



# YAMHILL CARLTON SCHOOL DISTRICT

120 N. Larch Place - Yamhill, OR 97148 | PH: 503-852-6980 - FX: 503-662-4931 | [www.ycsd.k12.or.us](http://www.ycsd.k12.or.us)

## BOARD OF DIRECTORS REGULAR SESSION AGENDA

LOCATION; 120 N LARCH PL. YAMHILL OR 97148

Or VIA ZOOM <https://zoom.us/j/91341315065?pwd=WEVMZmhoSmkxdE8zcGFqZ3BsQnh5UT09>  
Password: sW66uH

Wednesday, March 09, 2023

Regular Session: 6:00pm

### AGENDA

- I. Call to Order Regular Session
- II. Flag Salute
- III. Individuals, Delegations, Recognitions, and Communications
  - A. YCHS Student body Representative – Verbal Report
  - B. YCHS – Scott Henderson & Brad Post – Student Spot Light
  - C. YCIS – Matt Wiles & Chad Tollefson – Verbal Report
  - D. YCES – Amanda Dallas – Verbal Report

Public Comment – The Board welcomes you to its monthly meeting. We ask that you complete an Intent to Speak Form by sending an email to the Board Secretary at [vertnert@ycschools.org](mailto:vertnert@ycschools.org). The Board will receive public comments at this time but will defer issues to the appropriate administrator. During public comment, the Board listens but neither discusses, nor responds to questions and concerns. Speakers are limited to three minutes.

- IV. Review of Agenda (Action Item)
- V. Regular Session- Consent Agenda (Action Item)
  - A. Approval of Board of Directors minutes
    - 1. Regular meeting February 8, 2023
  - B. Personnel
  - C. Enrollment
  - D. Donations
  - E. Surplus
- VI. Announcements and Reports
  - A. Superintendent's Report – Clint Raever – Verbal Report
  - B. District Facilities Report- Ian Barr – Verbal Report
  - C. Financials & List of Bills for February 2023 – Tami Zigler (Action Item)
- VII. New Business

**Note:** Unless approved, Regular Meetings of the Board of Directors will be no longer than 3 hours in length at any single session. **INTERPRETERS FOR THE HEARING IMPAIRED:** To request interpreter services for this meeting call 503-852-6980 at least 24 hours prior to the meeting.

- A. ODE CNP Procurement Review - Corrective Action
- B. Resolution 2023-03 Construction Excise Tax Increase (Action Item)
- C. License Renewal (Action Item)
- D. Aligning for Student Success: Integrated Plan Approval (Action Item)

*Public Comment regarding Aligning for Student Success – We will open for public comment regarding the Aligning for Student Success: Integrated Plan. Speakers are limited to three minutes.*

- VIII. Board of Directors Comments
- IX. Adjournment

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## BOARD OF DIRECTORS REGULAR SESSION MINUTES

LOCATION; 120 N LARCH PL. YAMHILL OR 97148

Or VIA ZOOM <https://zoom.us/j/91341315065?pwd=WEVMZmhoSmkxdE8zcGFqZ3BsQnh5UT09>  
Password: sW66uH

*School Board Members in Attendance: Susan FitzGerald, Jami Egland, Ken Watson, Erin Galyean, JaJetta Dumdi*

*District members in attendance: Clint Raever, Tami Zigler, Chad Tollefson, Matt Wiles, Brad Post, John Horne, Ian Barr, Tina Vertner, & Morgan Bishop*

*Community members & Students in attendance: Chase McMullen, Allison Conkling, Torstein Nordstrom, Jennifer Nordstrom, Julien Davis, Maddy Tuning, Isabelle Meunier, Cayden Hill, Billy Tuning & Gordon Dromgoole*

*Via Zoom: Amanda Dallas, Scott Henderson*

**Wednesday, February 8, 2023**

**Regular Session: 6:00pm**

### MINUTES

- I. Call to Order Regular Session**
- II. Flag Salute**
- III. Individuals, Delegations, Recognitions, and Communications**

#### **A. YCHS Student body Representative – Verbal Report**

- *Preparing for Valentine's day fundraiser -Singing grams. The singing grams are Leadership's best fundraiser.*
- *Preparing for leadership conference in a few weeks.*
- *Selected leadership kids will be attending 2 fieldtrips to different districts to see how other leadership classes run assemblies and other events.*

#### **B. YCHS – Scott Henderson & Brad Post – Verbal Report**

- *Freshman support intervention classes for math and ELA are starting to be implemented.*
- *SEL curriculum has been purchased and is starting to be implemented.*
- *MTSS team are starting to do a deep dive into the data to get a pulse on where to place their focus and will be visiting other districts to see their MTSS team in action.*
- *Wrestling has had an amazing year! Anne Featherstone placed 4<sup>th</sup> at the District Duals and will be the first female wrestler going to state.*
- *Girls & Boys basketball teams are off to Riverdale on 2/9/2023 for their final league game. If boys win, they will take the 2<sup>nd</sup> seed going into league playoffs.*

#### **C. YCIS – Matt Wiles & Chad Tollefson – Student Spot Light**

- *Introduction to 3 YCIS students to share their Science fair projects. Torstein Nordstrom, Chase McMullen & Julien Davis.*
- *8 Students made it to Regionals and will be traveling to Eugene in a few weeks to compete.*
- *Students are screened with a benchmark assessment three times per year in math, reading, and SEL*
- *All students in grades 4-6 receive intervention or acceleration instruction in both math and reading*
- *Students in grades 7-8 have math and reading support options, as well as advanced math options.*
- *Learning progress is monitored in between benchmark assessments for students receiving instructional support, and adjustments are made accordingly.*

