



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
District Office Conference Room
38729 NW Cherry St., SCIO, OREGON 97374-9502
Monday, April 27, 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.

Retreat

RETREAT MINUTES

1) CALL TO ORDER/WELCOME

The meeting was called to order by Presiding Chair, Anber Nelson, at 5:30 P.M.; other board members present were Nicole Buganski, Hank McDonald, Mike Ennis and Derryl James. Also, present were Superintendent – Kim Roth, Office Specialist -Nikki Ferguson and OSBA Board Development Specialist- Janet Avila-Madina. Payroll/Board Secretary- Chelle Mask 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

Derryl James made a motion to approve the agenda as presented. Mike Ennis seconded the motion. Motion passed.

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

Board Retreat Training- Facilitated by OSBA Board Development Specialist, Janet Avila- Medina

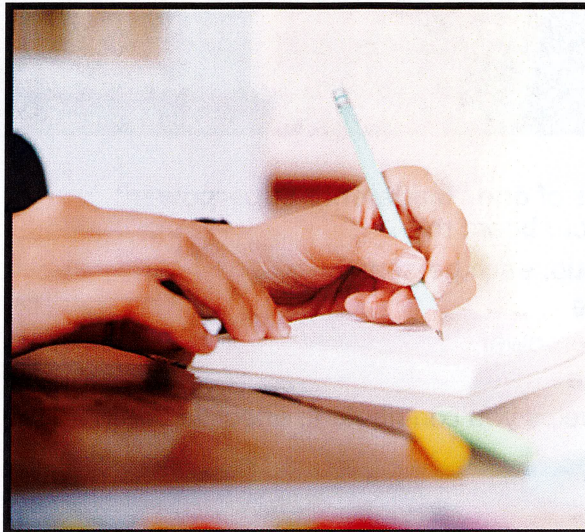
Janet Avila- Medina introduces herself and starts the following slide presentation



Stay engaged	Speak your truth responsibly	Listen to understand
Be willing to do things differently and experience discomfort	Expect and accept non-closure	Confidentiality

thecenterconsultancy.com

Adapted from Pacific Education Group, Courageous Conversations



Agenda

- Teambuilding activity
- Board operating agreements
- Board-superintendent operating agreements
- Superintendent Evaluation process
- Board Goal Setting
- Key takeaways

3) Team-Building Activity- Leadership Superpowers

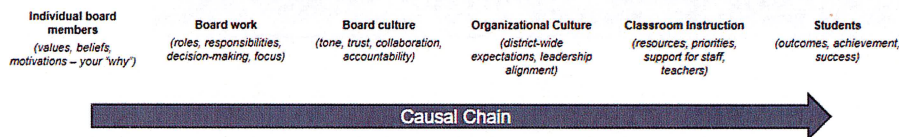


How it Works

- Each person thinks of **one “leadership superpower”** that you bring to your board role
- Go around the group, each person:
 - State their name
 - Share their superpower
 - Superhero name
 - Explain how it helps you contribute to effective board work.

“My name is Janet. My superpower is that I can read a room and Synthesize people’s perspectives. So, my superhero name is the consensus whisperer. It helps my board because I can listen and understand and build trusting connections with people. It’s super fun, be playful with it. Once you have your superhero name please write it on the sticky note. Each board member participated in the activity stating their superhero name (Grumpy Old Man, The Communicator, The Win- Win Warrior, Steady Connector, Toilet Paper Man, The Fixer).

School Boards Impact Students

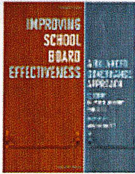


Janet tied it back to their work on the board. It is a causal chain and it starts with you as board

members. Your values, beliefs, your motivation, how you process information. Your why, why you are a board member. You set the tone for the rest of the organization. You also need to understand your roles and responsibilities. You can do that with your board culture, how you speak to each other and build trust, making sure again of your roles and responsibilities, the laws, the policies of your board work. That all translates into the organizational culture, the district wide expectations, your relationship with the superintendent, the superintendent then passes it on to administrators and teachers and then ultimately to the students. It starts with you as an individual board member. It is important to spend the time learning more about each other, so when you are making decisions, you are coming in with that lense that you are all individuals, you all have different experiences, and different perspectives to bring to the table.

Standards-Based Governance

What Effective Boards Focus On



Vision & Strategy	Accountability & Performance	Culture & Relationships
1. Vision-Directed Planning 9. Systems Thinking 10. Innovation & Creativity	4. <u>Accountability</u> 5. Using Data 12. Budget & Finance	2. Community Engagement 3. Effective Leadership 6. Cultural Responsiveness 7. Culture & Climate 8. Learning Organization 11. Board Conduct & Executive Relationship
Focus: Setting direction & long-term priorities	Focus: Monitoring results and ensuring responsible use of resources	Focus: How the board leads, collaborates and builds trust

© 2011 by Robert D. Anderson, T. L. & Gore, P. D&S. Improving local school board governance: A balanced governance approach. Cambridge, MA: Harvard Press.

