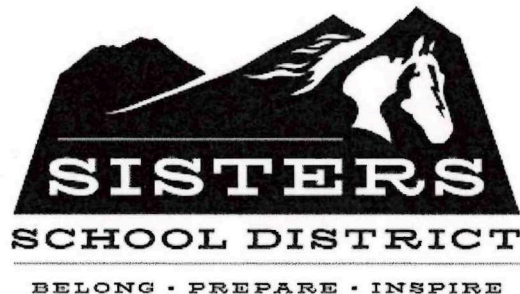


Integrated Guidance Application Template

2025-2027

**Applicant:**

Sisters School District
Institution ID: 1978

Contact Information:

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Section 1: Needs Assessment Summary (500 words or less):

Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

Needs Assessment Process and Key Findings (2025-2027)

This year's comprehensive needs assessment came at an ideal time as the Sisters School District gathered a group of stakeholders from different affinity groups to update the District Strategic Plan. To ensure a thoughtful and inclusive approach, we engaged community members, staff, and parents in multiple sessions designed to analyze data and guide decision-making. Our goal was to align our strategic plan themes—Belong, Prepare, Inspire—with the four key focus areas: Equity Advanced, Engaged Community, Well-Rounded Education, and Strengthened Systems and Capacity.

Over three months, we examined current district practices, reviewed survey responses, conducted interviews with affinity groups, explored innovative educational models, and analyzed student performance data. To support this process, we hired an education consultant to facilitate discussions and ensure an objective review of our goals and findings.

To build a shared understanding of district priorities, participants used guiding questions from the Integrated Needs Assessment (INA) tool, with a particular emphasis on high school outcomes. This structured approach helped identify key strengths, challenges, and emerging trends.

Key Data Sources and Trends Our assessment drew from a variety of data sources, including:

- Academic & Attendance Data: Literacy screening, third-grade reading/math proficiency, ninth-grade on-track rates, graduation and five-year completion rates.

- Student Engagement: Career and Technical Education (CTE) participation, extracurricular and co-curricular involvement.
- Community Input: Feedback from listening sessions and affinity group discussions.
- Social-Emotional & Behavioral Data: Analysis of five years of Youth-Truth survey data, highlighting trends in student anxiety, absenteeism, and behavior.

As a small district, much of our disaggregated data involves small sample sizes, which requires balancing confidentiality with identifying meaningful patterns to support student success.

Data-Driven Decisions for Planning & Budgeting Findings from our needs assessment directly informed our budget priorities and program planning, ensuring resources are aligned with student and community needs:

1. Supporting Student Well-Being
 - Continued investment in counseling services and behavioral supports to address increased anxiety and absenteeism.
 - Strengthened early intervention strategies to provide timely student support.
2. Expanding Access & Equity
 - Increased training for staff on inclusive teaching, college and career readiness, and equitable learning practices.
3. Enhancing Academic & Career Pathways
 - Strengthened CTE programs to increase student participation and career readiness.
 - Expanded real-world learning opportunities to improve student engagement.

This community-driven and data-informed approach ensures our budget and programs remain responsive, inclusive, and focused on preparing students for future success.

Section 2: Equity Advanced (250 words or less per question) : outcome that will end predictable disparity in academic success and student well-being, creating rich and meaningful learning conditions where children, young people, their families and educators are seen