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- *The Gate Team supports teachers to determine interventions that target individual student needs, which could lead to a recommendation for referral for a Special Education evaluation.*

#### **D. YCES – Amanda Dallas – Verbal Report**

- *Shout out to YCES PTO & 3<sup>rd</sup> grade team. 3<sup>rd</sup> grade classes are raising trout!*
- *Feb 22, 2023 is 100 day. Staff will be dressing up and the school will rotate through 100's day activities.*
- *DESSA Data update: K. Cruz continues to use the data to pull small groups. YCES has started Cruz's Corner in the YCES family newsletter to help with mental health at home.*
- *MTSS Update: Next step in the process will be refining our attendance structures and process. I have reached out to the WESD for guidance and will work as a team to create our system of support for attendance through the lens of care and connection.*

#### **E. Alliance Academy – John Horne – Verbal Report**

- *190 students are currently enrolled in Alliance Academy.*
- *Enrichment classes have been added this year and looking to also add outdoor school for AA students between 2<sup>nd</sup>-8<sup>th</sup> grade.*
- *Started having Parent Night's and have had great success.*

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#### **Susan Turrell:**

*Wanted to express her support on the fence being built on the east property of YCES. Feels that the fencing and gates will be a safe way for the kids to travel to and from school.*

### **IV. Review of Agenda (Action Item)**

*J. Egland motioned to approve the agenda as presented. E. Galyean Seconded. All in Favor, motion passes*

### **V. Regular Session- Consent Agenda (Action Item)**

#### **A. Approval of Board of Directors minutes**

1. Regular meeting January 12, 2023
2. Work Session – January 17, 2023

#### **B. Personnel**

#### **C. Enrollment**

#### **D. Donations**

#### **E. Surplus**

*E. Galyean motioned to approve the consent agenda as presented. J. Egland seconded. All in Favor, motion passes*

### **VI. Announcements and Reports**

#### **A. Superintendent's Report – Clint Raever – Verbal Report**

- *State budget has come in and the Governor's proposal is \$9.9 billion. That will be \$4 million short of roll up cost.*
- *National Counseling week. Jason Williamson, Kaylani Cruz and Kristina Hayward are doing an amazing job and excited that we are able to fund a counselor at each school through SIA.*

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- Working with Ian to add a fence on the east property of YCES. Hoping to include a couple gates to allow for kids to travel safely to and from school.

**B. District Facilities Report- Ian Barr – Verbal Report**

- 84 lockers removed from HS locker rooms to provide the athletic teams a meeting space during games. Lockers were moved to YCIS locker rooms and baseball batting cages.
- Fully staffed! Staff have positive attitudes and are doing a great job.
- Greenhouse at YCES has been cleaned out and ready for Mrs. Echaury's class to start planting.
- YCIS bleachers are needing to be replaced. Cost to replace bleachers will be about \$45,000 dollars.
- Ian will be getting his applicators license by the end of March.

**C. Financials & List of Bills for January 2023 – Tami Zigler (Action Item)**

*K. Watson motioned to accept the Financials & List of Bills for January 2023 as presented. J. Egland seconded. All in Favor, motion passes*

**VII. New Business**

**A. Out of State Travel for YCHS Softball team. (Action Item)**

*K. Watson motioned to approve the Out of State Travel for the YCHS Softball team. E. Galyean seconded. All in Favor, motion passes*

**B. Approval of the 2023-2024 School Calendar (Action Item)**

*E. Galyean motioned to approve the 2023-2024 School Calendar as presented. K. Watson seconded. All in Favor, motion passes*

**C. Approval of Procurement Procedures for the Child Nutrition Programs (Action Item)**

*J. Egland motioned to approve the Procurement Procedures for the Child Nutrition Programs as presented. E. Galyean seconded. All in Favor, motion passes*

**D. Resolution 2023-02: Willamette Education Service District 2023-2025 Local Service Plan (Action Item)**

*K. Watson motioned to approve Resolution 2023-02: Willamette Education Service District 2023-2025 Local Service Plan as presented. E. Galyean seconded. All in Favor, motion passes*

**E. Notice of Intent to Award Contract for Facilities Assessment & Long-Range Plan (Action Item)**

*E. Galyean motioned to approve the recommendation and approve a Notice of Intent to Award to R&C Management Group; and to authorize the administration to negotiate and execute a contract with the firm. J. Egland seconded. All in Favor, motion passes*

**F. Verizon Cell Tower - Proposal to amend current lease agreement. (Possible Action Item)**

*No action was taken.*

**G. Superintendent Evaluation Process, timeline and tool for 22-23 School year (Action Item)**

*E. Galyean motioned to approve using OSBA's Targeted Feedback Survey for the 2022-2023 Superintendent evaluation and the Recommended Superintendent Evaluation timeline as presented. K. Watson seconded. 4 yes, 1 no, motion passes*

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#### **H. Adopt Updated Policies (*Action Item*)**

1. Criminal Records Checks & Fingerprinting (*GCDA/GDDA-AR*)
2. Academic Achievement (*IK*)
3. Graduation Requirements (*IKF*)
4. Use of Restraint or Seclusion (*JGAB*)