Janet did a recap of the items we worked on in January. She walked us through 12 standards. Tonight we are working on the standards on the right-hand side around the Culture and Relationship building. Your board culture, you're learning to work together as an organization and how to be an effective leader. We are specifically working on some tools on accountability, how you have a system held accountable. Also, how you can hold your performance accountable as a board.

4) Operating Agreement Activity-Assignment Reflections & Sharing



What is it?

An accountability tool

To help build clear expectations for how you do your work

Sometimes it can be used to build some guardrails

Reinforce your role as a board vs. superintendent

Reiterate, and further understand what is already in policy, procedures, etc.

It is an accountability tool. It's intended to be used to help build clear expectations, how you operate, how your meetings are ran and how you communicate with each other. We will be focusing on the board agreement then will go to the superintendent one in a moment. Sometimes it can be used to build guardrails. Maybe there are some areas that keep getting missed, or misunderstandings or the process isn't really clear and so you need to have in place a Board Operating Agreement. It should be a

proactive tool not reactive tool and it reinforces your role as a board vs the superintendent. In a moment you are going to be thinking about what we need as a board to be able to effectively function to be an effective board and operate around specific areas. It needs to be prioritized. When I do it with boards I say no more than 1 page and 2 pages with the Board Operating Agreement and Superintendent Agreement together.

Goal

- 01**
Use it as a proactive tool, not reactive
- 02**
Prioritize the areas that need clarification and clear expectations
- 03**
Revisit and revise once a year or as needed

4.1. Board Operating Agreement

Reflect

- **Current Board Meetings** – what do they look like look (structured, long...) What could make your meetings more effective?
- **Board Culture** – are you collaborative, is there conflict, misunderstandings, what do your deliberations look like – and how can you improve your relationship as team?
- **Governance Role** - Do you understand your governance role clearly or are there areas where you need further direction, support and clarification? Think policies, processes/procedures
- Any other area, not listed?

Exercise

Select up to 5 areas where clearer expectations need to be set to improve how the board operates.

Write the #s you selected on the sticky note

The one selected the most was #20 Superintendent evaluation. Then there was a tie between #9 vision and goal setting, 10-board self-evaluation, 13- strategic planning and #15- community engagement. The individual ones selected #4- individual board member interpersonal issues and conflict, 16- board to board communication and #19- handling of email correspondence. Janet asks the board what specifically needs to be clarified for about the superintendent evaluation? Nicole Buganski stated that they never done it well. Mike Ennis said that they have never done the same way twice in nine years -Inconsistency and the process. Hank McDonald suggested that the superintendent does a self-evaluation before they do the superintendent evaluation. Janet states that the Board Operating Agreement needs to be specific, not vague. She also states that the process and timeline needs to be discussed in open session, so the superintendent and the board understand. There should be no surprises on either side. Nicole also states that the criteria need to be improved. Nicole then states that #9 directly ties in with #20 and the expectations for the superintendent and the board. What are we measuring against? Janet asks if they were talking about the district, superintendent or board goals. The board agreed that it should be all of them. Mike brings up the state of Mississippi and how they were the worst state score wise. Now they are better than Oregon. He also states that our goals should be based on helping our students score better. Derryl James states that he doesn't want to be the Oregon average, he wants to be way above it. Janet skipped to #13 Strategic Planning. Nicole said Hank touched on it, what is our plan and goals that we can do based on the financial means. Janet asked if there was ever a strategic plan before. Kim said that she plans to start to work on that. Janet said that maybe we should start by just learning what a strategic plan is

before we start one. The board sets the direction (and should ask the community) and the superintendent and the admin do the work (the how). What of that does the board monitor to know progress is being made? Janet asked if the big piece is that there doesn't need to be a plan but that progress is being made and that you are monitoring it. Derryl said that we need to be ready to adapt, change or even abandon goals based off evidence. Anber stated funding as well. Janet states that a strategic plan is like a road map, things can change, adjustments can happen but having those conversations and not surprising each other is the key piece. The superintendent is the expert in the district and knows the time of the staff, when data is being given from ODE or other reports. There is also that expectation of when will see outcomes. Kim states that our integrative plan will come under the umbrella of the strategic plan. She also talks about the surveys that are going out to students, staff and the community to help give insight when making the goals/plans. She then jumps back to #10 board self-evaluation. She asked those who picked it why they chose it. Anber said that they had all been voted in by the community and we need to be held accountable for our community engagement, board engagement, just being a good steward to this position. Also being the best that they can be and being accountable with each other. Nicole said that evaluation and the setting of goals and going for a bond, how they are doing to effect change. Derryl had never been through a board self-evaluation. He hopes it will show what the weaknesses are that could be improved since nothing is just rosy. Nicole asked what the obligation is with all the plans and evaluations are, do we need to be developing them or just adopting them in the public setting? Nicole clarifies and asks, can they bring the plan to the meeting and adopt it? Janet stated that it needs to be produced and adopted in the public meeting. Kim Asked as far as strategic planning, she spoke with other districts and she wanted to know if they can have a strategic plan committee to start the groundwork? Janet said that they can as long as when they communicate with the board it is open to the public. Janet then asks how often the board self- evaluation should occur. The board said annually. The next one was #15 community engagement. Anber said we are a small community, pretty much everyone knows everybody and it is important for us to get out there and be seen and engage with our community. It's the only way that we know what they need. We get stuck talking to the people we know and not get out there and be visible. Nicole found that the more the board communicates the more they can control the narrative. Derryl talked about the struggle of getting information out since nobody uses the same platform. Janet asks the board what something as a board is that you could agree on and still make sure you