<p>1. Explain how you incorporated your equity lens or tool into your planning and budgeting process.</p> <p>Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific</p>	<p>Incorporating Our Equity Lens into Planning & Budgeting</p> <p>As we prepare students for an evolving world, our commitment remains to ensure belonging, purpose, and inspiration for every learner. Our equity lens guides all budgeting and program decisions, ensuring historically underserved students have the support and opportunities they need to thrive.</p> <p>Key Strategies Supporting Focal Student Groups</p> <p>We evaluate decisions by asking:</p> <ol style="list-style-type: none"> 1. Are we expanding opportunities equitably? 2. Are we addressing achievement and opportunity gaps? 3. Are we eliminating barriers for students facing systemic challenges? 4. Are we fostering a culturally responsive, inclusive environment? <p>This framework drives investments in:</p> <ul style="list-style-type: none"> - Social-Emotional Learning & Support: Expanding counseling, mental health services, and early interventions to address absenteeism and anxiety.
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activities to support prioritized focal student groups	<ul style="list-style-type: none"> - Equitable Access to Learning Opportunities: Strengthening Career & Technical Education (CTE) pathways and real-world learning experiences to engage and prepare students. - Culturally Responsive Practices: Increasing professional development on inclusive teaching and student advocacy. - Targeted Support for Focal Populations: Providing mentorship, specialized interventions, and affinity groups to foster belonging. <p>By embedding equity into every aspect of planning and resource allocation, we ensure all students feel valued, supported, and prepared for success</p>
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<p>2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?</p>	<p>The Sisters School District will continue to prioritize professional development that enhances cultural responsiveness, social-emotional learning (SEL), and academic support for all students, particularly focal student groups. Our District will target training for teachers, staff, and administrators.</p> <p>Key Areas of Focus:</p> <ul style="list-style-type: none"> - Culturally Responsive Teaching: Investigating and experimenting with instructional models that prioritizes self-discovery, autonomy, where all learners participate in their own learning process, based on their own interests, background and experiences. - Social-Emotional Learning & Trauma-Informed Practices: Expanding mental health supports to foster resilience and student well-being. - Academic Intervention & Differentiation: Providing professional learning on multi-tiered systems of support (MTSS), literacy and math intervention strategies, and universal design for learning (UDL) to enhance student engagement and achievement. - Career & Technical Education (CTE) Expansion: Continue to strengthen our current career pathways, real-world learning opportunities, and postsecondary readiness to support all students, including historically underserved groups. - Family & Community Engagement: Training educators to build authentic partnerships with families and integrate community resources to support student success. <p>By embedding equity, SEL, and academic excellence into ongoing professional development, Oregon districts, including Sisters, ensure educators are equipped to meet the diverse needs of all students.</p>
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<p>3. ☒ What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities? ☒</p>	<p>The Sisters School District has a number of policies and regulations that provide clear direction for providing high-quality support for students navigating homelessness, such as our board policy titled “Admission of Nonresident Students”. This administrative regulation keeps the students’ best interests in mind while describing the procedures for enrollment, services, coordination, liaisons.</p> <p>Additionally, the Sisters School District has an amazing Family Access Network (FAN) staff, counselors, administrators, student success coordinators and teachers that ensure the needs of all students are met. Our district homeless liaison ensures services to homeless students are coordinated with local social service agencies and other agencies or programs providing services to homeless students and their families. The liaison also ensures that services are provided in cooperation with other districts on inter-district issues such as transportation, transfer of school records and issues concerning appropriate credit for full or partial course work completed at a prior school to ensure that homeless students have access to available educational and related services.</p> <p>The reality is that only a few staff are allowed to know which students are navigating homelessness. Most of our staff do not know the students' economic situation. This can certainly be a blessing as there is no way staff could isolate or stigmatize our students who are homeless. On the other hand, without this knowledge our staff is not always able to support the needs.</p>
<p>4. ☒ Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated. ☒</p>	<p>The Sisters School District is committed to ensuring equitable access to Career and Technical Education (CTE) programs for all students, particularly in fields traditionally dominated by one gender. We are fortunate that many of our CTE programs naturally appeal to all genders. For example, our engineering program, which might typically attract more male students, has achieved nearly equal representation due to its hands-on approach of building guitars, snowboards, and skis. Crafting a guitar has become a rite of passage at Sisters High School, drawing excitement and interest from the entire student body.</p> <p>To further promote equity, the district actively encourages students to explore non-traditional career paths through targeted outreach and counseling. School counselors and promotional materials provide information about diverse CTE options, highlighting successful role models who challenge gender norms. This approach helps students envision themselves in various fields regardless of traditional gender expectations.</p> <p>The district also partners with local businesses and industry leaders to offer mentorship and work-based learning opportunities. These partnerships ensure that students see real-world applications of their skills and gain confidence in their abilities. CTE instructors receive ongoing training on inclusive teaching practices and strategies to support diverse learning styles, fostering an environment where all students feel valued and capable.</p> <p>To reduce barriers, the district provides financial support for CTE-related expenses, including materials, certification fees, and transportation. Through these efforts, the Sisters School District empowers students to pursue their passions, challenges gender norms, and creates an inclusive CTE environment where every student can thrive.</p>

Section 3: Well-Rounded Education (250 words or less per question) : mental and behavioral health, safety, and well-being are not separated from academic opportunity and achievement, how academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning, including opportunities to earn postsecondary credit while in high school, pedagogy and practices.

Question	2025-2027
1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework.	No narrative response required
2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. No narrative response required. A Smartsheet link will be provided	No narrative response required.
3. <input checked="" type="checkbox"/> How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards? <input checked="" type="checkbox"/>	<p>The Sisters School District recognizes that to improve the quality of instructional programs and to respond to changing societal and community needs, it cannot permit the curriculum to remain static. The Sisters School District Board of Education deems it essential that the district develop and implement an instructional management system which will modify instructional materials and instructional strategies to meet changing needs, ensuring quality educational programs serving each individual student's interest.</p> <p>The decision making within the curriculum improvement process is based on a plan-do-study-act process that includes evaluation of student performance, surveys, empirical data, staff recommendations, current research or professional development.</p> <p>All core curriculum for Sisters School District follows Oregon State standards which define what students should know and be able to do within a content area at specific stages in their education. Our content-based vertical alignment teams embrace these standards to ensure that every learner's strengths are recognized and their skills are developed in a chronological methodology that motivates the learner. Then our professional instructional teams, grade level content teams and our grade level student success teams review and refine the various instructional needs of students to adapt and adjust instructional strategies based on needs of the students. These plans are electronically shared with the appropriate teacher teams and often include</p>

	<p>embedded teacher-developed common formative assessments.</p> <p>These different processes and procedures are in place to ensure our curriculum contains a stated scope and sequence, is aligned to state and national standards, and is also responsive to teacher and student feedback.</p>
<p>4. <input checked="" type="checkbox"/> Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. <input checked="" type="checkbox"/></p>	<p>The Sisters School District has implemented a number of strategies to ensure classroom instruction is intentional, engaging, and challenging for all students. Over the course of the 2022-2023 and 2023-2024 school years our elementary school implemented Leader in Me, which is a comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement. The Elementary team engages in weekly focused PLC meetings to discuss student data and best practice instructional practices.</p> <p>Our secondary teachers have partnered with AVID to enhance our teachers ability to provide instructional strategies that help students become critical writers and readers, to enhance their ability to be organized, collaborate with others and develop an inquisitive and growth mindset. Last year the Sisters School District hired instructional coaches using our ESSER funds, which we hope to continue using a different funding source. They quickly demonstrated they will play a key role in enhancing our classroom instructional practices. These staff members partner with our teaching staff and instructional assistants to implement research-based instructional strategies that help foster classroom engagement. In addition, our instructional coaches help facilitate our student data team meetings. These meetings are essential in informing our teachers' differentiated instructional choices.</p> <p>Finally, our district has implemented a robust K-12 observation/supervision cycle focusing on constructive feedback.</p>
<p>5. <input checked="" type="checkbox"/> How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence? <input checked="" type="checkbox"/></p>	<p>The Sisters School District is dedicated to creating a safe, inclusive, and welcoming environment where all students, families, and community members feel valued. Building strong relationships is central to our efforts, with regular engagement through both formal and informal events that encourage open communication and collaboration. Partnerships with parent groups, student organizations, and community leaders help foster a shared responsibility for maintaining a positive school culture.</p> <p>To ensure physical safety, the district has invested in secure entrances, lighting, surveillance equipment, and regular safety drills. These measures are complemented by elements that reflect the unique identity of Sisters, such as quilts, photos, and local artwork, creating a balance of security and warmth.</p> <p>We support student well-being through social-emotional learning (SEL) programs, mental health support, and early intervention strategies. Staff are trained in trauma-informed practices and de-escalation techniques to help students facing challenges. The district also enforces a clear code of conduct to prevent drug use, violence, and</p>