*E. Galyean motioned to adopt the updated policies listed in section H, Items 1-4 as presented. J. Egland seconded. All in Favor, motion passes*

#### **VIII. Board of Directors Comments**

*S. FitzGerald informed the board she will not be present at the 3/09/2023 board meeting.*

#### **IX. Adjournment**

*S. FitzGerald adjourned the meeting @ 8:15pm.*

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**Yamhill Carlton School District  
Human Resources  
Board Report  
March 09, 2023**



**New Hires**

Consuelo Sanchez , Cook

**Resign/Retire/Term Employees**

Doug Allen, YCIS Language Arts teacher - End of year

David Mihm, YCIS SPED Behavior Teacher - End of Year

Ashleigh Marsteller, YCIS 6th grade teacher - End of Year

**Current Employees: Position Changes**

Whitney Knapp, YCES Behavior/ Life Skills IA to YCHS ALT ED IA

**Currently Open Positions**

YCHS LRC IA

YCIS 8th Grade Language Arts Teacher

YCES Behavior/ Life Skills IA

# Yamhill Carlton School District Enrollment Report

February

2023

## District Enrollment for 2022-23 School Year

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
YCES	301	297	299	299	297	297	-	-	-	-
YCIS	332	329	330	325	322	328	-	-	-	-
YCHS	293	290	288	284	290	285	-	-	-	-
Alliance	192	194	191	190	189	193	-	-	-	-
<b>Total</b>	<b>1,118</b>	<b>1,110</b>	<b>1,108</b>	<b>1,098</b>	<b>1,098</b>	<b>1,103</b>	-	-	-	-

## YCES Enrollment for 2022-23 School Year

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Kindergarten	73	71	72	72	70	71	-	-	-	-
1st Grade	66	65	65	65	66	65	-	-	-	-
2nd Grade	73	72	71	71	71	71	-	-	-	-
3rd Grade	89	89	91	91	90	90	-	-	-	-
<b>22/23 Total</b>	<b>301</b>	<b>297</b>	<b>299</b>	<b>299</b>	<b>297</b>	<b>297</b>	-	-	-	-
21/22 Total	265	269	271	264	273	274	270	268	268	266
20/21 Total	231	229	230	228	225	221	225	223	223	223
19/20 Total	362	365	366	361	363	361	358	364	367	366
18/19 Total	336	337	337	337	332	332	330	332	332	331

## YCIS Enrollment for 2022-23 School Year

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
4th Grade	57	57	55	55	54	55	-	-	-	-
5th Grade	66	66	65	64	64	66	-	-	-	-
6th Grade	75	75	78	76	75	77	-	-	-	-
7th Grade	70	70	70	68	69	70	-	-	-	-
8th Grade	64	61	62	62	60	60	-	-	-	-
<b>22/23 Total</b>	<b>332</b>	<b>329</b>	<b>330</b>	<b>325</b>	<b>322</b>	<b>328</b>	-	-	-	-
21/22 Total	343	342	347	349	351	348	343	347	349	345
20/21 Total	291	287	276	276	272	273	282	291	282	282
19/20 Total	308	312	311	313	307	303	303	307	307	307
18/19 Total	325	310	312	310	310	305	304	305	304	303

For FY 18/19 19/20, the 4th grade was counted at YCES.



### YCHS Enrollment for 2022-23 School Year

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
9th Grade	74	75	76	75	77	77	-	-	-	-
10th Grade	77	75	74	74	77	77	-	-	-	-
11th Grade	73	71	70	67	69	65	-	-	-	-
12th Grade	69	69	68	68	67	66	-	-	-	-
Transition	-	-	-	-	-	-	-	-	-	-
<b>22/23 Total</b>	<b>293</b>	<b>290</b>	<b>288</b>	<b>284</b>	<b>290</b>	<b>285</b>	-	-	-	-
21/22 Total	284	283	285	285	278	281	281	278	276	277
20/21 Total	290	290	292	290	290	290	291	291	276	291
19/20 Total	299	300	298	295	295	290	286	287	284	284
18/19 Total	277	277	279	281	278	281	279	274	275	261

### Alliance Academy Enrollment 2022-23

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Kindergarten	16	16	16	16	18	18	-	-	-	-
1st Grade	27	27	27	27	27	28	-	-	-	-
2nd Grade	25	25	25	25	25	26	-	-	-	-
3rd Grade	21	21	21	21	21	21	-	-	-	-
4th Grade	25	26	24	23	23	22	-	-	-	-
5th Grade	23	23	23	23	23	24	-	-	-	-
6th Grade	21	21	21	21	20	19	-	-	-	-
7th Grade	12	13	13	13	13	13	-	-	-	-
8th Grade	8	8	8	8	9	9	-	-	-	-
9th Grade	4	3	3	3	2	2	-	-	-	-
10th Grade	5	5	5	4	3	4	-	-	-	-
11th Grade	5	6	5	6	5	7	-	-	-	-
12th Grade	-	-	-	-	-	-	-	-	-	-
<b>22/23 Total</b>	<b>192</b>	<b>194</b>	<b>191</b>	<b>190</b>	<b>189</b>	<b>193</b>	-	-	-	-
21/22 Total	137	134	135	134	127	125	129	130	129	128
20/21 Total	255	258	266	269	267	254	250	234	247	247
19/20 Total	91	91	91	92	89	90	88	88	88	88
18/19 Total	88	89	94	94	99	105	106	106	103	103

For FY 18/19 19/20, the 4th grade was counted at YCES.