are setting appropriate boundaries. She also asked what it is that an agreement would help you do your part to engage in the community? Nicole said hers is a communication plan. Derryl states that the one place he always sees everyone is at sports. He and Anber talked about getting a big reader board to advertise events. Janet lets the board know that all boards in big and small communities have the same problem with community engagement. Derryl and Mike talk about the only time people come is when there is something wrong or they community is mad. Janet said that the times she has seen community engagement is when boards invite them to help in creating a plan or listening sessions. Nicole brings up that there is a way to reach out to the community to reach out – Lamb and Wool Fair. Anber stated that the board will have to increase their community engagement if we ever go up for a bond. Janet reminds them that you don't have to recreate the wheel. They can create a plan using professional development, webinars, classes. Janet goes back to the last two numbers, 4- individual board member interpersonal issues and conflict and #16- board to board communication. Anber said that she was the one to add both and that they have had a lot of technical issues and she has to go through a few different communication routes to appease everyone. She can't email everybody because not everyone can get into their emails. We are also paying for Boardbook and Brody got it set up, it would be nice to use the computers that the district gave us. Just moving forward with technology would be nice. The communication between the board is some board members communicate and other board members communicate, but we don't all just communicate. Nicole mentioned that it might come with the new plan. Anber discussed that just for the current meeting she emailed the invite then had to text some because the email wasn't working for one but Hank didn't want a text. She sent it all out but didn't get a response so she wasn't sure they got it. They talked about how they don't read their emails due to work emails and personal emails. Mike and Hank do not want group text messages due to not needing to know everyone's responses. Maybe just send out reminders only no open dialogues. Derryl likes a text that states there is something important in my email. Janet states it could be the board chair or board secretary that sends the message.

4.2. Board-Superintendent Operating Agreement



Reflect

- **Board - Superintendent Relationship**– how would you describe the relationship (strong, needs improvement)
- **Management Role Clarity** – is overstepping occurring, are communication loops closed, how do you keep each other informed? How do you support each other?
- Are there areas where you need further direction, support and clarification from each other? Think policies, processes/procedures
- What else would help strengthen the board-superintendent relationship?

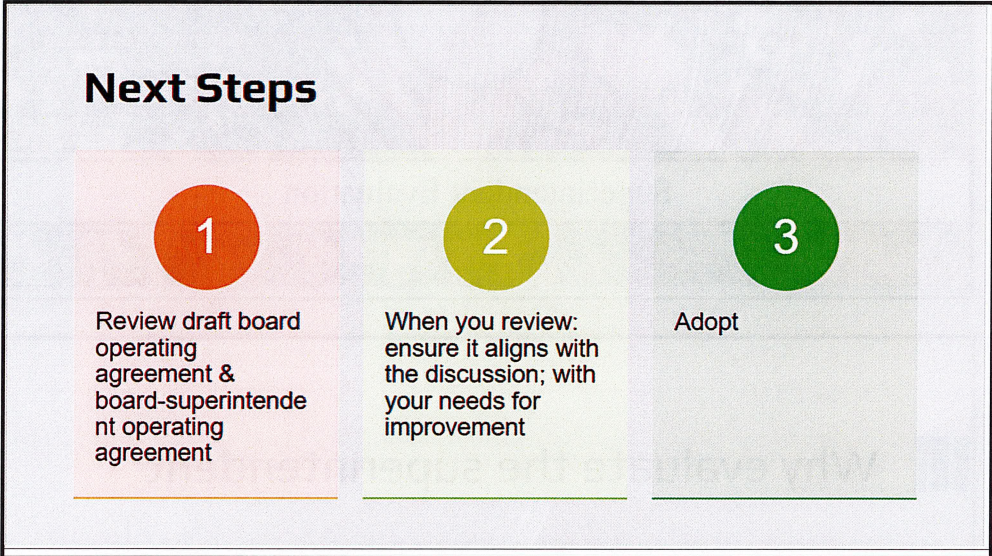
Exercise

Board go through the list of expectations for the superintendent and select up to 7 agreements. Write #s selected on sticky note.

