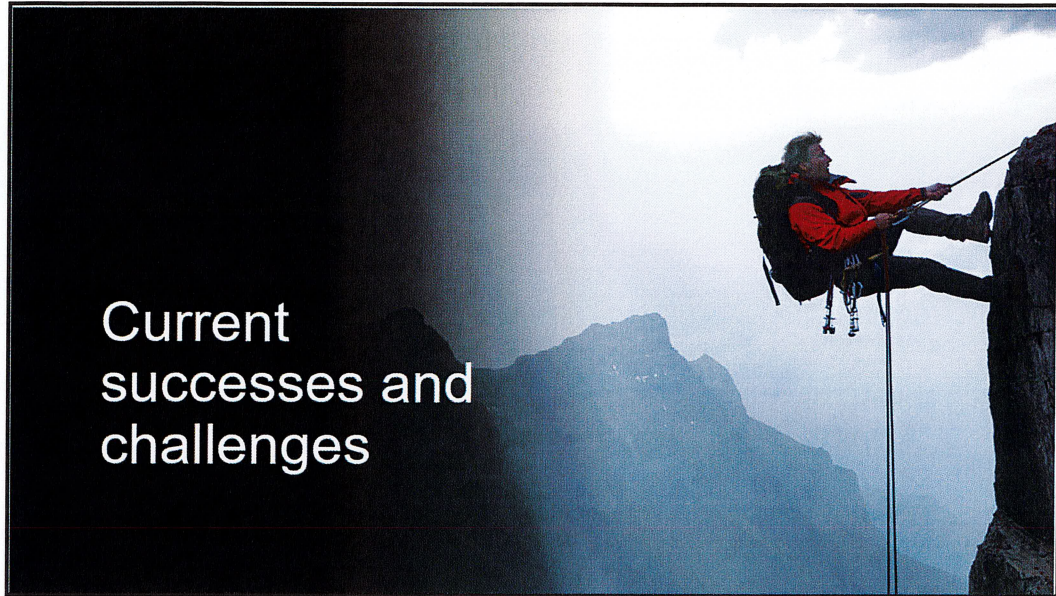


Those present did a round table introduction, told where they attended high School and why they are on the board or work for the school district.

AGENDA

- Board Roles & Responsibilities
- Governance vs. Management
- Applying Best Practices
- Tools & Resources
- Key Takeaways

Janet Avila-Medina's goal is for those present to walk out of this training with so really great information and continue to expand on it.



Janet Avila- Medina asks what the board views as some of their strengths.

Strengths

- Derryl James- Superintendent leadership
- Nicole Buganski- Collaboration with associations (e.g. Union)

Strengths- Continued

- Derryl James- Community engagement (e.g. district communication plan)
- Nicole Buganski- Budget and financial stability
- Derryl James- Policy updates in progress
- Derryl James- Academic performance

Areas of Growth

- Derryl James- Ongoing professional development (e.g. onboarding new board members, understanding the budget, funds, and clarifying the board's role in the budget process)

Mike Ennis arrives at 5:50pm

- Anber Nelson- Continued focus on clear and transparent communication
- Derryl James -More meaningful community engagement (e.g. bond process)
- - Monitoring data tied to district priorities/goals (e.g. school climate & culture)
- Develop board operating agreements to clarify roles and expectations of board members and the superintendent (e.g. agenda setting, board packets)
- Nicole Buganski- Strengthening collaboration
- Develop communication protocols

Think & Share

- Why does the board matter?
- Why does board culture matter?
- Why does your relationship with the superintendent matter?



Janet Avila- Medina asked the board the following questions:

Why they feel the board matters?

- Anber Nelson- For the kids
- Anber Nelson- To Support Kim Roth (Superintendent)
- Nicole Buganski- Bring different perspectives.
- Mike Ennis- Being good stewards of the money we have
- Anber Nelson- Holding accountability

Why does board culture matter? What is board culture

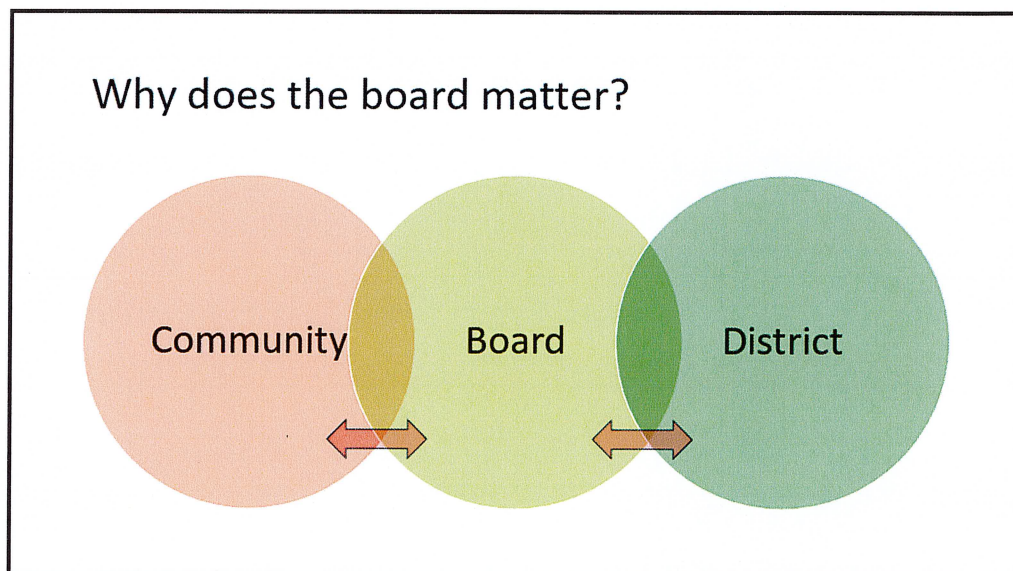
- Anber Nelson- How the board works or doesn't work as a cohesive unit.

Janet discusses that it is ok to disagree, conflict is ok. It's how you manage it. Having

- Anber Nelson-It makes it more enjoyable to come.
- Nicole Buganski- It affects staff.
- Derryl James- It is critical to trust the board as a body and the superintendent as an individual.

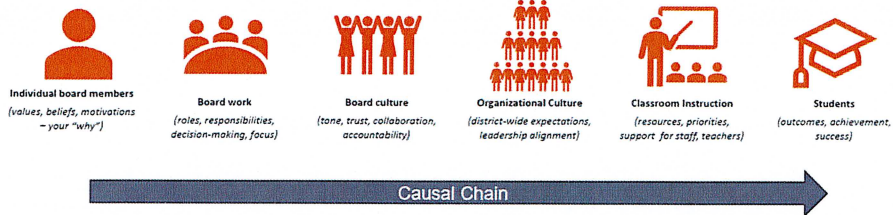
Why does your superintendent matter?

