Inspiring Excellence
LAKE STEVENS
School District

Lake Stevens School District | 12309 22nd St. NE | Lake Stevens, WA 98258-9500
425-335-1500 (office) | 425-335-1549 (fax)

BOARD OF DIRECTORS' REGULAR SESSION MINUTES
May 27, 2026

Board Members: David Iseminger, President
Mari Taylor
Paul Lund
Ryan Dickson
Brian Kesler
Mary Templeton, Superintendent/Board Secretary

Student Advisory Council Officers: Aashi Bendalam, President
Afebia Aemere, Vice-President
Ginelle Sarpong, Secretary

The Lake Stevens School District Board of Directors met in a Regular Session at the Educational Service Center. A Zoom option was available for this meeting that President Iseminger called to order at 6:30 p.m. followed by the pledge of allegiance.

ROLL CALL

Present: President David Iseminger, Director Mari Taylor, Director Paul Lund, Director Ryan Dickson, Director Brian Kesler, Superintendent Dr. Mary Templeton and SACo members Aashi Bendalam, Afebia Aemere, and Ginelle Sarpong.

AGENDA/MINUTES

Director Kesler made a motion to approve the May 27, 2026 Agenda. The motion was seconded by Director Lund and unanimously approved. Director Lund made a motion to approve the May 13, 2026 Regular Meeting Minutes. The motion was seconded by Director Kesler and unanimously approved.

RECOGNITION OF STUDENTS, STAFF, AND COMMUNITY MEMBERS

There was no recognition of students, staff, and community members at this time.

REPORTS OF SCHOOL BUILDINGS AND PROGRAMS

Dr. Templeton introduced the school improvement plan presentations, explaining that principals present their annual goals and strategies to support student achievement throughout the year. She emphasized the district's focus on using leading data and interim assessments, such as STAR and i-Ready, to monitor student progress in real time and guide instructional decisions. Dr. Templeton highlighted the importance of Professional Learning Communities (PLCs) in supporting collaboration, transparency, and continuous improvement. She recognized Executive Directors Steve Burleigh and Dr. Mike Snow for their support of school teams and noted that district leaders are encouraged by this year's progress and are already preparing for next year's work.

Executive Director of Secondary Schools, Dr. Mike Snow, provided an overview of the end-of-year data presentations and shared that district principals have demonstrated strong collaboration throughout the year by sharing ideas, challenges, and strategies related to the PLC process. He explained that the assessment data being presented is still preliminary, as testing windows remain open and some scores are still pending. Current results include both completed assessments and estimated outcomes based on interim assessment data, such as STAR scores, teacher input, and other indicators. Dr. Snow noted that principals are using the data to identify successes, address areas of struggle, and plan supports for the coming school year. He emphasized confidence in the leadership teams and highlighted the district's continued focus on using data to support the success of each individual student.

Principal Brad Abels presented North Lake Middle School's end-of-year data and shared that staff have seen encouraging student growth, particularly when reviewing individual student progress. Preliminary assessment data showed projected growth in both ELA and math across grade levels, along with an increase in students' sense of belonging at school. Attendance was identified as an area of concern, particularly among Tier 1 students, although some students with historically high absences showed significant improvement this year. Principal Abels also highlighted the school's PLC work, including the development of team norms, essential standards, common formative assessments, and intervention planning. He shared that North Lake will continue focusing next year on data conversations, grading practices, attendance improvement, intervention supports, and strengthening the school's guiding coalition leadership team.

President Iseminger asked whether the improvements being seen were the result of infrastructure work or staff becoming more familiar with the process. Principal Abels responded that he has seen the infrastructure being built through the PLC process, including the development and repeated use of essential standards and instructional systems throughout the year. He shared that while the work is still progressing, he has seen continued improvement.