	<p>gang activity, while using restorative practices to promote accountability and positive behavior.</p> <p>By fostering relationships, ensuring campus security, and providing comprehensive support, the Sisters School District ensures that all students, families, and community members feel safe, respected, and valued.</p>
<p>6. <input checked="" type="checkbox"/> How do you ensure students have access to strong school library programs? <input checked="" type="checkbox"/></p>	<p>After years of budget cuts that left the district without a media specialist or librarian, the Sisters School District has made significant strides to ensure strong school library programs at all three buildings. The elementary and middle schools each have dedicated staff to oversee library programs. Media specialists collaborate with teachers to provide resources, materials, and services that support district and course goals, while also equipping students with practical library skills, such as locating and using print and nonprint media and interpreting media materials.</p> <p>The Sisters Elementary School Library is open daily during lunch recess as part of club options, and 3rd and 4th grade students prepare for OBOB during this time. Each class also has a weekly, dedicated library visit. The Sisters Middle School Library is open daily before school and during lunch, offering students access to books, materials, and a space to work or relax. Teachers partner with the librarian to deliver academic lessons in the library.</p> <p>During the 2023-2024, we re-opened the SHS library after years of closure due to staffing shortages. In just one year, we've worked on four major goals: building a curriculum-supporting collection, fostering a love of reading, developing research and inquiry skills, and aiding staff development. We've also created a welcoming, culturally affirming space that has positively impacted our school culture and provided a supportive environment for all students.</p>
<p>7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?</p>	<p>Monitoring the Effectiveness of Mental Health Interventions</p> <p>To assess the effectiveness of interventions for students experiencing depression, anxiety, stress, and dysregulation, we use a data-driven, multi-tiered approach aligned with ASCA best practices.</p> <p>Key Monitoring Strategies:</p> <ol style="list-style-type: none"> 1. Data Collection & Monitoring: <ul style="list-style-type: none"> - We track attendance, academic performance, discipline referrals, and counseling data to observe student progress. - Universal screeners and student self-assessments are used regularly to monitor emotional regulation and mental health. 2. Multi-Tiered Systems of Support (MTSS): <ul style="list-style-type: none"> - Interventions are monitored through individualized behavior plans and small-group counseling. Adjustments are made based on student responses to interventions. 3. Counseling & SEL Programs:

	<ul style="list-style-type: none"> - We conduct pre- and post-assessments for students involved in counseling sessions to measure emotional growth. - Regular collaboration with teachers and families ensures feedback on student progress. <p>4. Student Feedback & School Climate:</p> <ul style="list-style-type: none"> - Annual surveys (e.g., Youth Truth) capture student perceptions of support services. - Student Success Team provide direct input and immediate interventions as needed. <p>Through consistent data review, ongoing feedback, and collaboration, we ensure interventions are responsive and continuously tailored to meet the evolving needs of our students.</p>
<p>8. <input checked="" type="checkbox"/> How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? <input checked="" type="checkbox"/></p>	<p>One of Sisters School District's strengths is our ability to Identify the academic, social, and behavioral needs of our students. From the start of kindergarten, Sisters Elementary School has a rigorous calendar of benchmark and progress monitoring assessments to ensure a timely response to students who are struggling/exceeding in math and literacy. Staff meets regularly to study data and adjust interventions/ extensions to support each learner. When a student begins to demonstrate a lack of adequate progress, they enter our formal MTSS process that includes targeted interventions, parent engagement, and our Student Success Team.</p> <p>For our middle school students, in addition to our benchmark assessments, teachers also use a variety of other formative assessments to determine their students' unique needs and supports in content areas. We have a robust MTSS program that ensures students, particularly those in focal student populations, are assigned appropriate support and intervention classes as needed.</p> <p>At our high school, we have grade level teams that identify and support students who may be at risk for not thriving academically or socially. These teams meet to discuss the progress of identified students and identify specific interventions that members of the team can provide as well as referrals for support to other members of the broader school community such as counselors or other teachers. Our special education department ensures that all of our students are educated in a way that accommodates their individual differences, disabilities, and special needs. This involves individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. Interventions are designed to help individuals with special needs achieve a higher level of personal self-sufficiency and academic success in school and in their community.</p>
<p>9. If planning to develop a new CTE Program of Study, please name the intended program to be started.</p>	<p>No New Program</p>