- Janet Avila-Medina reviews what the board stated earlier- It starts with your board culture; it impacts them and how the superintendent then leads the district.



The board is the interface between the community and the district. You are often the first connection point from the community. It is important for you as a board with your professional development to understand what your authority and limits are. What you can say to the community. You cannot speak on behalf of the board, for example you cannot make promises on behalf of the board. So, it's really important for you to understand your work matters and when you connect with the community; the community again looks to you for answers and continue that trust.

School Boards Impact Students



The single belief
that ALL students
can and will learn



Boards that believe that all students can and will create positive student outcomes.

Boards

- Set high expectations for their students
- Hold the system accountable
- Work with the Superintendent to identify student needs
- Establish priorities and clear direction of what you want for students

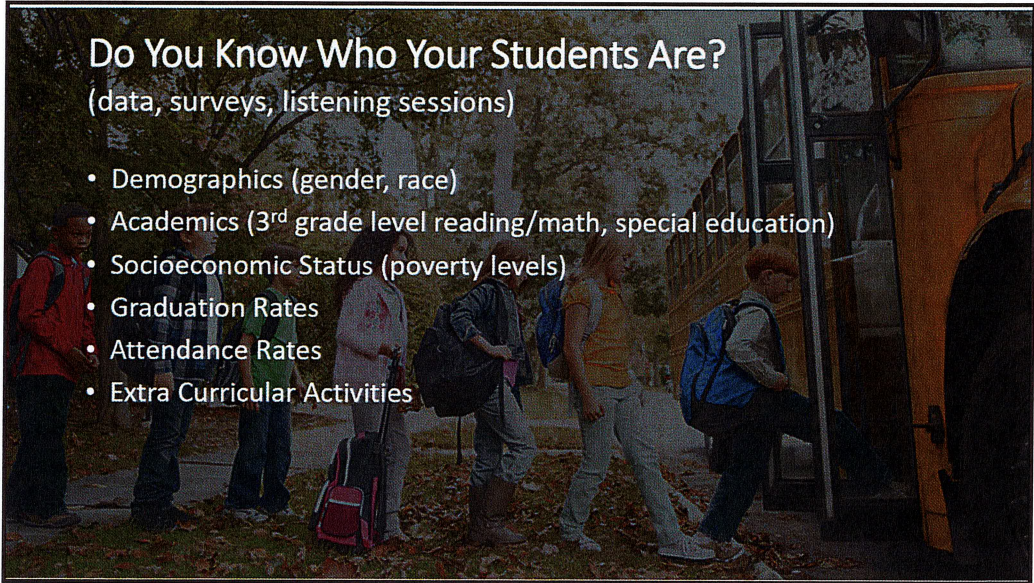


How do you Set High Expectations?

- Believing every student can and will learn, can show growth, and can succeed
- Defining what success means and looks like for your students and your community
- Identifying your students needs
- Using data effectively to establish measurable goals and monitor progress



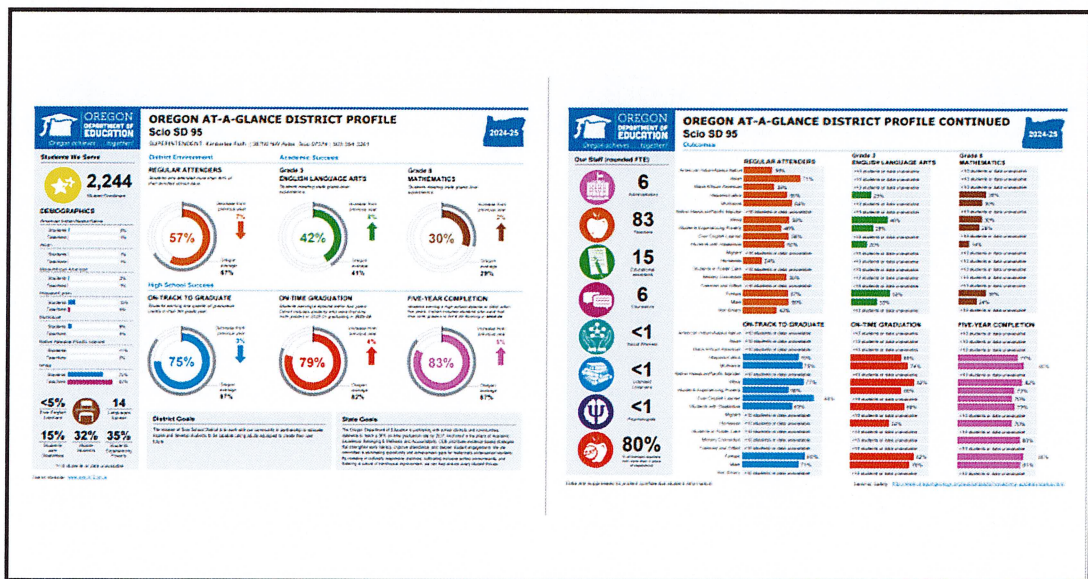
Asked if we have goals or priorities for our strategic plan. Kim Roth states that we have both. Derryl James states that Mike and himself ask for data at each meeting regarding reading scores. Kim states that he will be receiving that data 3 times a year. Derryl James says it's the only way we know we are on track. It is important that boards understand and prioritize what data can help monitor/measure progress on the priorities and goals.



Do You Know Who Your Students Are? (data, surveys, listening sessions)

- Demographics (gender, race)
- Academics (3rd grade level reading/math, special education)
- Socioeconomic Status (poverty levels)
- Graduation Rates
- Attendance Rates
- Extra Curricular Activities

Janet states that it is your job as the board asking the good data questions and see when there are gaps, ask the why.



Governance vs. Management

Board

- Policy
- Budget adoption
- Program adoption
- Curriculum adoption
- Community engagement
- Informed oversight/monitoring