Principal Mike Randles presented Lake Stevens Middle School's preliminary end-of-year data, noting continued projected growth in ELA and math over the past two years. Seventh grade math showed significant projected gains, while sixth grade results remained relatively stable overall, though staff noted growth trends within student subgroups and multilingual learner progress. Principal Randles shared that staff continued strengthening PLC systems this year through work on essential standards, common formative assessments, and instructional response practices. The school also piloted enrichment and additional learning time opportunities, which received positive feedback from staff. Looking ahead, LSMS plans to continue deepening its PLC systems work, launch a PLC guiding coalition, and implement a weekly intervention period to provide targeted student support during the school day. Principal Randles expressed pride in the staff and the positive culture and systems being developed at the school.

Principal Shannon Tarrach presented Cavelero Mid High School's preliminary end-of-year data. She shared that while the school did not meet its ELA goal, current projections show approximately 61% proficiency, along with notable growth in math achievement. Ninth grade on-track rates are currently projected at approximately 77%, with additional supports and interventions planned to help students' complete coursework before the semester ends. She highlighted the school's focus on keeping data at the center of staff conversations and involving staff in setting goals for next year. She reviewed work completed this year around PLC implementation, including revisiting the school's mission, vision, values, and goals; increasing family engagement; and strengthening student-centered learning practices. Additional areas of focus included the implementation of Building Thinking Classrooms in math, the use of SBA interim assessments, development of common formative assessments, and the establishment of a PLC guiding coalition. Principal Tarrach shared that next year's priorities will include continued work on assessment literacy, standards alignment, grading and communication practices, student support systems, and strengthening school culture and relationships. She concluded by expressing high expectations for student success and confidence in the school's continued growth.

Principal Leslie Ivelia presented Lake Stevens High School's end-of-year data and shared that the school continues building systems and infrastructure to support long-term student growth and high levels of learning for all students. Preliminary data showed incremental growth in both ELA and math, along with projected graduation rates of approximately 92% following summer graduation. Principal Ivelia highlighted instructional work in ELA and math focused on priority standards, student confidence, common formative assessments, and ongoing analysis of student growth data. She also shared progress in the school's PLC work, including the establishment of a guiding coalition, collaborative staff leadership, and strengthened systems for student support. Principal Ivelia noted that the school climate remains positive, with strong indicators that students feel connected and supported. Looking ahead, the high school plans to continue refining essential standards, strengthening PLC practices, expanding student support systems, and using student data to guide scheduling, interventions, and instruction. She emphasized the importance of collaboration, student relationships, and continuous improvement in supporting student success.

Director Lund commended district and school leaders for their work in implementing significant changes to instructional systems and practices across secondary schools. He acknowledged the complexity and difficulty of the work and expressed appreciation for the leadership teams' commitment to continuous improvement despite the challenges involved. He shared his excitement about the collaboration occurring across schools and teams, noting that the increased sharing of ideas and practices throughout the district is encouraging. He also recognized the progress being made in transforming secondary education systems and thanked staff for their leadership, persistence, and dedication to student success.

President Iseminger commented on the strong progress being seen in 10th grade ELA and math. He noted that interpreting high school math SBA results can be challenging, as many students are enrolled in advanced math courses such as calculus and may not have recently practiced grade-level SBA content. He shared that this can impact assessment performance despite students demonstrating success in higher-level mathematics coursework.

Principal Ivelia responded by clarifying student course enrollment patterns at the high school. She shared that out of 198 students, a significant portion are enrolled in higher-level math courses, including Algebra 2, Pre-Calculus, and Math and Society, noting that much of the assessed content aligns with earlier grade-level standards. She acknowledged a potential disconnect between state assessment timing and students' current coursework progression, and raised the idea of providing targeted review or refresher opportunities for sophomores prior to the SBA. This could include brief instructional supports during early release time to help students revisit foundational skills that may not be recently practiced. SACo member Afebia commented that her math teacher provided them with a practice test a week before the SBA test in order to help them prepare.

Director Kesler commented on long-standing trends in state assessment data, noting that the gap between math and ELA performance has been consistent over time. He shared that math scores have historically lagged behind ELA both locally and nationally, and that sustained efforts at the state and district level have not yet fully resolved this challenge. He emphasized appreciation for the ongoing work of teachers and school leaders in addressing math outcomes, recognizing the complexity of improving results in this area and the continued dedication of math educators.