<p>10. <input checked="" type="checkbox"/> What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities. <input checked="" type="checkbox"/></p>	<p>Sisters School District offers a variety of Career and Technical Education (CTE) programs, including flight science, luthier (guitar making), construction, information systems management, computer-aided design (CAD), and software coding, providing students with valuable work-based learning experiences.</p> <p>To enhance these opportunities, the district has established partnerships with local businesses and industry leaders. For example, Roth Home in Sisters offers apprenticeships and entry-level positions in heating, plumbing, and electrical fields, giving students hands-on experience and career pathways. Additionally, the Student Success Coordinator works directly with businesses to place students in internships, strengthening the connection between classroom learning and real-world applications.</p> <p>The district is working to expand work-based learning experiences by strengthening relationships with local businesses as part of its five-year strategic plan. This focus ensures that educational programs align with industry needs and that students gain relevant skills.</p> <p>The district has also invested in dedicated CTE spaces at Sisters High School to attract students interested in specific career paths. These facilities are designed to provide hands-on learning that mirrors real-world work environments.</p> <p>Through these efforts, Sisters School District is committed to expanding work-based learning opportunities and preparing students for successful careers by connecting classroom learning with practical experiences.</p>
<p>11. <input checked="" type="checkbox"/> Do your students have the opportunity to earn CTE college credit while in high school?</p>	<p>No response is necessary</p>

Section 4: Engaged Community (250 words or less per question) : who was engaged, how were they engaged, artifacts, where on the spectrum

Question	2025-2027
<p>1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?</p>	<p>Over the past two years, Sisters School District has made significant strides in improving community engagement. A key improvement was the hiring of a communications coordinator, who developed monthly newsletters to keep families and the broader community informed about district initiatives, events, and student successes. Additionally, the monthly Superintendent Coffees have provided a space for open dialogue, allowing families and community members to connect directly with district leadership. This initiative has enhanced the visibility and availability of</p>

	<p>the Superintendent, who has also increased engagement by hiring district support staff to better serve families and staff.</p> <p>The district also revamped its website to improve the availability of information for families, making it easier to access resources, school updates, and district news. Furthermore, we've maximized the use of ParentSquare to streamline communication with families and Synergy to improve our ability to track student progress and communicate effectively.</p> <p>Despite these improvements, some barriers remain. The system still operates under a traditional model built for the industrial revolution, which can limit flexibility. Scheduling conflicts, required instructional hours, bell schedules, credits, and age-based cohorts are institutional constraints that hinder the ability to provide more flexible engagement opportunities. These structural challenges continue to affect our efforts to increase accessibility for all families, particularly those who face time or logistical barriers. Moving forward, we are committed to addressing these issues by reimagining school schedules and engagement models, enhancing inclusivity, and exploring new ways to connect with families more effectively.</p>
2. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)	<p>To engage with focal students and families throughout the integrated planning process, multiple strategies were implemented to ensure meaningful participation and feedback. Community group meetings through the Strategic Planning process and in-person forums provided opportunities for direct dialogue, allowing stakeholders to share their perspectives in a collaborative setting. Additionally, surveys and engagement applications, such as Thought Exchange, were used to gather input from a broader audience, ensuring that diverse voices were considered in the planning process. Email messages and the district website served as essential communication tools, keeping families informed and encouraging ongoing involvement. Focus groups and roundtable discussions created spaces for more targeted conversations, addressing specific needs and concerns. Furthermore, partnerships with businesses and presentations at school board meetings helped align the integrated plan with community priorities and educational goals.</p>
3. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)	<p>To engage both classified and certified staff throughout the integrated planning process, multiple strategies were used to foster collaboration and gather valuable input. Collaborative design or strategy sessions with union leadership and strategic planning committee provided opportunities for staff to actively contribute to the development of the plan, ensuring their insights and expertise were incorporated. In-person forums and roundtable discussions allowed for meaningful dialogue, addressing specific concerns and priorities in a more interactive setting. Additionally, surveys and engagement applications, such as Thought Exchange, enabled staff to share their perspectives anonymously, reaching a broader audience and promoting inclusive participation. Email messages and school board meetings were also utilized to keep staff informed and involved in key discussions, while partnerships with businesses helped connect the planning process to real-world applications and workforce development.</p>
4. Looking at your Community Engagement process holistically, what did you learn	

from the community and staff? Explain how you applied the input to inform your planning.	
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Section 5: Strengthened Systems and Capacity (250 words or less per question) : whole system success, shared responsibility and accountability

<i>Question</i>	<i>2025-2027</i>
<p>1. <input checked="" type="checkbox"/> What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?</p> <p><input checked="" type="checkbox"/></p>	<p>Sisters School District is committed to recruiting and retaining high-quality educators, particularly those who represent our student focal groups. As outlined in our Education Staff Retention and Recruitment Grant application, we participate in job fairs and collaborate with regional partners such as COREN and HDESD to connect with diverse candidates.</p> <p>We support new and early-service staff through a comprehensive induction and mentoring program. In collaboration with our unions, we updated our salary and pay structure to reflect current wage rates, enhancing retention efforts.</p> <p>To ensure equitable access to professional development, we offer differentiated training tailored to educators at various career stages and specific roles. Additionally, through our CTE consortia, we utilize Perkins funds to support a New CTE Teacher Cohort, pairing new teachers with veteran mentors. We also provide substitute and mileage reimbursement for CTE teachers to participate in learning walks, enhancing coaching and mentoring.</p> <p>The district further supports staff development with tuition reimbursement and funds for professional development opportunities based on individual interests, licenses, and district needs.</p> <p>These systems ensure that focal students have access to highly qualified educators, providing equitable learning opportunities. By continually improving recruitment, onboarding, and retention strategies, we aim to support all students with the best educators possible.</p>
<p>2. <input checked="" type="checkbox"/> Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. <input checked="" type="checkbox"/></p>	<p>Our system for analyzing disciplinary referrals, suspensions, and expulsions begins with a focus on creating engaging classroom experiences that prevent situations leading to discipline. We work to keep students focused on learning, which reduces the need for disciplinary actions. Our schools have</p>