Superintendent

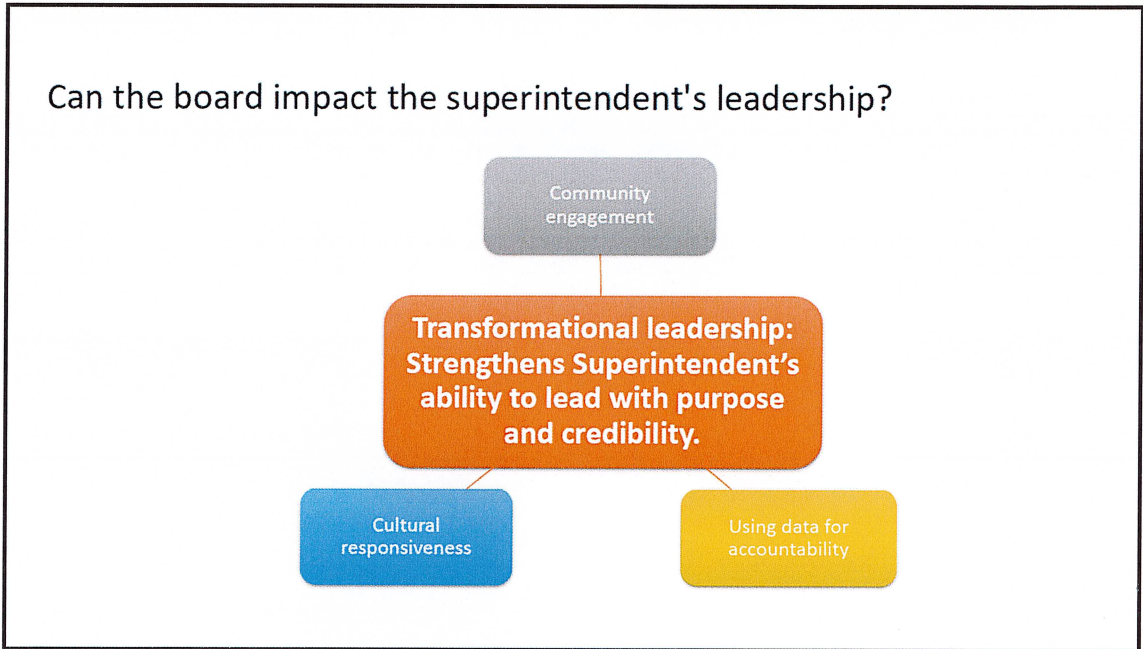
- ARs/policy implementation
- Budget spending
- Program implementation
- Curriculum recommendation
- Community engagement
- Providing data and information

Balanced Governance



Alsbury, T. L., & Gere, P. (2015). Improving local school board governance: A Balanced Governance approach. Cambridge, MA: Harvard Press.

Janet states that you as a board do not want to be on either side of the pendulum. You don't want to be disengaged rubber stamps. You also don't want to be on the over-reaching "micromanaging" side either. You want to stay in the informed oversight role. This is all done by communication and working with your superintendent.



Three Areas that help create conditions for your superintendent to inspire and motivate the entire system

Community engagement

- Advisory committees
- Admin/teachers involve families
- Strategic decision-making

Using data for continuous improvement

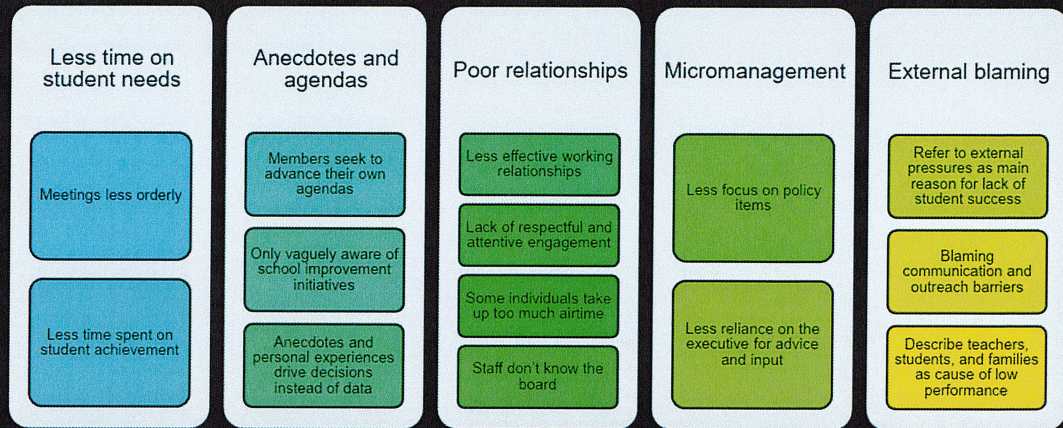
- Multiple sources of high-quality data
- Growth metrics
- Show gaps and opportunities

Cultural responsiveness

- Celebration of diversity
- Students see themselves in curriculum
- Equity lens



Practices associated with negative impacts on student outcomes “Low-Performing Boards”



Lee & Eadens (2014); Dervarics & O'Brien (2016)



Balanced Governance:
Evidence-based standards of performance

(T. Alsbury, Balanced Governance School Board Self-Assessment)

Standard	Description	What it Looks Like
1. Vision-directed planning	Engage staff and community in development of a shared vision focused on student learning	Vision is clear, shared, and student-focused. All decisions connect to long-term goals. Board regularly monitors progress.
2. Community engagement	Recognize that all members of the community are invested partners. Support collaborative relationships.	Board actively listens to diverse voices. Feedback influences decisions. Engagement is ongoing, not one-time. (listening sessions, surveys, forums) (inviting underrepresented voices)
3. Effective leadership	Establish focus, direction, and expectations that foster student learning. Align authority and responsibility so decisions can be made at the most local level.	Board focuses on student outcomes, respects roles, and holds itself accountable to agreements. (have operating agreements, attend trainings, mentor new members)
4. Accountability	High expectations for the learning of every student and holds the district accountable for reaching those results. Policy and resources align with the strategic vision and goals.	Goals are measurable and monitored. Data is used to ask questions, adjust direction, and ensure progress. (monitoring work sessions, superintendent evaluation, board self-assessment)

Janet states

1. Vision- directed planning- She talked about it's the boards role to set the direction you want your students to go. It is a role of the board, but it needs to be done collaboratively. You need to make sure it gets done, that you are reviewing it yearly (priorities & vision), but making sure you are getting input from the superintendent, staff and community that you are still in the right direction for what your students need.
2. Community engagement- How are you actively listening? It was talked about earlier, wanting to do more community engagement. Who is coming to the board table? How do you invite others who haven't participated to hear their voices. We do surveys and they still don't come. You have to ask why? Is it time? Is it the location? There is a lot of potential barriers. Just ask. You don't know what you don't know. By doing that you are also showing to the community that you care.
3. Effective Leadership- Boards with operating agreements, that is one way to ensure that you have effective leadership in terms of knowing what the expectations are, how you communicate, how you operate as a board, attend trainings, and mentoring new members. Especially during election years when we have turn over to make sure, they have the onboarding materials.
4. Accountability- You are all on the same page of when you are asking these questions because you care for your students. Understanding that sometimes the direction may have to shift. In terms of accountability, boards have to hold the superintendent accountable. Doing evaluations every year starting that process early having that conversation early on, setting clear expectations, having a timeline in place and providing constructive feedback.