Dr. Snow explained that multiple data sources, including STAR and SBA assessments, are being used together to triangulate student performance and identify potential gaps in instruction. He noted that this approach helps evaluate the overall "health" of 10th grade math and ELA outcomes and provides insight into whether discrepancies exist between different measures of student achievement. He also shared that certain assessment results are accepted by state colleges for placement purposes, which provides an additional indicator of student readiness. Dr. Snow further discussed ongoing district work to better understand the dip in math performance that can occur between elementary and secondary levels. He referenced instructional approaches such as "thinking classrooms" and emphasized the importance of giving students time to engage deeply with mathematical concepts. He noted that district leaders are continuing to engage in learning walks, professional development, and collaboration with external partners to improve math instruction and outcomes.

Executive Director of Elementary Schools, Steve Burleigh, explained that SBA results arrive inconsistently across grades and schools, so districts rely on partial data combined with projections. Because some buildings and grades report more complete data than others, much of the reporting includes estimates rather than full results. He clarified that adjusted totals (shown in parentheses) represent projected additions of students who are likely to meet standards based on other assessment data, such as I-Ready. This helps create a more complete estimate when SBA data is not fully available. He highlighted a shift toward using structured data cycles: teams now review fall data together, make early predictions about student performance, and then revise those predictions in January. This allows staff to identify students earlier and respond with targeted support during the year. Director Burleigh noted this predictive approach is now embedded in PLC work and is being used consistently across schools and teacher teams. He emphasized standardized reporting, shared data conversations, and growing staff capacity to interpret and act on student data. He closed by noting that staff understanding of PLC systems has grown over the year—from initial uncertainty to stronger implementation and buy-in—leading to more consistent reflection and collaborative improvement.

Principal Ryan Henderson presented Highland Elementary end-of-year data and reported encouraging growth in math and ELA, noting that many students exceeded projected growth targets in math and that 5th-grade ELA proficiency increased compared to previous years. He identified strengthening Tier 1 core instruction as the school's primary area of focus, emphasizing that strong intervention systems cannot replace effective classroom instruction. Principal Henderson highlighted successes with Highland's WIN (What I Need) intervention model, increased collaboration among teachers, and a growing culture of celebrating student learning tied to essential standards throughout the year. He noted that PLC work has increased transparency, shared ownership of student

success, and productive instructional conversations among staff. Looking ahead, Highland will expand PLC work into ELA, continue refining essential standards and assessments, focus on responding when students have not yet mastered key learning targets, and strengthen teacher leadership in support of ongoing school improvement.

Principal Jen Johnson presented Glenwood Elementary end-of-year data. She emphasized the importance of staff being transparent and reflective about student achievement data. Teachers and the Guiding Coalition have embraced the PLC process and are actively analyzing results to identify areas for growth. Principal Johnson highlighted a focus cohort that increased achievement from 50% to 59%, crediting targeted data analysis and individualized support. She also noted that a high-performing cohort maintained strong results. Looking ahead, Glenwood will focus on strengthening Tier 1 instruction, aligning assessments with SBA rigor, and continuing work on priority standards through the PLC process. Staff are increasingly collaborating, sharing effective practices, and learning from one another to improve student outcomes.

Director Taylor commented that educational improvement is not about finding a "magic bullet" or a single solution. She noted that throughout education there are often competing ideas about what works best, but true improvement comes from continually examining and refining processes. She commended staff for viewing unexpected results as opportunities for learning rather than setbacks, emphasizing that when outcomes fall short of expectations, the response should be to lean in further, deepen understanding, and continue improving practices.