Donations:				
Year:	Date:	From:	To:	Total:
2023	1-Mar	?	YCIS Sewing Lab- Memory of Sophia James	\$4,805.00
2023	28-Feb	Vickie Brown	YCHS Boosters	\$75
2023	21-Feb	H. Sheldon	YCHS FFA	\$100.00
2023	10-Feb	J.Hurley	YCHS Boys Baseball	\$500
2023	10-Feb	A.Hurley	YCHS Boys Baseball	\$500
2023	1-Feb	Parker Concrete	YCHS Boys Baseball	\$500
2023	8-Feb	Zeni	YCHS Boys Baseball	\$500
2023	2-Feb	First Federal	YCHS Boys Baseball	\$500
2023	17-Feb	Lawson corp	YCHS Boys Baseball	\$500
2023	17-Feb	Abetter plumb	YCHS Boys Baseball	\$500
2023	17-Feb	Larson house	YCHS Boys Baseball	\$250
2023	17-Feb	total performnce	YCHS Boys Baseball	\$250
2023	17-Feb	Tony Paolo	YCHS Boys Baseball	\$500
2023	17-Feb	Davison Auto	YCHS Boys Baseball	\$500
2023	17-Feb	Barnett Builders	YCHS Boys Baseball	\$500
2023	Jan-23	John Firkins	YCHS Rocketry	\$100
2023	27-Jan	K.Wright	YCHS Rocketry	\$5,000
2023	27-Jan	Carlton Walk park	YCHS Rocketry	\$2,500
2023	27-Jan	AKS engineering	YCHS Boys Baseball	\$500
2023	27-Jan	M. Pierce	YCHS OHSET	\$570
2023	27-Jan	Z.Belt	YCHS OHSET	\$85
2023	27-Jan	Krohns appliance	YCHS OHSET	\$85
2023	27-Jan	J.Facchini	YCHS OHSET	\$300
2023	27-Jan	R.Davison	YCHS Girls Basketball	\$48
2023	27-Jan	Blue Line Elec	YCHS Boys Baseball	\$500
2023	27-Jan	t and e	YCHS Boys Baseball	\$500
2023	27-Jan	T schultz const.	YCHS Boys Baseball	\$100
2023	11-Jan	J.Nordstrom	YCHS Rocketry	\$500

2023	9-Jan	P Carroll	YCHS Rocketry	\$200
2022	14-Dec	Carlton Business assoc	YCHS Wrestling	\$1,000
2022	5-Dec	Mclaughlin ins	YCHS Athletic Fund	\$500
2022	5-Dec	J.Weinstein	YCHS Girls Basketball	\$50
2022	9-Nov	Elliott Insurance	YCHS Athletic Fund	\$500
2022	11-Oct	NC Premiere	YCHS OHSET	\$300
2022	11-Oct	First Federal	YCHS Trap	\$500
2022	29-Sep	First Federal	YCHS Trap	\$500
2022	9-Sep	Slater Machine Tool	YCHS Football	\$500
2022	23-Aug	pacific residential	YCHS Trap	\$100
2022	23-Aug	catch my fall	YCHS Athletic Fund	\$135

# February Surplus

ITEM	QTY	LOCATION
Groen Kettle	1	YCES Kitchen
A Doll's House	15	YCHS English Department
Importance of Being Ernest	30	YCHS English Department
Measure of Measure	10	YCHS English Department
Enemy of People	11	YCHS English Department
The Raven and other poems	25	YCHS English Department
A Separate Peace	148	YCHS English Department
War of the Worlds	32	YCHS English Department
Father and Sons	17	YCHS English Department
Persuasion	9	YCHS English Department
The Count of Monte Cristo	55	YCHS English Department
Canterbury Tales	45	YCHS English Department
The Red Badge of Courage	30	YCHS English Department
The Scarlet Letter	25	YCHS English Department
The Joy Luck Club	15	YCHS English Department
A Midsummer Night's Dream	65	YCHS English Department
Hamlet	25	YCHS English Department
The Old Man and Sea	10	YCHS English Department
The Deerslayer	45	YCHS English Department
The Crucible	70	YCHS English Department
The Hiding Place	20	YCHS English Department
The Cherry Orchard	75	YCHS English Department
The Chosen	45	YCHS English Department
Sophocles/Antigone	15	YCHS English Department
Taming of the Shrew	15	YCHS English Department
Athletic Training or Student Assistants	32	YCHS English Department

# February Surplus

ITEM	QTY	LOCATION
CNNA Programming Texts and Workbook	55	YCHS English Department
Pygmalion	30	YCHS English Department
A Modest Proposal	20	YCHS English Department
Oedipus Rex	11	YCHS English Department
Miss Julie	12	YCHS English Department
Romeo and Juliet	9	YCHS English Department
Science Scales	7	YCHS English Department
Roller Wall Maps	6	YCHS English Department
Pascal	8	YCHS English Department
Core Curriculum	5	YCHS English Department
Workshop Statistics	2	YCHS English Department
Dictionaries	15	YCHS English Department
Thesaurus	10	YCHS English Department
Max Teaching	20	YCHS English Department
Carpentry Fundamentals	6	YCHS English Department
Calculus	20	YCHS English Department
Calculus	25	YCHS English Department
The Cultural Landscape	33	YCHS English Department
Chemestry	31	YCHS English Department
Sound and Light	15	YCHS English Department
Accounting	17	YCHS English Department
Marketing Essentials	24	YCHS English Department
Managing Your Personal Finance	21	YCHS English Department
World of Work	33	YCHS English Department
Guns, Germs and Steel the Fates	16	YCHS English Department