**Balanced Governance:
Evidence-based standards of performance**

(T. Alsbury, Balanced Governance School Board Self-Assessment)

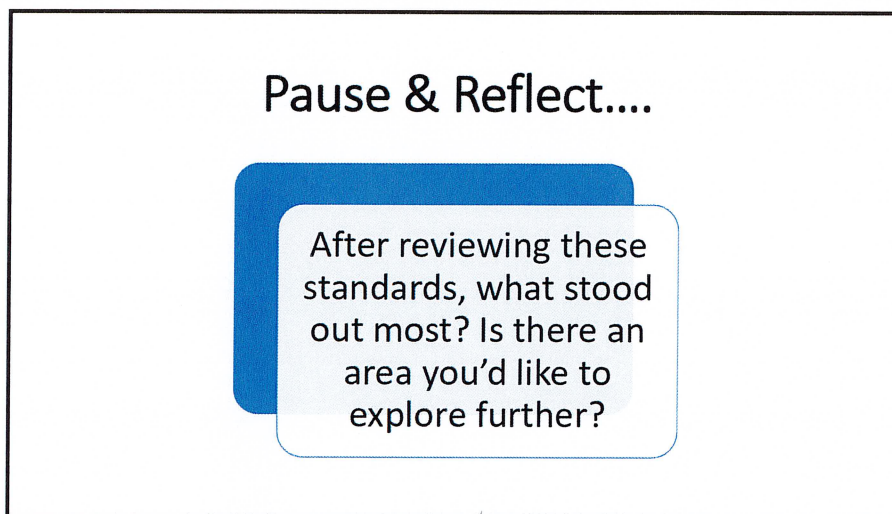
Standard	Description	What it Looks Like
5. Using data for continuous improvement	Use meaningful, quality data from multiple sources to set priorities and monitor improvement and progress.	Board uses clear, relevant data to guide decisions, identify gaps, and evaluate program impact.
6. Cultural responsiveness	Recognize cultural diversity in many facets: race, gender, geographic, sexual orientation, gender identification, socioeconomic, students with special needs. Reduce and eliminate barriers to access for all students. Apply diverse perspectives to policy and program approvals.	Board reviews disaggregated data and elevate underrepresented voices. (accommodate cultural differences in values and communication, reviewing policies with a cultural responsive bias)
7. Culture and climate	Create a climate of expectations that all students can learn. Support policies and procedures that foster a positive and safe learning environment. Model professional and respectful relationships.	Board models respect, recognizes success, and ensure a safe, inclusive environment for all. (climate surveys, publicly celebrating success, recognizing staff and student achievements)
8. Learning organization	Ensure the district functions as a self-renewing professional community that supports reflection, discovery, improvement, and success at all levels. Encourage professional development and nurture leadership capabilities across the organization.	Board supports staff learning and uses reflection to guide continuous improvement.

5. Using Data for Continuous Improvement- Read Slide
6. Cultural Responsiveness- Read Slide
7. Culture and Climate- Kim Roth talked about using the parent questionnaires to get opinions on the hot topics (cell phones).
8. Learning Organization-

Standard	Description	What it Looks Like
9. Systems thinking	Practice an integrated view of education within and across systems and levels. Seek out collaborative local, state, and national partnerships, coordinated programs, and shared resource models to improve student experience.	Board considers long-term impact and cross-department effects of decisions. Board avoids policy decisions that shift problems from one part of the system to another. Analyze issues for their impact on other parts of the system.
10. Innovation and creativity	Encourage innovation and creativity as assets to development of positive change leading to new types of thinking.	Board supports new ideas with clear goals and reviews impact before expanding. Engage in process thinking, seeking beyond the immediate solution. Problem solve creatively.
11. Board member conduct, ethics, and relationship with the superintendent	Have a clear, mutual understanding of the respective roles and responsibilities of the board and superintendent.	Roles are clear. Communication is respectful, timely, and follows agreed protocols. (No surprises, follow policy and agreed communication protocols)
12. Budgeting and financial accountability	Align the strategic goals of the district to budget priorities and ensure the district is fiscally sound. Allocate resources based on student needs, district policy, and strategic initiatives and priorities.	Budget aligns with district priorities/goals. Spending is tracked, transparent, and student-focused.

9. Systems Thinking- Working with the superintendent who attends meetings with ODE and similar size districts to help create policies.
10. Innovation and Creativity- Going back to learning organizations and prioritizing work sessions and problem solving creatively.
11. Board Member Conduct, Ethics, and Relationship with the Superintendent- It is what we are doing now, making sure we are clear in our roles and follow protocols. Janet asks if we have a communication agreement which is different from an operating agreement. It can be a part of an operating agreement.

12. Budgeting and Financial Accountability- It is not the job of the board to look at every single line item, but it good to look at the lines that go with what the board is prioritizing. Making sure the budget aligns with the strategic goals.



Anber Nelson- Getting the operating agreement. Board holds Kim accountable, but no one holds the board accountable.

Derryl James- It came up in number 11, the communication agreement and feels like we struggle a little bit. Getting communication (issues, agenda changes, things that need to be read in advance) without breaking the rules of messaging everyone at once that becomes a meeting has been problematic. If we had a protocol of communication would be helpful. Anber Nelson- It would help Kim know what to do in these situations. Derryl James- It would help us too. I don't need emails going into my work email or getting texts on multiple phones.

Janet- Operating agreement would help with the agenda.

Anber- The communication has improved since Kim has become superintendent.

Kim- There is a line to go too much.

Derryl- the comment was based off the communication between the chairperson and the board.

Janet- It will allow the superintendent/ board to say who contacts who for certain situations.

Derryl-It will set good boundaries so there is no texts going at 2am.

Janet- that is what the operating agreements can do. Having those conversations if you want to do it yourselves like we are doing now or have someone come in and help facilitate one during a work

session. Do not tack it on to the end of your board meeting. It is going to take some time. I would recommend having a separate work session.

Kim- We can do it during our spring work session.

Nicole- Employee satisfaction. It sounds like the survey is coming up. She spoke about the pole that she does for the State.

Derryl- We need a way for the teachers to let the district know what good things are happening and what things need to be changed anonymously.

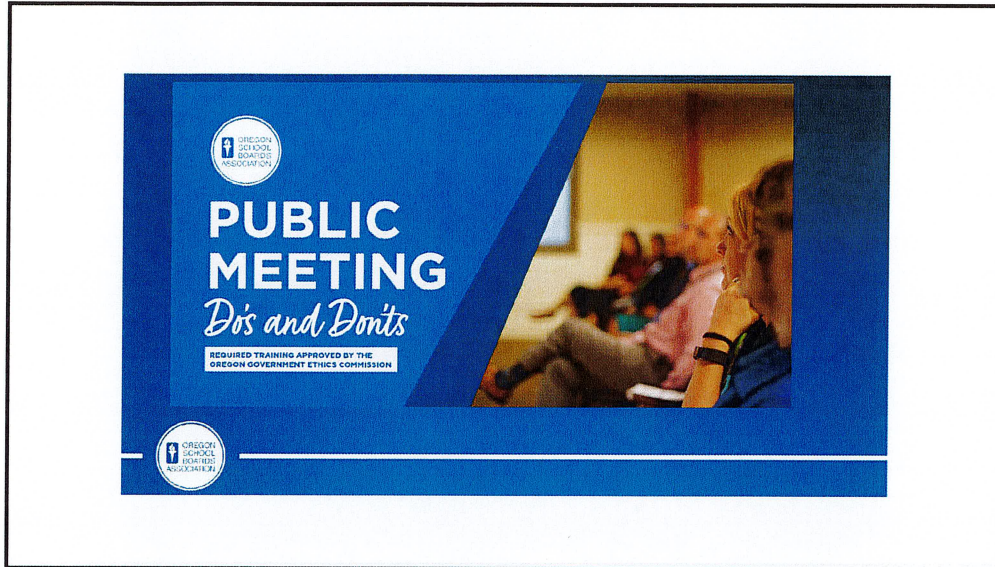
Kim- Asking staff questions about our goals like reading. What do you feel you need to improve reading instruction k-5? What is your biggest obstacle? You can then look at what they are saying their obstacles are and you have the data from the students' reading scores to compare to that. This is what research is saying about instruction. It isn't any different than what we do with the community.