Director Kesler asked how the SBA "promise" target numbers are determined, noting the significant variation in goals across schools. He questioned whether each building develops its own target or if there is a districtwide process used to establish the performance goals. Principal Johnson responded that schools no longer use a standard target, such as 80%, for all buildings. Instead, principals and their teams analyze their current data and determine a realistic but ambitious growth target based on student needs and performance trends. She explained that building leaders are given autonomy to establish these goals because they know their students, staff, and school context best. The intent is to set meaningful stretch goals that encourage growth while remaining grounded in each school's unique circumstances.

Director Kesler asked a follow-up question about whether the schools' promise targets are reset each year based on current data. He also asked whether schools are identifying teachers who demonstrate particularly strong results in specific subject areas, such as math, and creating opportunities for those educators to share effective practices with colleagues across grade levels. Principal Johnson responded that vertical collaboration between grade levels is a key part of the work. She emphasized the importance of teachers understanding what students are learning in earlier grades rather than relying on assumptions about prior knowledge. To strengthen math instruction, six teachers have enrolled in a Math Academy and will help lead professional learning for staff next year, building additional instructional expertise across the school.

Director Lund thanked staff for their commitment to the challenging work of changing systems, processes, and instructional practices. He expressed encouragement that staff are eager to analyze data, collaborate with one another, and continuously improve. Drawing on his experience in industry, he emphasized the importance of building a strong culture, noting that improved performance follows when people work together around a shared purpose. He stated that the district is laying an important foundation through its PLC work and believes schools will become increasingly successful in meeting their goals as the work continues to mature.

President Iseminger commented that he appreciates the transparency from schools in presenting data that does not always meet initial expectations, noting that vulnerability and honesty in reporting are important for organizational learning and trust. He emphasized that while results may fall short of goals, this should not lead to lowering expectations in the future. Instead, he encouraged continued commitment to ambitious targets and ongoing improvement as the work progresses.

COMMUNITY COMMENTS

President Iseminger opened the floor for community comments. Hearing no comments, President Iseminger closed this portion of the meeting.

DECISION ITEMS

Consent Agenda:

Director Taylor made a motion to approve the "Consent Agenda" items: Approval of the May 29, 2026 vouchers and invoices have been examined, audited, and allowed by the Board of Directors; that the sum of said payroll and/or vouchers and invoices amounting to $2,690.09 covered by ACH numbers 9000020989 through 9000021009 and manual warrants listed below, drawn on the General Fund. Approval of the May 29, 2026 vouchers and invoices have been examined, audited, and allowed by the Board of Directors; that the sum of said payroll and/or vouchers and invoices amounting to $4,066,349.78 is covered by warrants numbers 321020 to 321149 and manual warrants listed below, drawn on the General, Capital Projects & ASB Fund(s). Personnel Report: Certificated Employment: Brittany Bowers School ML/Title I Intervention, Jennifer Corvin SLC Teacher, Rebecca Faheem School ML Specialist, Hunter Maltais Director, Monika Tabro Music Teacher-Non Cont. Classified Employment: Paige Jackson, DD Pre-K Para, Jazmin Magana 1:1 SLC Para; Volunteers: Quamere Kendall LSHS, John Thompson LSHS, Duane Turnquest CMHS; Resignations: Debbie Demuelenaere 8/31/2026, Darah Ealey 5/31/2026, Brenda Feemon 6/16/2026, Andrea Hammer 6/16/2026, Sophia Heit 6/16/2026, Jessica Lipscomb 6/16/2026, Briana Millard 8/31/2026, Diana Poinaru 6/16/2026, Emily Rodriguez 5/8/2026; Retirements: Colleen Aldrich 8/31/2026, Corky Davis 8/31/2026, Deborah Harris 6/16/2026, Judith Henry 8/31/2026, Pam Riedel 6/16/2026. Approval of the Co-Curricular Report. Approval of a donation from Mount Pilchuck PTA to Mount Pilchuck Elementary in the amount of $3,000. These funds will be used for learning enrichment. Approval of a donation from Lake Stevens Education Foundation in the amount of $4,925 for the Spring Innovative Teaching and Learning Grants to support: Glenwood Elementary School – Vertical Whiteboard for Building Thinking Classrooms, $1,160, and the Early Learning Center – Light Tables and Related Sensory Tools, $3,765. Approval of a donation from Glenwood PTA to Glenwood Elementary in the amount of $400 for the Read Naturally Subscription for the Resource Room and $1,261.02 for PE/Recess equipment. The motion was seconded by Director Dickson and unanimously approved.