*Mission*

*The Yamhill-Carlton School District champions the growth of its students. Our students recognize their individual strengths and talents, overcome their challenges, grow past proficiency, and succeed in their aspirations so each may contribute positively to a local and global society.*



To: Board of Directors – Yamhill Carlton School District  
Clint Raever, Superintendent

From: Tami Zigler, Business Manager

Date: March 9, 2023

Re: District Financial Report

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**SUMMARY for Fiscal Year 2022-2023**

**This General Fund summary excludes Beginning Fund Balance (5400-5499).**

For the current period, total revenue was \$294,285 more than planned and total expenditures were \$964,085 less than planned. The combined result is a \$1,258,370 favorable surplus condition for the current year period.

**REVENUES**

**TAXES:** Taxes are \$57,579 over plan. This favorable condition represents 1.5% of the year-to-date plan amount of \$3,796,494. This variance amount is considered tolerable, and was primarily driven by an increase in 1111 CURRENT YEAR TAXES. For the current year period, Taxes increased 7.4% over the prior year period compared to an average increase of 6.1% over the preceding 4 years.

**TUITION, FEES, OTHER:** Tuition, Fees, Other is \$252 over plan. This favorable condition represents 0.4% of the year-to-date plan amount of \$71,978. The current year variance amount is considered trivial and meets expectations based on budget appropriations. For the current year period, Tuition, Fees, Other decreased 59.1% over the prior year period compared to an average increase of 19.3% over the preceding 4 years. The largest Tuition, Fees, Other groups - 1990 MISCELLANEOUS, and 1740 STUDENT FEES (LOCKER, TOWEL, EQUIPMENT), representing 95.6% of total Tuition, Fees, Other, decreased by 16.8%.

**EARNINGS ON INVESTMENTS:** Earnings on Investments are \$70,386 over plan. This favorable condition represents 420.8% of the year-to-date plan amount of \$16,728. The current year variance amount is considered material, and was primarily driven by an increase in 1510 INTEREST ON INVESTMENTS. For the current year period, Earnings on Investments increased 648.0% over the prior year period compared to an average decrease of 18.5% over the preceding 4 years.

**INTERMEDIATE REVENUE:** Intermediate Revenue is \$257 over plan. This favorable condition represents 0.1% of the year-to-date plan amount of \$187,500. The current year variance amount is considered trivial and meets expectations based on budget appropriations. For the current year period, Intermediate Revenue increased 130.3% over the prior year period compared to an average decrease of 5.0% over the preceding 4 years.

**STATE UNRESTRICTED AID AND SSF:** State Unrestricted Aid and SSF is \$165,810 over plan. This favorable condition represents 3.1% of the year-to-date plan amount of \$5,295,101. The current year variance amount is considered tolerable, and was primarily driven by increases in 3101 STATE SCHOOL FUND - GENERAL SUPPORT, and 3103 COMMON SCHOOL FUND. For the current year period, State Unrestricted Aid and SSF increased 8.7% over the prior year period compared to an average increase of 0.5% over the preceding 4 years.

## **EXPENDITURES**

**SALARIES:** Salaries are \$205,811 under plan. This favorable condition represents -6.3% of the year-to-date plan amount of \$3,245,304. The current year variance amount is considered tolerable, and was primarily driven by a decrease in 0111 LICENSED SALARIES. For the current year period, Salaries increased 7.4% over the prior year period compared to an average increase of 1.6% over the preceding 4 years.

**ASSOCIATED PAYROLL COSTS:** Associated Payroll Costs are \$186,868 under plan. This favorable condition represents -10.6% of the year-to-date plan amount of \$1,768,661. The current year variance amount is considered material, and was primarily driven by decreases in 0241 EMPLOYEES INSURANCE, and 0213 PERS UAL CONTRIBUTION. For the current year period, Associated Payroll Costs increased 6.5% over the prior year period compared to an average increase of 3.2% over the preceding 4 years.

**PURCHASED SERVICES:** Purchased Services are \$371,311 under plan. This favorable condition represents -25.7% of the year-to-date plan amount of \$1,442,288. This variance amount is considered material, and was primarily driven by decreases in 0310 INSTR, PROF & TECH SRVS, and 0331 REIMBURSABLE STUDENT TRANSPORTATION. For the current year period, Purchased Services decreased 3.3% over the prior year period compared to an average decrease of 1.2% over the preceding 4 years.

**SUPPLIES:** Supplies are \$148,142 under plan. This favorable condition represents -29.9% of the year-to-date plan amount of \$496,024. This variance amount is considered material, and was primarily driven by decreases in 0420 TEXTBOOKS, and 0460 NON-CONSUMABLE ITEMS. For the current year period, Supplies increased 57.9% over the prior year period compared to an average decrease of 4.5% over the preceding 4 years.