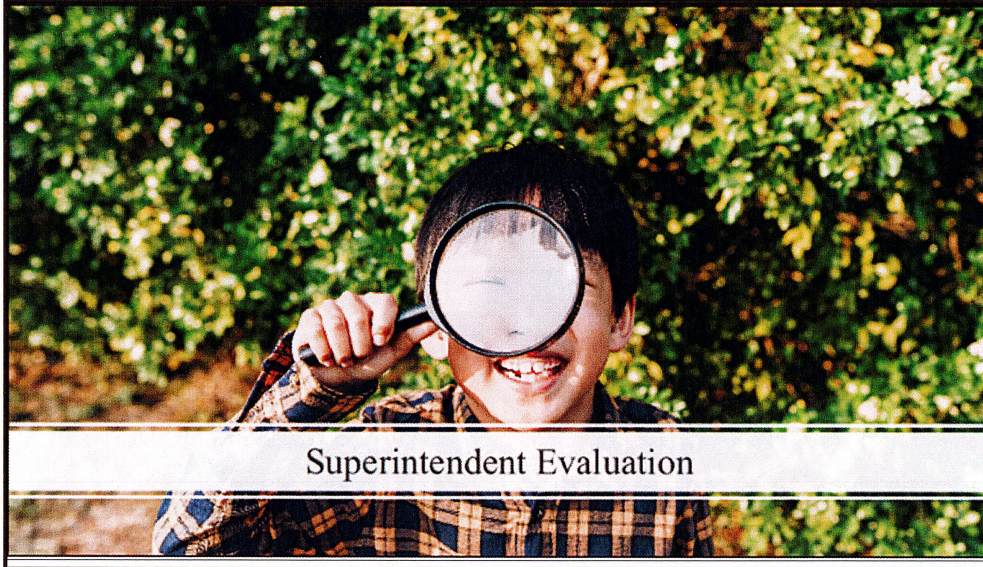
Superintendent go through the list of expectations for the board and select up to 7 agreements. Write #s selected on sticky note.

Janet asked the board to pick up to 7 expectations that the board would like the superintendent to do and Kim must pick up to 7 expectations that she would like the board to do. It could be things they already do and do well. Janet went over the expectations that the board chose. The one that everyone picked was #3- Work with the board to establish a clear vision for the school district. #5 (4/5 chose) – Provide data to the board members so that data-driven decisions can be made. #14 (4/5 chose)- Conduct a self-assessment prior to the board’s evaluation of the superintendent’s job. #4 (3/5 chose)- Prepare preliminary goals annually for the board’s consideration. Janet wanted to clarify if the board was talking about the superintendent goals or the district. The board agreed that they were speaking about the district goals. #16 (3/5 chose)- Provide follow-up information to board members on concerns and issues they have referred to the superintendent- close the communication loop. There was a couple of twos. #7 (2/5 chose)- Inform the board of all critical information including relevant trends, anticipated adverse media coverage or critical external or internal change. #9 (2/5 chose)- Communicate with the board members promptly and effectively. This goes with #7 and 16 and #9. They all go together. #15 (2/5 chose)- Represent the school district by being visible in the community. Derryl stated he didn’t think it needed to be in writing as she already does this. Kim states that she wants to be there. The other ones Janet saw was #11 (2/5 chose)- Respect the confidentiality requirements of board meeting executive sessions. The board also felt as though that didn’t need to be in there anymore. They agreed to have 3, 4, 5,14 and combine 7, 9 and 16. Janet then moved on to the superintendent’s selection of expectations. #1,2, 3, 6, 12, 14 and 15. #1 – Recognition of the superintendent as the educational leader of the school district. #2- Willingness to share the success and the failures of the school system with the superintendent. #3- Assistance in gaining acceptance and support in the community. #6- Willingness to acknowledge and follow the chain of command of the school district. #12- Careful consideration of each recommendation made by the superintendent. #14- Willingness to study and evaluate educational issues affection the school district. #1- Practice of avoiding surprise items at board meetings. Janet talked about getting the one-page Board Operating Agreement and on the flipside being the Board-Superintendent Operating Agreement. Once you get it you will want to read it and make sure you agree with the statements at the next or future board

meeting. She then asked when the next meeting would be. The board told her it is May 20th. Once the board accepts it then it as a policy, then it becomes an accountability tool.



5) Superintendent Evaluation Process

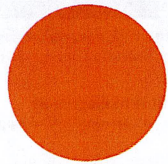


Superintendent Evaluation

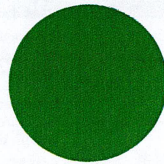
Why evaluate the superintendent

- Align leadership to mission, vision and goals
- Provide constructive, evidence-based feedback
- Strengthen trust and accountability
- Support better outcomes for students, systems and institutions