Director Kesler made a motion for approval to adopt the dates and locations for the Regular Sessions of the Board for the 2026-2027 School Year. The motion was seconded by Director Lund and unanimously approved.

Director Lund made a motion for approval of the final acceptance of public works projects. The motion was seconded by Director Kesler. The motion was unanimously approved.

Director Kesler made a motion for approval of authorization to award a contract for commissioning services for the Skyline Elementary replacement project. The motion was seconded by Director Dickson. The motion was unanimously approved.

Director Lund made a motion for approval of Resolution No 16-26 – Approval of the value engineering report and implementation plan for the Skyline Elementary replacement project. The motion was seconded by Director Kesler. The motion was unanimously approved by roll call vote.

DISCUSSION ITEMS

There were no Discussion Items at this time.

INFORMATION

Director of Operations Bobby Vaughn presented an update on the state Clean Buildings requirements. He explained that the program, governed by the Department of Commerce, is designed to reduce energy use and emissions in public buildings through Energy Use Intensity (EUI) targets and reporting requirements. He outlined the distinction between Tier 1 buildings (which must meet both reporting and EUI targets based on square footage thresholds and phased deadlines) and Tier 2 buildings (which are reporting-only). He noted that compliance timelines vary by building size, with larger campuses such as high schools and mid-high schools prioritized first. Within the district, Cavelero Mid High is already meeting its EUI target, while Stevens High School and North Lake Middle School are being monitored for compliance timelines and potential extensions based on recent regulatory updates. Stevens Creek Elementary is also currently in compliance. He shared that the Facilities Department is actively supporting compliance efforts through benchmarking, energy audits, lighting upgrades, boiler replacements, and improvements to HVAC and lighting control systems. These projects are helping improve efficiency while reducing long-term operational costs, and additional planning is underway for remaining sites.

Director Lund asked whether the district has current data on compliance status. Director Vaughn confirmed that the district has data for all buildings due for compliance and is actively working toward meeting requirements through planned upgrades and energy efficiency measures. He noted that the Department of Commerce provides incentives to support compliance through energy improvements; however, financial penalties may apply for noncompliance, including per-square-foot fines.

Dr. Templeton introduced the SACo end-of-year report presentation and noted that several members are transitioning out of the group due to term completion or graduation. She acknowledged their contributions and the next phase for those students as they move forward.

SACo students introduced the Student Advisory Council and described its purpose of elevating student voice and creating a safe, inclusive school environment. They shared that their work focuses on collaboration, advocacy, and representing student perspectives. They highlighted key "side projects," including staff recognition initiatives and monthly voting activities recognizing district staff contributions. Students reviewed participation in district events such as High School and Beyond Night, Viking events, and sophomore orientation, noting orientation as a strong opportunity to learn about student experiences. They reflected on the Student Voice Fair, noting lower-than-expected attendance and identifying improvements for next year, including stronger outreach, improved RSVPs, and a focus on quality of feedback over quantity. They also suggested increasing opportunities for smaller group discussions to support more meaningful student engagement. Additional goals included increasing representation of diverse student voices, strengthening outreach to underrepresented groups, and improving ongoing student feedback mechanisms such as surveys and suggestion boxes. Students also emphasized the importance of increasing awareness of SACo and its role within the district. They concluded by reflecting on the value of direct engagement with board members and staff during district events and expressed appreciation for opportunities to collaborate and share student perspectives.

Director Kesler referenced district bylaws outlining SACo's role in providing student voice to the Board and noted that SACo serves as an important connection between students and Board discussions when appropriate. He expressed appreciation for SACo's efforts to expand student voice through activities such as student voice fairs. He emphasized that student participation during Board meetings is highly valued, noting that student comments shared in this setting are especially meaningful. He thanked students for their time and encouraged continuing members to remain engaged and continue sharing their perspectives.