	<p>school wide structures in place to encourage positive behaviors and orderly operations.</p> <p>At the elementary level, we are in our second year of implementing <i>Leader in Me</i>, which teaches leadership habits and reinforces expected behaviors. Each classroom has a calm corner for students needing regulation, and the school has a calm room attached to the counselor's office for scheduled breaks to prevent dysregulation.</p> <p>At the middle school, we use Problem Solving University (PSU), a collaborative, problem-solving approach to discipline. This includes a classroom staffed by certified or classified educators where students can go when dysregulated. PSU also serves as an after-school homework help resource.</p> <p>At the high school level, we have largely eliminated out-of-school suspensions, using them only when safety is at risk. When disciplinary consequences require removal from the classroom, students are provided with supervised time and space to stay on track academically. Our district philosophy emphasizes restorative practices, helping students understand the impact of their actions on themselves and the community.</p> <p>We disaggregate data on disciplinary referrals, suspensions, and expulsions by focal groups to ensure equitable practices and identify areas for improvement in supporting all students.</p>
<p>6/3. <input checked="" type="checkbox"/> What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. <input checked="" type="checkbox"/></p>	<p>At Sisters High School (SHS), we use YouScience and Career Tree to guide students toward appropriate CTE programs. SHS also utilizes Oregon CIS to help students plan for college and career success and facilitates access to the Central Oregon Skilled Trades Fair.</p> <p>To promote CTE programs, we host recruitment activities before forecasting each year, including videos from elective teachers, informational meetings, and counseling sessions with parents. Regionally, 8th Grade CTE Days and various CTE recruitment opportunities provide hands-on experiences for students. Additionally, SHS partners with STEM-Hub Central Oregon and the OSU Juntos program to organize STEM nights and family field trips to Central Oregon Community College, promoting STEM career opportunities.</p> <p>Information about career-connected learning and CTE opportunities is shared through these events, along with guidance and counseling services that help students create education plans and profiles tailored to their career aspirations. These activities ensure students and parents are informed about available opportunities for career exploration, development, and training.</p>

Section 6: Early Literacy Inventory and Prioritization : For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

Question	2025-2027
1. <input checked="" type="checkbox"/> Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). <i>No narrative response required.</i> <input checked="" type="checkbox"/>	
2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)	<i>General Fund, Student Investment Account (SIA) State School Fund (SSF), Title I, Title II, Title III, Title IV</i>
4. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)	<i>Hiring, Purchasing Curricula & Materials, Extended Learning Programs Professional Development & Coaching</i>

Section 7: Plan Summary

23-25 Response	2025-2027
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Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach.

Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

Sisters School District serves approximately 1,160 students across three schools with the support of over 155 employees. Around 24% of our students qualify for free or reduced-price lunches, 5% are linguistically diverse, and nearly 13% receive special education services. Our district maintains a graduation rate of about 95%, significantly exceeding the state average. iReady data shows that most students are not in the "red zone," indicating a low need for extreme interventions. However, our greatest challenge is shifting toward a learner-centered educational model while maintaining our strengths.

Our plan focuses on four key outcomes:

1. **Increase 3rd Grade Reading Proficiency** – By 2028-2029, increase the number of 3rd graders meeting or exceeding grade-level reading standards using iReady.
2. **Ninth-Grade On-Track Success** – By 2028-2029, 99% of ninth graders will demonstrate the necessary competencies to progress into 10th grade on track for graduation.
3. **Sense of Belonging and Participation** – Improve student engagement and attendance by increasing the sense of belonging and participation in co-curricular activities.
4. **Graduation and Post-Secondary Readiness** – By 2028-2029, 97% of four-year seniors and 99% of fifth-year seniors will graduate and transition to college or the workforce.

To support these outcomes, **SIA funds** will be used to reduce class sizes, allowing for more individualized attention and targeted academic support, especially for focal student groups. We will also strengthen mental health and counseling services in response to student and family feedback.

Investments in our high school include expanding **CTE programs**, such as the Flight Science, Engineering and Health and Culinary pathways, and enhancing career exploration tools like **Wayfinder and CIS**. CTE courses are critical because they provide students with real-world, hands-on experiences that connect classroom learning to practical skills and career pathways. Through CTE, students develop industry-specific skills, engage with professionals, and explore career options in a meaningful way, helping them make informed decisions about their futures. Additionally, partnerships with local industries and the **Central Oregon Skilled Trades Fair** give students exposure to high-demand fields, ensuring they graduate prepared for both college and the workforce.

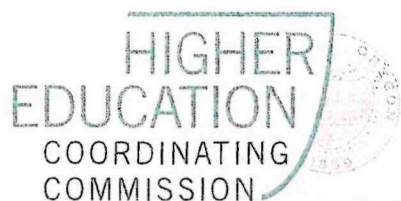
Each outcome is closely tied to our **Longitudinal Performance Growth Targets (LPGTs)** and will be monitored through that process, as well as within our strategic plan's yearly reports. This plan represents a continuation of our last **Integrated Grant**, allowing us to build on previous progress while refining our strategies to meet evolving student needs. By aligning our efforts with the LPGTs, we ensure that we are providing the necessary resources and support to achieve these ambitious goals. This targeted focus helps us identify gaps, adjust interventions, and ensure that students receive the academic, social, and