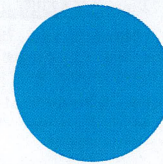
Board & Superintendent Establish



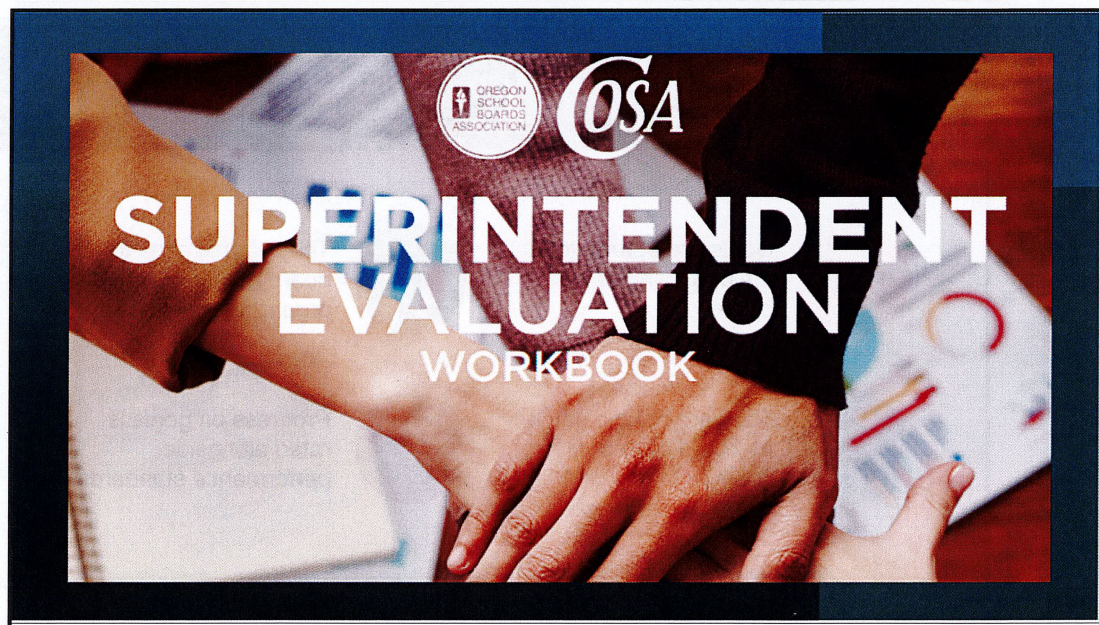
THE TOOL



CRITERIA



TIMELINE



PROCESS - How it Works – 5 Parts

CRITERIA

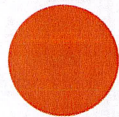
Standards	• Clear, measurable expectations
Goals (optional)	• Leadership-specific, not organization or board goals
Evidence	• Check-ins, artifacts, data, and self-reflection
Targeted Feedback Survey (optional)	• Broader staff/community input
Public Evaluation Summary	• Transparent communication of results

Part 1: Performance Standards

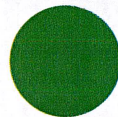
These standards describe *how* executive leaders perform across districts.

Visionary & Leadership	Systems & Accountability
1. Vision & Strategic Direction Leads with clarity and purpose; aligns strategic plans, service plans or institutional goals with board priorities	5. Communication & Community Engagement Engages staff, families, districts or partners; builds trust through clear, consistent communication
2. Ethics & Professional Norms Models integrity, transparency and fairness; builds trust with the board and community	6. Organizational Leadership & Management Leads effective teams and systems; aligns operations to support strategic priorities
3. Inclusive Culture & Climate Creates a culture of belonging; ensures equitable access and inclusive practices across the organization	7. Financial & Resource Management Manages resources responsibly; aligns budget and staffing to organizational goals
4. Instructional / Program Leadership Supports high quality instruction, programs or services; ensures systems are responsive to those served	8. Policy, Governance & Advocacy Works collaboratively with the board; supports governance, policy and accountability processes

Part 2: Goals (optional)



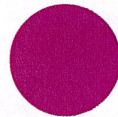
Goals are agreed to at the beginning of the cycle



They should align to board priorities and organizational needs



They are not the same as board or district goals

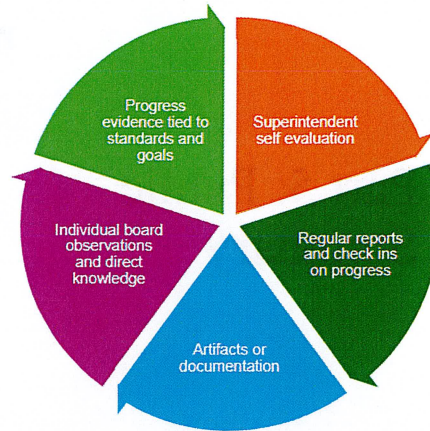


Progress on goals is rated alongside performance standards

Executive Evaluation Rating Guide (Evidence-Based Rubric)