Director Lund thanked SACo members for their participation and noted that their questions and input have led to meaningful Board discussions. He expressed appreciation for their insights and shared that he continues to learn from their perspectives. He acknowledged their leadership and growth through SACo, encouraged continued engagement, and thanked graduating members for their service and contributions to the Board.

Director Dickson expressed appreciation for SACo members' questions and perspectives, noting they added meaningful student voice to Board discussions. He shared that the Student Voice Fair was a positive experience and valued the opportunity for more informal dialogue with students. He emphasized the importance of hearing diverse student perspectives and encouraged students to carry forward what they learned from engaging with the Board. He thanked students for their collaboration and contributions throughout the year, including those completing their term.

Director Taylor expressed appreciation for SACo members and the perspectives they bring to Board discussions. She acknowledged the diversity of student representation and noted the importance of their voices in informing Board thinking and decision-making. She shared that she is consistently impressed by SACo members each year and thanked them for their contributions to the process and their representation of students across the district.

Director Taylor asked the members what they learned through being a part of SACo. The students shared that SACo helped them grow personally and professionally by strengthening leadership, communication, and advocacy skills. Many noted increased confidence in speaking up and recognizing the importance of student voice in district decision-making.

President Iseminger asked what one thing SACo President Aashi would change over the last year. Aashi reflected that she felt rushed during senior year and wish she had been more present and able to fully appreciate moments with her team during discussions and projects. She described SACo as a wonderful experience they would choose to do again.

President Iseminger expressed strong appreciation for the students, noting pride in their engagement, insight, and willingness to speak up. He emphasized that student perspectives are essential to the district's work and thanked SACo members for their contributions throughout the year, wishing graduating members well.

Dr. John Balmer, Assistant Superintendent of HR and School Improvement, reflected on district-wide themes including PLC work, leadership development, guiding coalitions, and grading practices across secondary schools. He noted a shared focus on building consistent systems that ensure all students learn at high levels and emphasized the importance of collaboration and sharing effective practices across buildings rather than working in isolation. He discussed grading practices, including questions about retakes and fairness, and encouraged a shift toward mastery learning rather than punitive approaches. Dr. Balmer also highlighted the need to move from focusing primarily on process to focusing on results and student achievement, while still leading through celebration and positive culture. He emphasized developing an intervention mindset that uses data proactively to support students before they fall behind and stressed the importance of creating district systems so strong ideas and practices can be consistently scaled. He closed by recognizing the value and difficulty of the work, appreciating staff and students, and expressing optimism about continued district growth and progress.

Director Kesler shared that a team visit to a Utah high school highlighted the value of allowing PLCs to function as collaborative teams rather than focusing only on test-based targets. He emphasized that improvement comes through collaboration and strengthening existing practices rather than adding new initiatives, and asked whether the district has a formal process for capturing learning from staff sent to observe other districts.

Director Lund emphasized the importance of elevating teacher voice and sharing practices across teams, noting that district progress is rooted in strong leadership and collaboration among administrators. He expressed appreciation for the work being done and acknowledged early signs of improvement, while noting the district is still in the early stages of its progress. He encouraged continued focus on identifying and celebrating successes along the way.

Director Dickson expressed appreciation for the district's focus on process this year, noting that strong systems and consistent practices are foundational to achieving high outcomes for students. He emphasized that improvements in results begin with getting the process right and thanked staff for their work and continued focus.

Dr. Gina Anderson, Schools Chief of Innovation, Compliance, and School Support Operations, presented an update on district instructional and facilities planning guided by core design principles and ongoing stakeholder feedback. She noted that recent changes are primarily related to project timelines and sequencing for efficiency, while the overall instructional and facilities design remains consistent with established goals. She highlighted continued focus on tiered instructional supports, including shared learning spaces, student support hubs, and embedded staff workstations to support collaboration, flexible grouping, and differentiated instruction. Dr. Anderson also provided updates on capital projects such as Hillcrest Gym and Elementary #8, with construction continuing through summer and into early winter and the gym expected to open next year. Additional design elements include expanded seating, outdoor learning areas, and flexible performance and athletic spaces shaped by prior board feedback.