	<p>emotional support they need to succeed. Regular monitoring of student growth data at each level enables our staff to assess and adapt practices to maximize student outcomes. Ultimately, this approach reinforces our commitment to equity and excellence, ensuring that all students, particularly those in focal groups, are supported in reaching their full potential.</p>
<p>How can ODE support your continuous improvement process</p>	<p>The lessons learned from our 2023-25 Integrated Grants implementation highlight both strengths and challenges in our efforts to better prepare students for life beyond graduation. While the IG process, with its structured 12-step planning framework, 75 point application criteria in a 164 page guidance manual rightly emphasizes improving attendance and academic performance, it also exposes limitations in allowing school districts to truly be innovative and create personalized learning experiences for our students. While well intended, it's another example of how our education system remains bound by outdated models that prioritize compliance and standardization over creativity, adaptability, and student agency.</p> <p>A key realization from our engagement with students, staff, and the community is that decision-making is often shaped by external expectations rather than by the lived experiences and aspirations of students themselves. While we frequently use terms like “student-centered” and “innovative,” systemic constraints, such as rigid regulations, traditional schooling structures, and ingrained mindsets, can prevent meaningful transformation. Many stakeholders, from policymakers to educators to families, have only known the existing educational framework, making it difficult to break free from long-established norms.</p> <p>To support continuous improvement, ODE can play a pivotal role in helping districts rethink and redesign educational models that better align with the realities of today's world. This means taking an active role to push for policies and practices that encourages experimentation, provides flexibility within regulatory frameworks, and supports educators with the time, space, and</p>

	<p>resources to explore new approaches. Transitioning from a system focused primarily on compliance to one that values self-discovery, autonomy, and iterative learning will enable students to develop the adaptability and creativity needed for the future.</p> <p>Our experience has underscored the importance of strong relationships, small class sizes, and a dedicated staff in making a lasting impact on student success. However, to truly meet the diverse needs of our students, we must embrace a modern and flexible approach that empowers both educators and learners. ODE's support in truly pushing innovation, by facilitating the adoption of successful models and encouraging experimentation, will be key to cultivating a true growth mindset. This mindset, which values learning from mistakes, embracing challenges, and remaining adaptable in daily practice, is essential to shaping an education system that inspires, engages, and prepares students for lifelong success.</p>
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Attachments

1. Equity lens utilized: [Oregon Equity Lens](#)
2. Board meeting minutes which expressly state the plan presentation to the governing board, with an opportunity for public comment, and formal approval by the board (non-consent agenda item)



Oregon Equity Lens

The Oregon Equity Lens was adopted by the Higher Education Coordinating Commission (HECC) in 2014 as a cornerstone to the State's approach to education policy and budgeting. The Equity Lens was originally developed by and adopted by the former Oregon Education Investment Board (OEIB), and is implemented by the Oregon Chief Education Office in addition to the HECC.



Oregon Equity Lens: Preamble

In 2011, the Oregon Legislature created the Oregon Education Investment Board, which had a vision of educational equity and excellence for each and every child and learner in Oregon. The OEIB believed that we must ensure sufficient resource is available to guarantee student success, and that the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians. As the Higher Education Coordinating Commission, with our Oregon education partners, we continue this critical work started by the OEIB and reaffirm that the attainment of a quality education strengthens all Oregon communities and promotes prosperity, to the benefit of us all. It is through educational equity that Oregon will continue to be a wonderful place to live and make progress towards becoming a place of economic, technologic and cultural innovation.

Oregon faces many growing opportunity and systemic gaps that threaten our economic competitiveness and our capacity to innovate. The first is the persistent gap of student growth as measured by graduation rates, state assessments and daily attendance for our growing populations of communities of color, immigrants, migrants, and rural students navigating poverty. While students of color make up 35% of the educational pipeline in our state¹—our opportunity and systemic gaps continue to persist. As our diversity grows and our ability to meet the needs and recognize the strengths of these students remains stagnant or declines—we limit the opportunity of everyone in Oregon. The persistent educational disparities have cost Oregon billions of dollars in lost economic output¹ and these losses are compounded every year we choose not to properly address these inequalities.

The second opportunity gap is one of disparity between Oregon and the rest of the United States. When the OEIB started this work, Oregon's achievement in state benchmarks had remained stagnant—and in some communities of color had declined—while other states had begun to, or had already surpassed, our statewide rankings. Disparities in educational attainment can translate into economic decline and a loss of competitive and creative capacity for our state. We believe that one of our most critical responsibilities going forward is to implement a set of concrete system changes and policies to deliver a truly student-centric education system that improves outcomes and opportunities for students across Oregon.

The primary focus of the equity lens is on race and ethnicity. While there continues to be a deep commitment to many other areas, we know that a focus on race by everyone connected to the educational milieu allows direct improvements in the other areas. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment. We are simultaneously committed to identifying strengths in communities and promising practices in our educational systems.²

Chief Education Office

Vision Statement

Our vision is to build and coordinate a seamless system of education that meets the diverse learning needs of students from cradle to career, and ensures each student graduates high school with the support and opportunities to prosper.

Higher Education Coordinating Commission Vision Statement

The State of Oregon's Higher Education Coordinating Commission (HECC) is dedicated to fostering and sustaining the best, most rewarding pathways to opportunity and success for all Oregonians through an accessible, affordable and coordinated network for educational achievement beyond high school.

Oregon Equity Lens: Beliefs

We believe that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in "talented and gifted."

We believe that the students who have previously been described as "at-risk," "underperforming," "under-represented," or minority actually represent Oregon's best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our State education goals.

We believe that intentional and proven practices must be implemented to return out of school youth to the appropriate and culturally sustaining educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school. We must make our schools safe for every learner.

We believe that ending disparities and gaps in achievement begin in the delivery of quality Early Learner programs and culturally appropriate family engagement and support. This is not simply an expansion of services—it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population—0-5 year olds and their families.

We believe that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.

We believe that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen, and have the courage to share decision-making, control, and resources.

We believe every learner should have access to information about a broad array of career opportunities and apprenticeships. These will show them multiple paths to employment yielding family-wage incomes without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

We believe that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, emerging bi-lingual students and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.

We believe the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

Finally, we believe in the importance of supporting great teaching. Research is clear that "teachers are among the most powerful influences in (student) learning."³ An equitable education system requires providing teachers with the tools and support to meet the needs of each student, and a dedicated effort to increase the culturally and linguistically diverse educators who reflect Oregon's rapidly changing student population.