Janet went over scenarios asking the board to give a thumbs up for yes, thumbs down for no, or a thumb to the side for maybe.

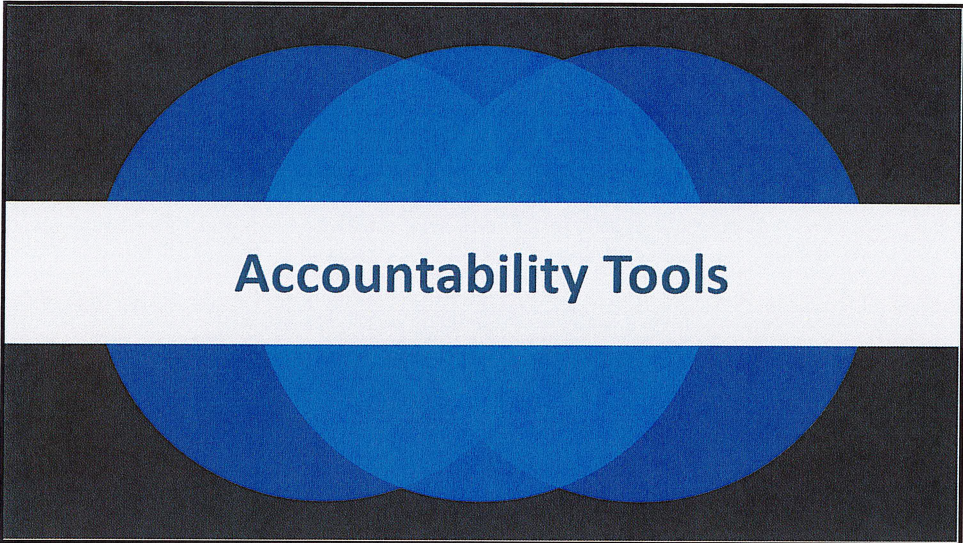
It was brought up that the superintendent's evaluation is usually due in March. This is different than ours that is due in November. There was discussion regarding whether it would be best to change it to March and will continue the conversation in open session. Derryl spoke of this November being the first time seeing the OSBA format (8 standards and 5 goals) and he found the format and the open endedness of the questions to be difficult. He didn't understand what he was being asked to do. He felt he could not do a good job. He was able to get online and submit it, but he felt lost while doing it. The board talked about Kim doing her self-evaluation earlier so that the board can look at it before doing her evaluation. Janet discusses that there is a webinar though it might not be up to date to help

with the evaluations. The board can discuss the how- to's to change the superintendent's contract during the spring work session.

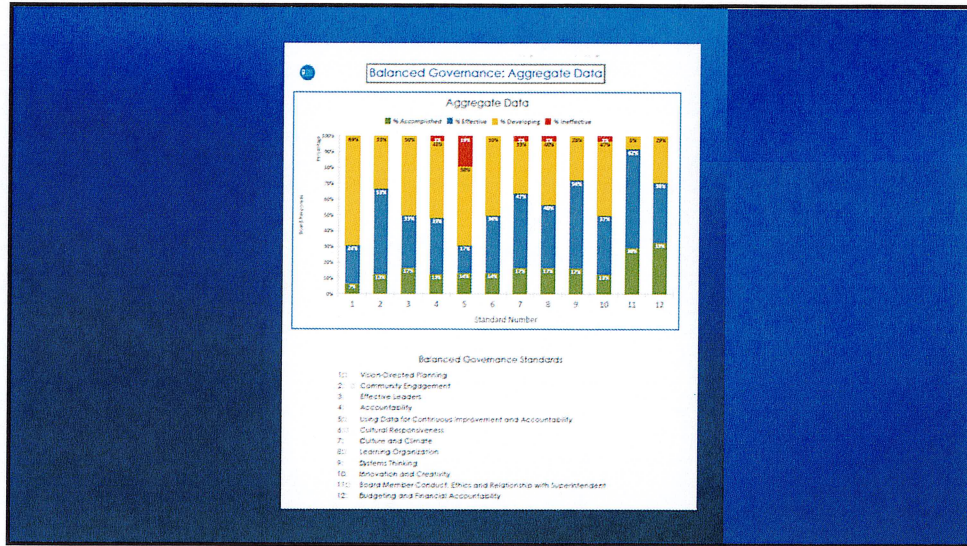


Janet reminded the board that you must do the required training once per term.