During discussion, Director Lund asked whether design elements had changed, and Dr. Templeton and Mr. Stanton clarified that updates were primarily procedural rather than changes to core layout, with Stanton noting strong alignment in the overall program design. Lund emphasized the importance of documenting decisions and rationale for future reference, and Stanton agreed that capturing the "why" is essential. Dr. Anderson added that the team consistently returned to guiding design principles when reviewing feedback, including not adopting certain suggestions to preserve instructional priorities.

SUPERINTENDENT'S UPDATE

Dr. Templeton provided a superintendent update, sharing positive community feedback from a recent city council meeting regarding district construction work. She noted that residents near the new elementary school site have observed well-organized, conscientious project operations, including site teams maintaining cleanliness in surrounding streets. She thanked staff and project partners for their efforts and highlighted appreciation for following through on commitments and requests made during planning.

SACo COMMENTS

Ginelle Sarpong commented that she appreciated the updates shared during the meeting and expressed enthusiasm for the work being presented. She briefly reflected on her experience in SACo, noting the value of collaboration and group work, and also shared that she would be competing in the state track and field championships the following day.

Afebia Aemere expressed appreciation for the support of district staff, specifically thanking Dr. Meadows for being a consistent and supportive adult presence. She reflected positively on her experience in SACo, noting that she values the district and finds it meaningful to see staff who are passionate and committed to their work. She closed by sharing gratitude for the opportunity and expressed hope to work with district leaders again in the future.

Aashi Bendalam reflected on her experience in SACo, sharing that the role helped her grow from someone who was once hesitant to speak up into a more confident leader. She thanked staff, board members, and administrators for their support and mentorship, describing them as role models who demonstrate passion and commitment through their work. She also expressed gratitude for her fellow SACo members and her family for their support. She closed by emphasizing the importance of using one's voice, continuing to advocate for others, and carrying forward the leadership lessons learned through SACo.

BOARD COMMENTS

Director Lund expressed appreciation for being part of the board and noted that student experiences are a key reason for his service. He encouraged students to continue leading and thanked them for their openness, engagement, and contributions. He also acknowledged staff dedication and long-term service in the district. He closed by thanking presenters for their transparency and reports, emphasizing that honesty supports growth, and wished departing students well while recognizing their accomplishments.

Director Taylor thanked attendees for a long meeting and their patience, noting the enthusiasm of retiring personnel and appreciating ongoing engagement with district work. She referenced personnel and facilities updates, including value engineering efforts, and emphasized the importance of maintaining alignment with intended goals and maximizing return on investment. She closed by thanking SACo members for their contributions and expressing excitement for future student leaders stepping into the work.

Director Dickson reflected on the retirements as inspiring and noted the strong impact of departing staff and the need to fill key roles. He thanked presenters for their transparency and progress updates, appreciated student involvement, and encouraged continued communication with the board. He closed by thanking SACo members for their contributions and engagement.

Director Kesler reflected on the importance of prioritizing meaningful instructional discussion during board meetings, noting that while agendas can feel full, deeper engagement is valuable. He shared appreciation for careers in public education and acknowledged those retiring, offered general personal reflections, and emphasized the district's ongoing work as a key focus requiring continued questions and clarification. He closed by thanking staff for the construction update and expressing appreciation for a productive meeting.

President Iseminger congratulated the retirees and highlighted the importance of continued PLC work, noting its potential to be transformative for the district despite ongoing development. He expressed appreciation for how contributions from staff and students enrich board meetings and support the district's mission. He closed by wishing departing members well and expressing confidence that they will go on to do meaningful and impactful work.

ADJOURNMENT

With no other objections from other directors, President Iseminger adjourned the Regular Session at 9:27 p.m.

President

Secretary