Rating	What it Looks Like in Practice	What Evidence Typically Shows	Board Questions to Ask
4 – Accomplished	Performance is consistently strong and often exceeds expectations. The executive demonstrates leadership that could serve as a model for others. Systems are not only in place but refined, sustained, and showing clear impact.	<ul style="list-style-type: none"> Evidence across multiple areas and over time Clear outcomes or improvements (student, system, culture) Proactive leadership, not just responsive Strong alignment between vision, actions, and results 	<ul style="list-style-type: none"> Is there clear evidence of impact, not just activity? Is this work sustained and embedded across the system? Could this approach serve as a model for others?
3 – Effective	Performance consistently meets expectations. The executive demonstrates solid, reliable leadership and implements systems aligned to organizational or board priorities. Work is progressing as expected, though still developing in depth or consistency.	<ul style="list-style-type: none"> Clear examples of implementation (plans, programs, systems) Evidence of alignment to institutional goals Positive relationships and functioning systems Progress is evident, though impact may still be emerging 	<ul style="list-style-type: none"> Is the work consistent across the organization? Are systems in place and functioning as expected? Is progress visible, even if outcomes are still developing?
2 – Developing	Performance is inconsistent. Some elements of the standards are met, but implementation is uneven or incomplete. Systems may be in early stages or lack follow-through.	<ul style="list-style-type: none"> Isolated examples rather than consistent practice Plans exist but limited evidence of implementation Gaps in communication, follow-through, or alignment Mixed feedback or unclear results 	<ul style="list-style-type: none"> Is this happening consistently or only occasionally? Is there follow-through after plans are made? What is missing to make this effective?
1 – Ineffective	Performance does not meet expectations. Key elements of the standard are missing or not functioning. Leadership actions are unclear, inconsistent, or absent.	<ul style="list-style-type: none"> Little or no evidence provided Lack of systems or alignment Ongoing concerns without improvement Breakdown in communication, trust, or implementation 	<ul style="list-style-type: none"> Is there sufficient evidence to support this standard? Are critical responsibilities not being met? What immediate changes are needed?

Part 3: Evidence of Performance



Part 4: Targeted Feedback Survey (TFS) *optional*

- Optional part of the process
- Used with selected staff and community participants
- Best agreed to at the beginning of the cycle
- Does not replace the board's evaluation
- OSBA administers the survey & provides the summary of results
- We do not recommend for 1st year superintendents

Session 1: TFS Planning Meeting *public meeting*

Select standards

Identify Survey Participants
(staff & community)

Timeline

Part 5: Public Summary

SAMPLE EVALUATION SUMMARY

Below is a sample summary of a board's evaluation of the superintendent.

The board of directors of the [name] school district has completed the annual evaluation of Superintendent [name] for [year]. All [number] board members had served on the board for at least one full year and have been able to observe and be a part of the superintendent's work.

The evaluation focused on [eight professional standards and 2] superintendent goals.

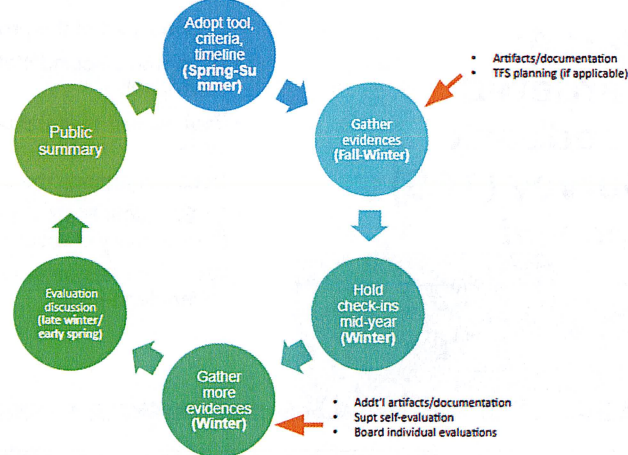
Regarding the eight professional standards, we determined that Superintendent [name]'s performance was exemplary in the areas of: visionary leadership, communications and community relations, and effective management. As the areas of goals and governance, curriculum planning and development and finance, we found that the superintendent was strong in instructional leadership, resource management and critical leadership all received a rating of average.

The board determined that Superintendent [name] has shown an outstanding record of achieving the goals set by the board and we are proud to begin the [year] for [name] and align the primary language arts and reading curriculum. Further success at achieving the goal of improving student and retaining professional staff and meet goals. Success in meeting the strategic learning goals for all students was noted for [name] and [name] was noted as well.

[The board and superintendent have to distribute a targeted feedback letter to members of the staff and community for feedback on their performance. The results of this survey will be shared with the superintendent and the superintendent will be responsible for the implementation of the results of their feedback, which will be to that staff member be implemented and that significant accomplishments have been achieved by the superintendent. Board members will also share with us how they plan to further improve staff skills and focus on providing the community together in support of the schools.]

We will be working with Superintendent [name] over the next several weeks to develop goals for the superintendent aligned with our district goals and how we intend to working together to continue the success of our district.