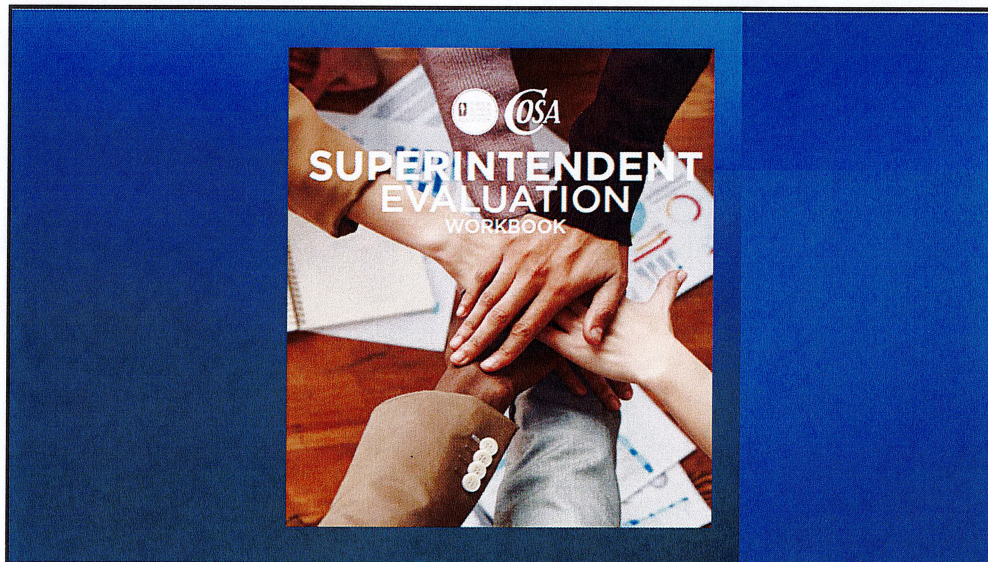




<p>EXAMPLE 2 SCHOOL BOARD OPERATING AGREEMENT</p> <p>BOARD ROLES & RESPONSIBILITIES</p> <ol style="list-style-type: none"> 1. Focus on governance, policy-making, strategic planning and evaluation (principally, district performance and superintendents). 2. Uphold the legal, compliance and confidentiality requirements on all matters arising from board meetings and executive session. 3. Recognize the role of the chair to speak for and about the board to the press and public groups. Recognize the role of the chair to convene meetings, provide documents as appropriate, and develop the agenda with the vice chair and superintendent. 4. The board and superintendent will participate actively in establishing goals and objectives for themselves and the district. 5. The board will act as ambassadors to the school, the community and the district. <p>HOW WE OPERATE & MAKE DECISIONS</p> <ol style="list-style-type: none"> 6. Make decisions as a whole board only at properly called meetings. 7. Support decisions of the majority. Once a decision is made, members will support the decision of the majority. 8. Two thirds (depending on policy) board members must agree before an item is placed on a meeting agenda. 9. Start and end meetings on time. 10. Notify the school administration before visiting a school in the role of school board member. <p>HOW WE COMMUNICATE</p> <ol style="list-style-type: none"> 11. Communicate directly with the superintendent when information is needed or a question arises. Specific questions concerning information contained in the board packet may be addressed to the person providing the information. 12. The chair responds to group email sent to the board. 13. Be mindful that you represent the board in public and that no individual board member has the authority to speak for the board. 14. Board members will communicate with each other directly, but not in public or electronic channels. 	<p>BOARD - SUPERINTENDENT OPERATING AGREEMENT SAMPLE</p> <p>PURPOSE: The Board of Directors is the educational policymaking body for (organization). To effectively meet the system's challenges the School Board and Superintendent must function together as a unified 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.</p> <p>COLLABORATIVE GOVERNANCE:</p> <ol style="list-style-type: none"> 1. Members of the Board and the Superintendent shall work together as a team, modeling lifelong learning and collaboration. 2. Board members shall recognize and respect the Superintendent's responsibility to manage the school district and to direct employees in district and school matters. 3. Board members shall give careful consideration, listening to all perspectives, real issues brought to the board by individuals who direct leadership. 4. The Board shall make decisions only at properly called meetings. Board members recognize that individual members have no authority to take individual action in person or direct any school administrative matters, unless so authorized by board vote. <p>COMMUNICATION AGREEMENTS:</p> <ol style="list-style-type: none"> 1. Board members shall follow the chain-of-command and communicate directly with the Superintendent when a question arises, or a concern or complaint is voiced by staff members, students, parent or community member. 2. Board Members shall communicate directly with the Superintendent or Board Chair or at meetings of the board to address questions and/or concerns about agenda items. 3. Board members and the Superintendent shall communicate one-on-one, when an individual concern arises, with any member of the board/superintendent team as appropriate. <table border="0"> <tr> <td style="vertical-align: top;"> <p>BOARD EXPECTATIONS OF THE SUPT:</p> <ol style="list-style-type: none"> 1. Identify one and place here. 2. Identify one and place here. 3. Identify one and place here. 4. Identify one and place here. 5. Identify one and place here. </td> <td style="vertical-align: top;"> <p>SUPERINTENDENT'S EXPECTATIONS OF THE BOARD:</p> <ol style="list-style-type: none"> 1. Identify one and place here. 2. Identify one and place here. 3. Identify one and place here. 4. Identify one and place here. 5. Identify one and place here. </td> </tr> </table> <p>SIGNATURES OF AGREEMENT</p> <p>Date _____</p>	<p>BOARD EXPECTATIONS OF THE SUPT:</p> <ol style="list-style-type: none"> 1. Identify one and place here. 2. Identify one and place here. 3. Identify one and place here. 4. Identify one and place here. 5. Identify one and place here. 	<p>SUPERINTENDENT'S EXPECTATIONS OF THE BOARD:</p> <ol style="list-style-type: none"> 1. Identify one and place here. 2. Identify one and place here. 3. Identify one and place here. 4. Identify one and place here. 5. Identify one and place here.
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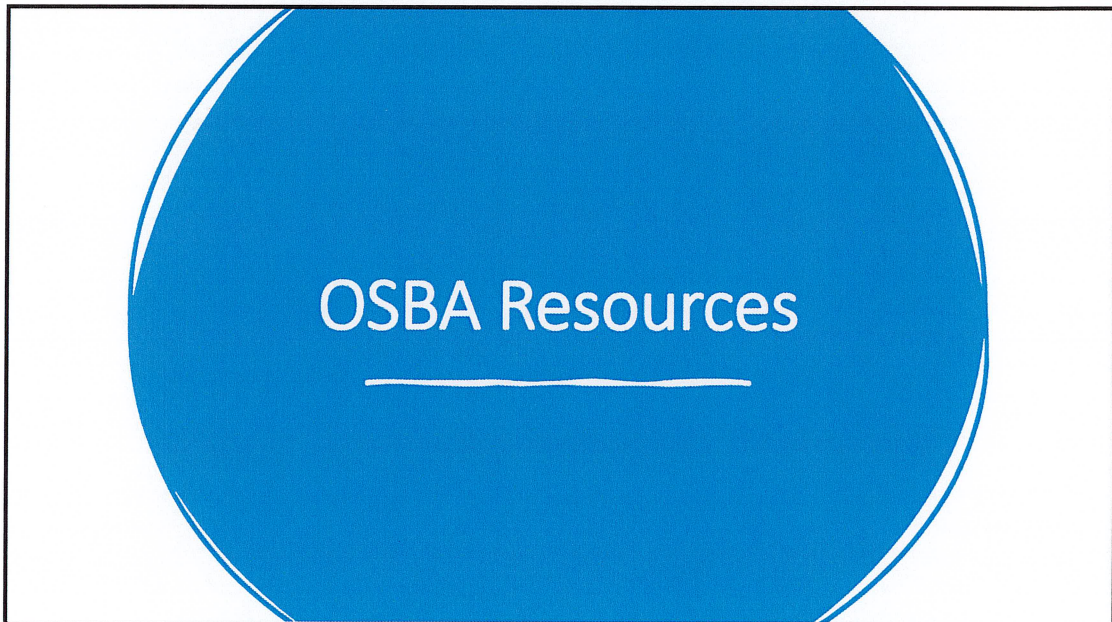