**CAPITAL OUTLAY:** Capital Outlay is \$49,315 under plan. This favorable condition represents -40.7% of the year-to-date plan amount of \$121,131. The current year variance amount is considered material, and was primarily driven by a decrease in 0550 TECHNOLOGY. For the current year period, Capital Outlay decreased 10.4% over the prior year period. The largest Capital Outlay group - 0541 INITIAL & ADDITIONAL EQUIPMENT PURCHASE, representing 91.4% of total Capital Outlay, increased by 741.2%.

**OTHER OBJECTS:** Other Objects are \$2,638 under plan. This favorable condition represents -1.1% of the year-to-date plan amount of \$237,605. This variance amount is considered trivial and meets expectations based on budget appropriations. For the current year period, Other Objects increased 5.3% over the prior year period compared to an average decrease of 2.7% over the preceding 4 years.

**TRANSFERS:** Transfers are on plan. This favorable condition represents 0% of the year-to-date plan amount of \$293,617. This amount is considered trivial and meets expectations based on budget appropriations. For the current year period, Transfers decreased 6.7% over the prior year period compared to an average decrease of 7.6% over the preceding 4 years. The largest Transfers groups - 0791 TRANSFER TO BUILDING FUND, and 0790 OTHER TRANSFERS, representing 81.3% of total Transfers, decreased by 0.4%.

**OTHER USES OF FUNDS:** Other Uses of Funds are on plan. This amount is considered trivial and meets expectations based on budget appropriations.

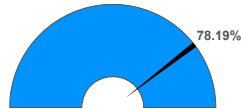
*Information provided by Frontline Analytics powered by Forecast5.*



# 100 GENERAL FUND Revenue Dashboard Summary

For the Period Ending February 28, 2023

Actual YTD Revenues



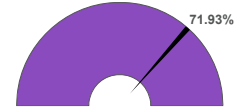
Projected YTD Revenues  
75.81%

Actual YTD Local Sources



Projected YTD Local Sources  
88.51%

Actual YTD State Sources



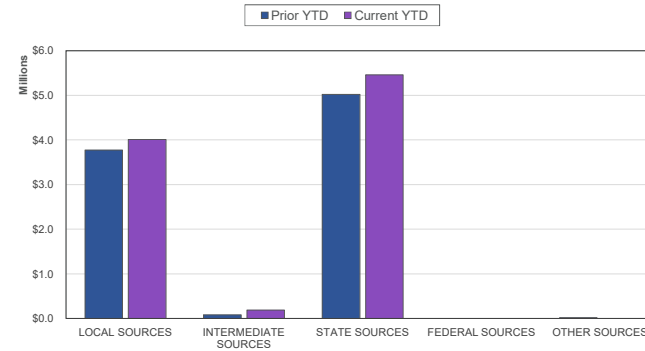
Projected YTD State Sources  
69.75%

## General Fund Revenues

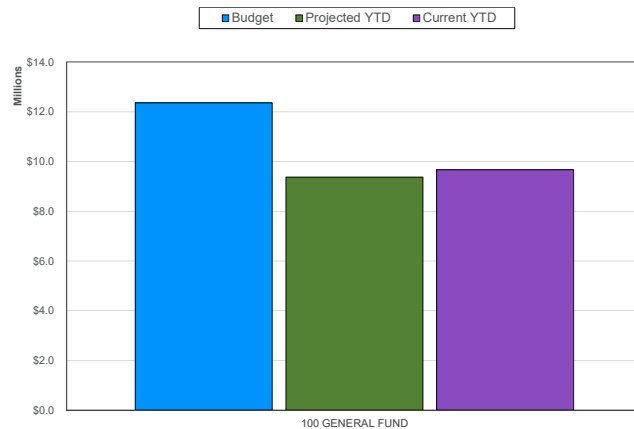
Top 10 GENERAL FUND Sources of Revenue (Year-to-Date)

State School Fund	\$5,460,911
Ad Valorem Taxes Levied By District	\$3,847,055
Resources - Beginning Fund Balance	\$2,229,182
Unrestricted Revenue	\$187,500
Interest On Investments	\$87,114
Miscellaneous	\$49,269
Fees	\$19,775
Penalties And Interest On Taxes	\$7,018
Rentals	\$2,040
Fees Charged To Grants	\$1,146
Percent of Total Revenues Year-to-Date	100.00%

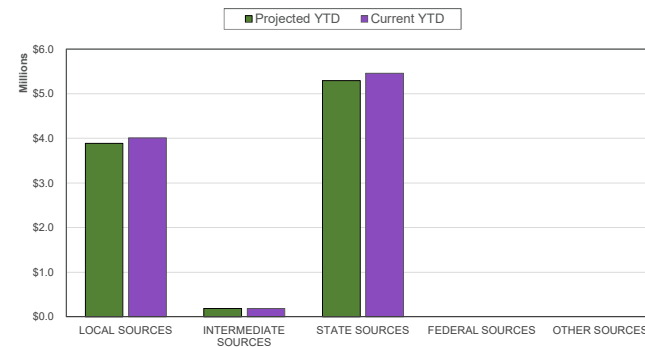
GENERAL FUND Revenue by Source | Prior YTD vs. Current YTD



Revenues by Fund | Budget / Projected YTD / Current YTD



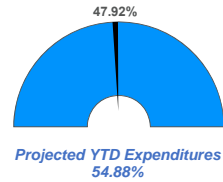
GENERAL FUND Revenue by Source | Projected YTD vs. Current YTD