Timeline – An Ongoing Cycle



The Process for the Evaluation

- Can be one or two sessions
- Can be in executive session – unless supt requests open session
- Duration of discussion varies – carve out enough time to have meaningful focused dialogue about the performance of the superintendent

One Session

1. Superintendent self-evaluation & artifacts of evidence presented (if needed) – *good last opportunity for the supt to highlight any key info to the board.*
2. TFS summary results (if applicable)
3. Board discusses compiled individual ratings and results together
4. Chair or board secretary deliver draft evaluation report to the superintendent
5. Superintendent gets time to review before entering executive session to ask clarifying questions (if any)
6. Superintendent enters executive session to ask clarifying questions
7. Board further discusses evaluation, makes any changes (if necessary)
8. Board exits executive session and approves evaluation report
9. Evaluation report filed in superintendent personnel file
10. Chair reads public summary – can also be read at the next board meeting

Two Sessions

Session One

Superintendent self-evaluation & artifacts of evidence presented (if needed) – *good last opportunity for the supt to highlight any key info to the board.*

TFS summary results (if applicable)

Board discusses compiled individual ratings and results together

Chair or board secretary deliver draft evaluation report to the superintendent

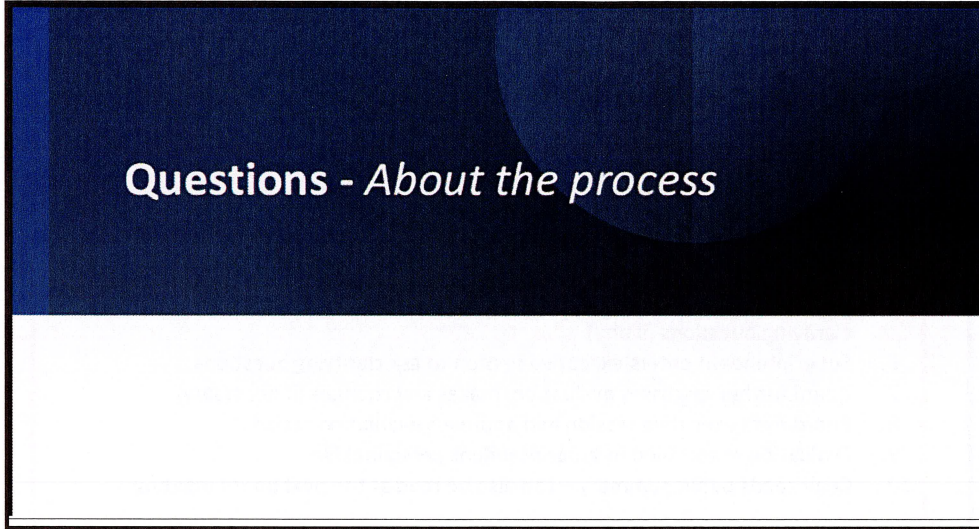
Session Two

1. Superintendent asks clarifying questions
2. Board further discusses evaluation, makes any changes (if necessary)
3. Board exits executive session and approves evaluation report
4. Evaluation report filed in superintendent personnel file
5. Chair reads public summary

Key Takeaways: What Boards Determine & Need to Know

Boards set the structure for a fair, clear evaluation process

Boards Determine	Boards Ensure	Boards Must Know
The evaluation tool	The process is adopted annually	Timeline matters – deadlines are contractual and statutory
The criteria (standards, goals, TFS)	Evaluation is based on evidence	Confidentiality is essential – if evaluation occurs in executive session
The timeline and process	The board speaks with one voice	Public summary – one collective statement in open session
	The process supports both accountability and growth	Evaluation is ongoing – not a one-time event



Nicole asked if the self-evaluation would be publicly presented. Janet states that the superintendent would send it to the board and they would evaluate it, then use it to help with the evaluation.

6) **Board Goal Setting**



Why should boards evaluate their performance?

Measure performance effectiveness

Commitment to self-accountability

Build relationships with trust and respect

Improve communication

Plan for professional development

Set goals that support the district's vision and goals

	Purpose	What	Responsible
District Goals	Define the desired outcomes for the district priorities	SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) that focus on system-wide improvement.	Superintendent and staff. Developed as part of the strategic plan, they guide the work of the entire district, including staff and leadership.
Superintendent Goals	Outline how the superintendent is leading efforts to meet the district priorities and strategic goals.	Often includes two or more professional or performance-based goals tied to the district's priorities.	Superintendent. Created collaboratively during the superintendent's evaluation process, based on their performance review.
Board Goals	Focus on what the board is doing in its governance role to support district priorities and ensure accountability.	Typically includes at least two measurable professional development goals, such as improving board operations, monitoring data effectively, and supporting superintendent success.	Board. Developed by the board to strengthen its capacity to lead and govern effectively.

How it May Look

District Goal: xyz district will strengthen community engagement by improving communication and engagement opportunities for families and community members.

Superintendent Goal: Attend conferences and workshops to connect with peers and learn best practices for how to communicate district progress and engage meaningfully with families and community members.

Board Goal: Stay updated on policies and public meetings laws to support clear communication, appropriate use of communication channels, and increased community trust.