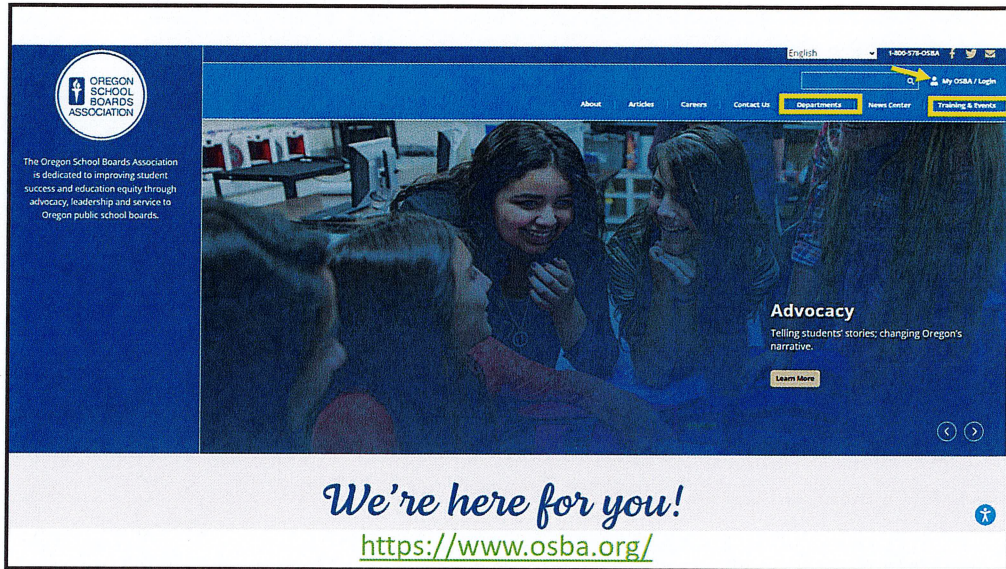
Janet strongly suggests that the board does a self assessment. It is tied to the 12 standards.





Janet discusses how there are books and webinars that can help with parliamentary procedure.





There are more resources available when you login to OSBA's website.



Login

OSBA Home My Resources ▾

Home

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Welcome to OSBA/PACE Membership Portal

This portal can be used to:

- Manage your contact information and school district information
- View memberships and subscriptions
- Register for OSBA and PACE events
- Set your email preferences

After you are logged into the portal, you can use the menu at the top of the screen to navigate through the system.

We have sent all members emails containing their default usernames and passwords. Please update/change your password once you log into the system by clicking on information under the contact tab.

If you have any questions please contact the OSBA Office at 800-578-6722.

envisé

NEWS STORIES, COMMUNICATIONS SUPPORT, RECOGNITION RESOURCES



STORIES FROM SCHOOLS

Stories from Schools shares reports from districts about the good things going on in their communities. Stories can be submitted to communications@osba.org with "OregonStrong" in the subject line.



Jewell School District
[School Attendance is a Family Affair](#)



OREDNEWS

OREGON PUBLIC BROADCASTING

School funding, college costs and book bans: What did lawmakers do for young people in Oregon's 2025 legislative session?



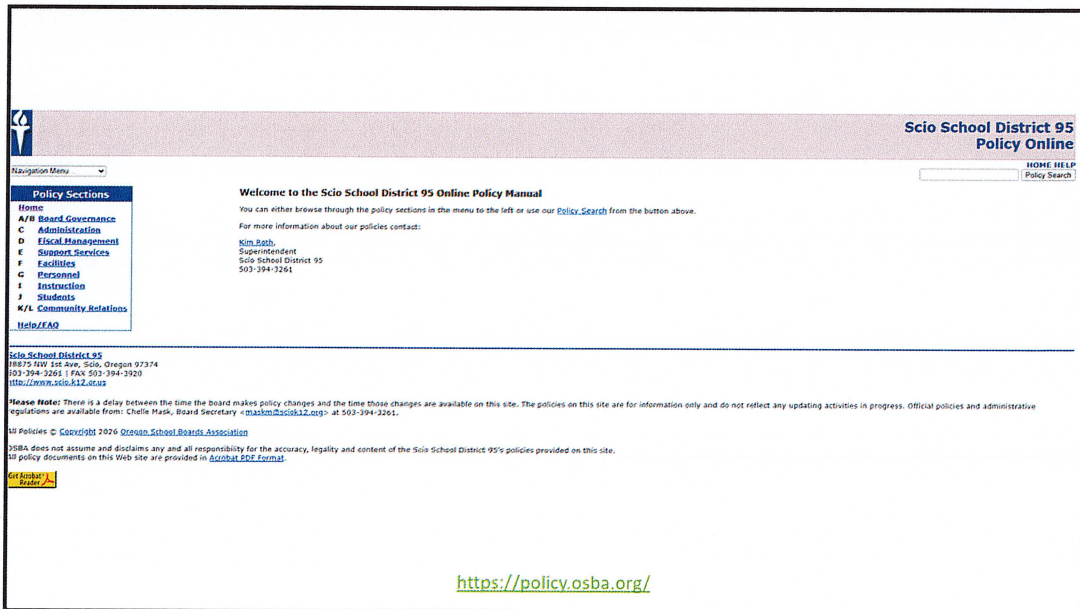


DO YOU KNOW WHO COULD BE THE 2025 OREGON SCHOOL BOARD MEMBER OF THE YEAR?

[NOMINATE A CANDIDATE NOW](#)



we're here for you





Board Development Team

BOARD DEVELOPMENT

Kristen Miles
Director of Board Development

[Read More](#)



BOARD DEVELOPMENT

Janet Avila-Medina
Board Development Specialist

[Read More](#)



BOARD DEVELOPMENT

Reginald Glenn
Board Development Administrative Analyst

[Read More](#)



BOARD DEVELOPMENT

Vincent Adams
Board Development Specialist

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BOARD DEVELOPMENT

Jennifer Nelson
Board Development Specialist

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Board Development Training Contractors



OSBA resources, regional perspective

OSBA's regionally based trainers offer OSBA-approved school board training programs closer to home, saving you travel costs and adding local understanding.



Eastern Oregon

InterMountain ESD Superintendent

Mark.Muthvi@osba.org



Southern Oregon

Phoenix-Talent School Board Chair

Michael.Campbell@osba.org

Contact OSBA Board Development Director Kristen Miles at kmiles@osba.org if you're interested in training or becoming a regional trainer yourself.

Contact us!