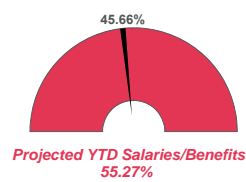
# 100 GENERAL FUND Expense Dashboard Summary

For the Period Ending February 28, 2023

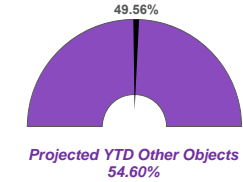
Actual YTD Expenditures



Actual YTD Salaries/Benefits



Actual YTD Other Objects

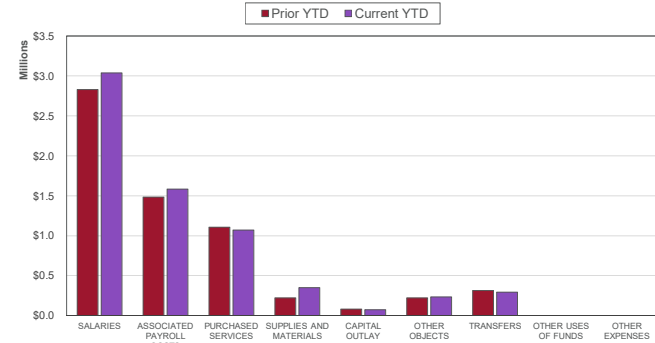


## General Fund Expenditures

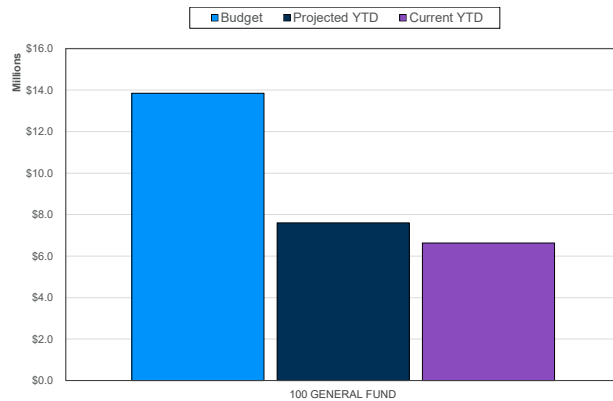
Top 10 GENERAL FUND Expenditures by Program (Year-to-Date)

Licensed Salaries	\$1,476,256
Classified Salaries	\$683,614
Employees Insurance	\$624,107
Pers Ual Contribution	\$527,962
Administrators	\$460,205
Reimbursable Student Transportation	\$326,683
Fica/Medicare	\$226,902
Instr, Prof & Tech Srvs	\$200,511
Property Insurance Premiums	\$176,851
Textbooks	\$169,212
Percent of Total Expenditures Year-to-Date	73.37%

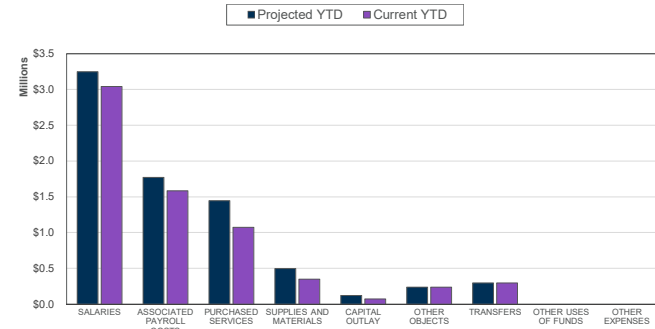
GENERAL FUND Expenditures by Object | Prior YTD vs. Current YTD