The board already did a board mini-assessment back in January during our work session. Janet had asked the board about strengths and opportunities of growth of the board. Other assessments could be the board self-evaluation tool. It would be more like a survey data that we compile and get results to narrow down. Maybe you will want to do an assessment. You identified a strength in January, superintendent leadership, collaboration with the union, community engagement, communication plan, budget and financial stability, policy updates and progress and academic performance. You want to focus and maintain your strengths. Areas of growth we discussed last time were ongoing professional development, on-boarding board members, boards roll in budget, clear and transparent communication, more meaningful

community engagement, monitoring data that ties to districts priorities and goals, Development operating agreements, strengthening collaboration and developing communication protocols.

Strengths

Superintendent leadership	Collaboration with associations (e.g., Union)	Community engagement (e.g., district communication plan)	Budget and financial stability	Policy updates in progress	Academic performance
---------------------------	---	--	--------------------------------	----------------------------	----------------------

Areas of Growth

- Ongoing professional development (e.g., onboarding new board members, understanding the budget, funds, and clarifying the board's role in the budget process)
- Continued focus on clear and transparent communication
- 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)**
- Strengthening collaboration
- Develop communication protocols

Janet asked them to pick 1 or 2 strengths. The board chose bullets 1, 3 and 4. Janet asked them what about the budget they to understand. Anber would like to learn as much as she can and knows that it will be something that will be a continued learning experience. Derryl would like to understand the budget to keep us on the course that Gary Tempel has put us on and he doesn't want any surprises. Janet clarifies that they want to be up to date and informed.

2026-2027 Board Goals Areas

- Put into practice and review quarterly the board operating agreement and board-superintendent operating agreement
- Develop a communication protocol
- Learn and begin to develop a monitoring plan or system to measure district goal progress
- Pick a training opportunity to learn more about the budget process and the role of the board
- Polish onboarding process



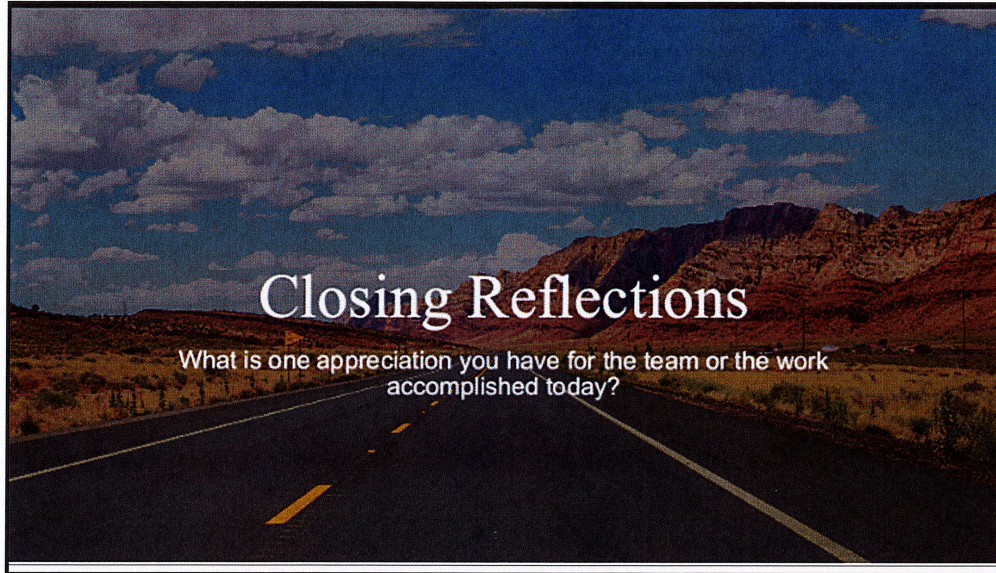
Today's learning outcomes

Strengthened understanding of the board's accountability role through practical application

Created operating agreements to support effective leadership, collaboration, and trust

Clarified how to maintain high expectations of performance for both the board and the superintendent

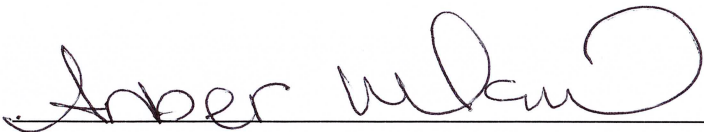
7) Wrap-Up & Closing Reflections



Nicole appreciates that Kim has not been in her position for a year yet and she has made a lot of progress. Derryl appreciates all the patience and mentoring that they have given him. Anber appreciates all the time and effort Kim has put into this. Our district and district office have made huge strides forward. Kim appreciates the patience as she puts systems and processes in place to make us stronger. Mike appreciates that not everyone has the same perspective, that we can communicate in a professional and productive way. Hank appreciates the team that Kim has put together. It's going to be awesome.

8) Adjournment

Anber Nelson adjourns meeting at 8:05 p.m.



Presiding Chair



Date Board Approved



Board Secretary