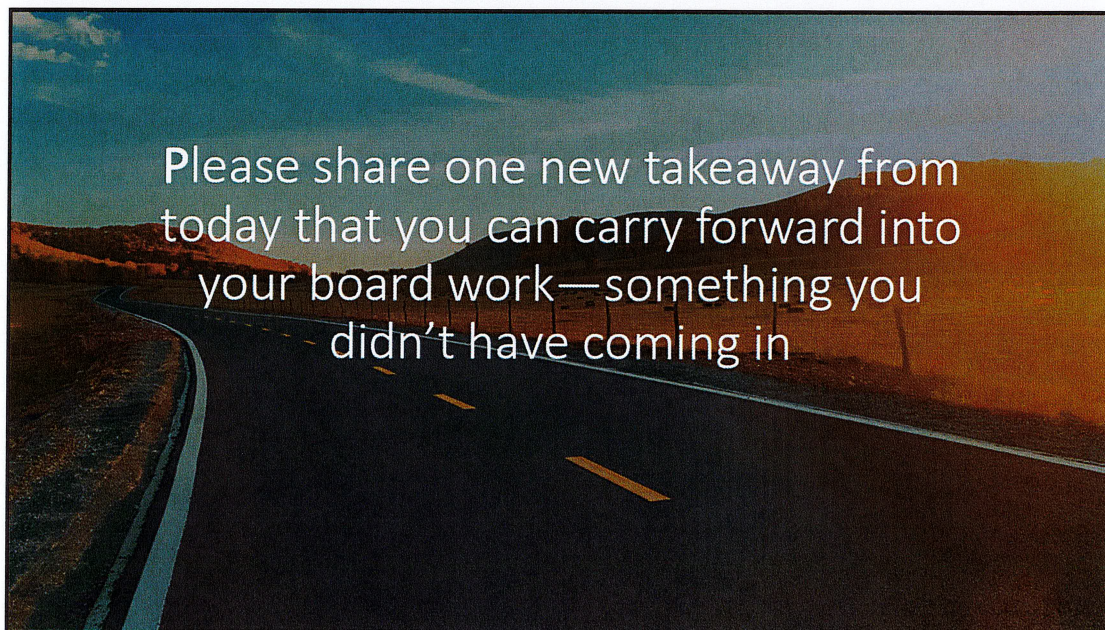
WEBSITE
osba.org/contact-us

EMAIL
info@osba.org

PHONE
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503-588-2800

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BlueSky @osba.org
Instagram /oregon_sba

we're here for you



Mike Ennis- Changing the timeline of the superintendent's evaluation.

Derryl James- Has a much better understanding of the evaluation process.

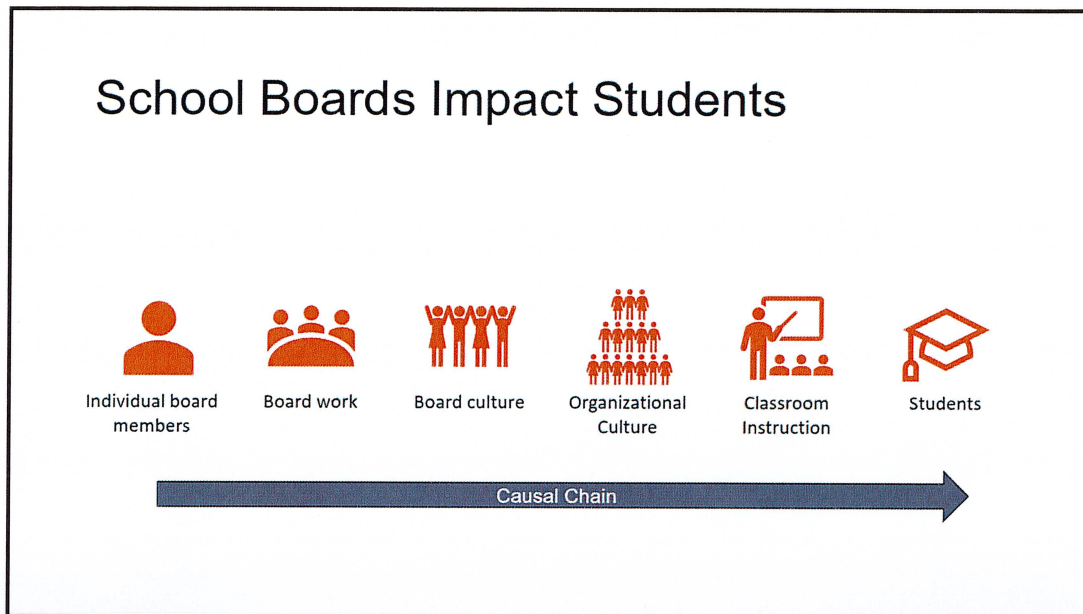
Anber Nelson- Is excited about the operating agreement. She spoke to other districts regarding their agreements.

Nicole Buganski- Talked about that we focused on ethics in the past and this is the first time doing a training like this.

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

Derryl James- The start of a communication protocol.

Kim Roth- Trying to strengthen ourselves for our kids. Appreciate that the board gives 3 hrs of their time after working a full day.







Questions & Discussion

**Please fill
out our
feedback
survey!**

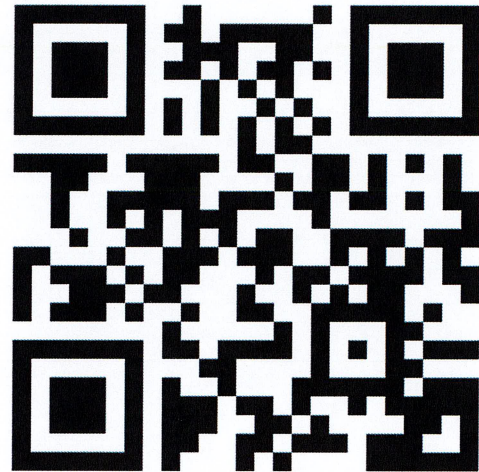
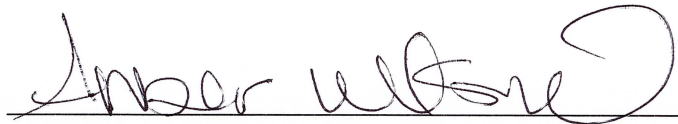


Photo Credits

- OSBA: <http://www.osba.org/>
- Alsbury, T. L., & Gore, P. (2015). *Improving local school board governance: A Balanced Governance approach*. Cambridge, MA: Harvard Press.
- Alsbury, T. L. (2008). (Ed.) *The future of school boards governance: Relevancy and revelation*. Lanham, MD: Rowman & Littlefield.
- Oregon Duck & OSU Beaver Image: <https://i.pining.com/736x/bd/0c/8c/bd0c8cfc73dcb23d7d550beb8f00175e.jpg>
- University of Denver logo: <https://www.du.edu/>
- HRVHS logo: https://www.osaa.org/images/school_logos/128x128/HoodRiverValley.png
- Flag image: <https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcR3r-XPiKK1sXfqIRArUYuj5gkgV5Cu8Yabqw&https://www.ode.state.or.us/data/ReportCard/Reports/Index>
- <https://www.easyairportparking.uk/assets/das-flugzeug-cockpit-bild-2.jpg>

4. Adjournment

Anber Nelson adjourns meeting at 8:13 p.m.



Presiding Chair



Board Secretary

2-19-26

Date Board Approved