Case for Equity

Oregonians have a shared destiny. Individuals within a community and communities within a larger society need the ability to shape their own present and future, and we believe that education is a fundamental aspect of Oregon's ability to thrive. Equity is both the means to educational success and an end that benefits us all. Equity requires the intentional examination of systemic policies and practices that, even if they have the appearance of fairness, may in effect serve to marginalize some and perpetuate disparities. Data are clear that Oregon demographics have been changing to provide rich diversity in race, ethnicity, and language.⁴ Working toward equity requires an understanding of historical contexts and the active investment in changing social structures and practice over time to ensure that students from all communities have the opportunities and support to realize their full potential.

Oregon Equity Lens: Purpose

The purpose of the Equity Lens is to clearly articulate the shared goals we have for our state, the intentional policies, investments and systemic change we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. As the Chief Education Office executes its charge to align and build a cradle to career education system and the Higher Education Coordinating Commission executes its charge to foster pathways for postsecondary success, an equity lens is useful to ensure every learner is adequately prepared by educators for meaningful contributions to society.

The Equity Lens confirms the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access and success for many students in the Oregon education system. The Equity Lens emphasizes historically underserved students, such as out of school youth, emerging bilingual students (English language learners), and students in some communities of color and some rural geographical locations, with a particular focus on racial equity. The result of creating a culture of equity will focus on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity. The system outcomes will focus on resource allocation, engagement, communications, data collection and analysis and educator hiring, preparation, and development.

Oregon Equity Lens: Objectives

By utilizing an equity lens, the Higher Education Coordinating Commission aims to provide a common vocabulary and protocol for resource allocation, partnership, engagement, and strategic initiatives to support students and communities.

The following questions will be considered for resource allocation and evaluating strategic investments:

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
3. How does the investment or resource allocation advance opportunities for historically underserved students and communities?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?
6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
7. How are you collecting data on race, ethnicity, and native language?
8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. The HECC will apply the Equity Lens to policy recommendations, and internal, and external practices as education leaders.

Sisters SD 6 - Budget Integrated Programs 2025-2027

2025 - 2026

Activity	FTE 25-26	Early Literacy Success Activity Budget 25-26	ELIS Activity Budget 25-26	HSS Activity Budget 25-26	SIA Activity Budget 25-26	Total Activity Budget 25-26 (Autosum)
Total Allocation 2023-24:		\$ 80,039.32	\$ 3,514.20	\$ 343,308.65	\$ 1,168,877.17	\$ 1,595,739.34
Total Budgeted Amounts (Autosum):		\$ 80,039.32	\$ 3,514.20	\$ 343,308.65	\$ 1,168,877.17	\$ 1,595,739.34
Unbudgeted (Autocalculate):		\$ -	\$ -	\$ -	\$ -	\$ -
Sustain low student-teacher ratio at the elementary school (6 Teachers)	6.0				666,224.61	666,224.61
Sustain a Full Time Counselor for the elementary school	1.0				143,704.56	143,704.56
Provide Professional Development					10,000.00	10,000.00
Sustain English Language Learners Teacher					146,614.87	146,614.87
Sustain a Latino Liason to support families and students					33,551.52	33,551.52
Sustain High School Student Success Coordinator	1.0			114,574.44		114,574.44
Sustain 2nd High School Counselor	1.0			76,314.45		76,314.45
Sustain Teacher(s) to increase CTE Options (Flight Science, Culinary, Engineering)	2.5			152,419.76		152,419.76
Sustain Middle School Counselor to support students goal development	0.2				31,344.26	31,344.26
Data Analysis and Research	0.1		3,514.20			3,514.20
Sustain EA to support student's behavior and academic growth	1.0				66,431.70	66,431.70
Sustain a 2nd Speech and Language Pathologist	1.0				71,005.65	71,005.65
Sustain Educational Assistant	1.0					
Materials to enhance literacy		80,039.32				80,039.32

2026-2027

Activity	FTE 25-26	Early Literacy Success Activity Budget (26-27)	ELIS Activity Budget (26-27)	HSS Activity Budget (26-27)	SIA Activity Budget (26-27)	Total Activity Budget (26-27) (Autosum)
Total Allocation 2023-24:		\$ 83,306.23	\$ 3,514.20	\$ 378,897.25	\$ 1,216,586.44	\$ 1,660,728.11
Total Budgeted Amounts (Autosum):		\$ 83,306.23	\$ 3,514.20	\$ 378,897.25	\$ 1,216,586.44	\$ 1,660,728.11
Unbudgeted (Autocalculate):		\$ (0.00)	\$ -	\$ -	\$ -	\$ 0.00
Sustain low student-teacher ratio at the elementary school (6 Teachers)	6.0				770,192.07	770,192.07
Sustain a Full Time Counselor for the elementary school	1.0				128,399.37	128,399.37
Provide Professional Development					10,000.00	10,000.00
Sustain High School Student Success Coordinator	1.0			106,500.00		106,500.00
Sustain 2nd High School Counselor	1.0			111,650.00		111,650.00
Sustain Teacher(s) to increase CTE Options (Flight Science, Culinary, Engineering)	2.5			160,747.25		139,171.24
Sustain Middle School Counselor to support students goal development	0.2				129,000.00	129,000.00
Data Analysis and Research	0.1		3,514.20			3,514.20
Sustain EA to support student's behavior and academic growth	1.0				68,500.00	68,500.00
Sustain a 2nd Speech and Language Pathologist	1.0				110,495.00	110,495.00
Sustain Educational Assistant	1.0	35,000.00				35,000.00
Materials to enhance literacy		48,306.23				48,306.23



**Regular Board Meeting
Sisters School District Office
April 2nd, 2025 at 5:00pm**

MEETING MINUTES

ATTENDEES

Board	Erik Benton, Jenica Cogdill, Edie Jones, Asa Sarver, Jeff Smith
Student Representative	-
Superintendent	Curt Scholl
Administrators	Jana Giles, Matt Hilgers , Joe Hosang, Tim Roth, Steve Stancliff, Lorna Van Geem, Joan Warburg
Supervisors	Sherry Joseph, Todd Pilch, Ryan Stock
Board Secretary	Amy Bionda

* late arrival

CALL TO ORDER / FLAG SALUTE

Call to Order Asa Sarver called the Regular Board Meeting to order at 5:05pm.

ADDITIONS, DELETIONS, AMENDMENTS TO AGENDA / ADOPTION OF AGENDA

Amendment Integrated Programs under Administrative Reports is an action item.

Jeff Smith moved and Edie Jones seconded that the Board adopt the 2025-04-02 Regular Board Meeting Agenda with the above addition / deletion / amendment. Vote was unanimous in favor. Motion passed 5-0.

COMMUNITY COMMENTS

None

BUSINESS / FINANCE REPORTS

Revenue / Expenditures Sherry Joseph shared the 2025-04-02 General Fund Report and the 2025-04-02 General Fund Projected vs Actual Report. Sherry asked the Board if they had any questions. No questions were asked.

ADMINISTRATIVE REPORTS / QUESTIONS / ANNOUNCEMENTS

K-3 ELD Curriculum Joan Warburg introduced the newly selected K-3 ELD curriculum, *National Geographic Reach Higher*, which was available for viewing at the district office throughout March. During the trial period, this curriculum garnered a positive response from students, particularly due to its engaging photos and culturally relevant topics. Additionally, it offered multiple levels to cater to students at various stages of their educational journey.

Jeff Smith moved and Edie Jones seconded that the Board to approve the K-3 ELD Curriculum. Vote was unanimous in favor. Motion passed 5-0.

Integrated Programs

Joe Hosang presented the State Integrated Grants Program, which will be submitted to ODE at the end of the month. The program is organized around nine reports, each with specific goals, and a proposed budget designed to allocate funds effectively to achieve those goals. Some of the goals were developed based on assessments conducted with staff and students. There were several questions regarding the budget, goals, and themes, all of which Joe Hosang addressed with detailed responses.

Jenica Cogdill moved and Erik Benton seconded that the Board approve the Integrated Programs as presented. Vote was unanimous in favor. Motion passed 5-0.

SUPERINTENDENT REPORTS**Enrollment Update**

Curt Scholl stated that the enrollment for the district is slightly down.

Bond Update

Curt Scholl gave an update on work completed during spring break, including the replacement of 54 windows that were either delivered with defects or damaged during construction. Additionally, the greenhouse slab was poured, and construction of the greenhouse by a volunteer group will begin soon. Curt also expressed his appreciation for Sun West, recognizing them as an excellent partner throughout the entire construction process.

Parks & Rec Collaboration Update

Curt Scholl announced that a ribbon-cutting ceremony was recently held for the new Community Center, signaling that the Coffield Center is now available for the District Office relocation.

District Office Building Update

Curt Scholl mentioned that the search for realtors to assist with the future of the current District Office is ongoing.

Additional Information

Curt Scholl expressed his deep gratitude to both Joan Warburg and Tim Roth for their exceptional dedication to the district. He announced that the applicant screening process for a new Middle School Principal is currently underway, and the application process for a new Elementary School Principal will remain open until April 27th.

BOARD BUSINESS**Second Reading Policies & ARs**

The board discussed the following policies and ARs to adopt/readopt:

AC - Nondiscrimination and Civil Rights (*OSBA recommendation*)

GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements (*OSBA recommendation*)

GCAA - Standards for Competent and Ethical Performance of Oregon Educators (*OSBA recommendation*)

GCBDA/GDBDA - Family and Medical Leave (*OSBA recommendation*)

JHCD - Medications (*OSBA recommendation*)

JHFF/GBNAA - Suspected Sexual Conduct with Students and Reporting Requirements (*OSBA recommendation*)

Jeff Smith moved and Edie Jones seconded that the Board adopt/readopt the above policies. Vote was unanimous in favor. Motion passed 5-0.

CONSENT AGENDA**Meeting Minutes**

2025-03-05 Regular Board Meeting Minutes

New Hires

Alexis Barry, SES Teacher

Resignations

Gary Thorson, SHS Teacher

Lee Henry, SHS Teacher

Retirement

Glen Herron, SHS Teacher

Erik Benton moved and Jeff Smith seconded that the Board adopt the 2025-04-02 Consent Agenda. Vote was unanimous in favor. Motion passed 5-0.

ANNOUNCEMENTS

Date	Event	Time	Location
April 9, 2025	Joint City Hall Work Session	5:00pm	DO
April 16, 2025	Official Budget Meeting	5:00pm	DO
May 7, 2025	Official Budget Meeting	5:00pm	DO
May 7, 2025	Regular Board Meeting	+/-6:00pm	DO
May 7, 2025	Executive Session	+/-7:00pm	DO

Recess **Asa Sarver** declared recess of the Regular Board Meeting at **6:07pm**.

EXECUTIVE SESSION

Call to Order **Asa Sarver** declared in the Executive Session: Superintendent Evaluation at **6:25pm**.

Executive Session The Board discussed the superintendent evaluation.

Adjourn **Asa Sarver** declared the Executive Session adjourned at **7:20pm**.

Reconvene **Asa Sarver** declared the Regular Board Meeting reconvened at **7:20pm**.

ADJOURNMENT

Adjourn **Asa Sarver** called the Regular Board Meeting adjourned at **7:20pm**.

Asa Sarver, Board Chairman

Amy Bionda, Board Secretary