Expenditures by Fund | Budget / Projected YTD / Current YTD



GENERAL FUND Expenditures by Object | Projected YTD vs. Current YTD

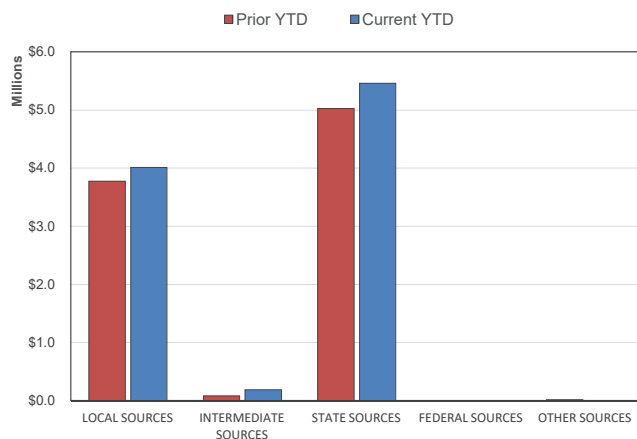


## 100 GENERAL FUND | Financial Summary by Object

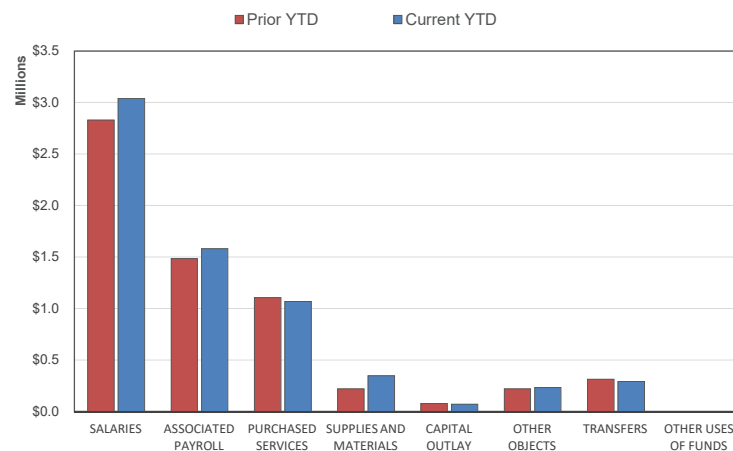
For the Period Ending February 28, 2023

	Prior YTD	Prior Year Actual	YTD % of PY Actual	Current YTD	Annual Budget	YTD % of Budget
<b>Beginning Fund Balance</b>	\$ 1,899,600	\$ 1,899,600		\$ 2,229,182	\$ 1,500,000	
<b>REVENUES</b>						
Local Sources	3,777,387	4,110,198	91.90%	4,013,418	4,389,725	91.43%
Intermediate Sources	81,532	166,694	48.91%	187,757	375,000	50.07%
State Sources	5,024,917	7,164,071	70.14%	5,460,911	7,591,710	71.93%
Federal Sources	-	-		-	-	
Other Sources	17,273	17,273	100.00%	-	-	
<b>TOTAL REVENUE</b>	<b>\$ 8,901,108</b>	<b>\$ 11,458,235</b>	<b>77.68%</b>	<b>\$ 9,662,086</b>	<b>\$ 12,356,435</b>	<b>78.19%</b>
<b>EXPENDITURES</b>						
Salaries	\$ 2,831,119	\$ 5,157,964	54.89%	\$ 3,039,493	\$ 5,726,471	53.08%
Associated Payroll Costs	1,485,114	2,781,217	53.40%	1,581,794	3,365,472	47.00%
Purchased Services	1,107,316	2,036,217	54.38%	1,070,977	2,444,433	43.81%
Supplies and Materials	220,325	289,150	76.20%	347,882	607,234	57.29%
Capital Outlay	80,125	104,664	76.55%	71,816	137,400	52.27%
Other Objects	223,085	244,863	91.11%	234,967	240,750	97.60%
Transfers	314,579	514,579	61.13%	293,617	313,617	93.62%
Other Uses of Funds	-	-		-	1,021,058	0.00%
Other Expenses	-	-		-	-	
<b>TOTAL EXPENDITURES</b>	<b>\$ 6,261,662</b>	<b>\$ 11,128,653</b>	<b>56.27%</b>	<b>\$ 6,640,545</b>	<b>\$ 13,856,435</b>	<b>47.92%</b>
<b>SURPLUS / (DEFICIT)</b>	<b>\$ 2,639,446</b>	<b>\$ 329,582</b>		<b>\$ 3,021,540</b>	<b>\$ (1,500,000)</b>	
<b>ENDING FUND BALANCE</b>	<b>\$ 4,539,046</b>	<b>\$ 2,229,182</b>		<b>\$ 5,250,722</b>	<b>\$ -</b>	

Revenues by Source | Prior YTD vs. Current YTD



Expenditures by Object | Prior YTD vs. Current YTD



**YAMHILL CARLTON SCHOOL DISTRICT  
SPECIAL REVENUE FUNDS  
FOR THE FISCAL YEAR 2022-2023  
AS OF FEBRUARY 28, 2023**

<b>FUND DESCRIPTION</b>	<b>GRANT AWARD</b>	<b>REVENUE</b>	<b>EXPENDITURE</b>	<b>ENCUMBRANCE</b>	<b>BUDGET BALANCE</b>
201 TITLE I	135,635.82	2,187.82	68,637.36	65,999.77	998.69
204 TITLE II-A & TITLE IV-D	10,763.00	-	-	-	10,763.00
206 IDEA PART B 611	170,133.00	20,409.16	67,348.45	56,322.50	46,462.05
212 ESSER II FUNDS	127,051.31	-	91,222.21	11,894.04	23,935.06
213 ESSER III FUNDS	636,799.63	-	275,431.14	79,957.63	281,410.86
214 SUMMER LEARNING GRANTS - 2022 K-8	51,770.84	51,770.84	51,770.84	-	-
214 SUMMER LEARNING GRANTS - 2022 9-12	16,566.13	16,566.13	16,566.13	-	-
215 MEDICAID ADMIN CLAIMING (MAC)	10,000.00	1,527.92	-	-	10,000.00
218 ORTII	3,326.64	3,326.64	3,326.64	-	-
231 FUEL UP TO PLAY 60	771.40	771.40	-	772.27	(0.87)
233 HIGH SCHOOL SUCCESS (M-98)	237,912.42	61,835.21	117,447.79	106,040.01	14,424.62
235 CTE REVITALIZATION FUNDS	30,000.00	29,596.74	-	-	30,000.00
238 CAREER PATHWAYS	8,120.27	-	-	6,070.48	2,049.79
239 OUTDOOR SCHOOL (M-99)	69,976.00	-	-	53,200.00	16,776.00
241 ESSA SUPPORT	45,521.00	2,937.50	20,147.41	20,649.53	4,724.06
251 STUDENT INVESTMENT ACCOUNT (SIA)	788,749.23	409,479.59	378,787.96	323,002.37	86,958.90
259 RECRUITMENT & RETENTION GRANT	129,866.73	110,385.00	83,389.74	-	46,476.99
261 TAP GRANTS - FACILITIES ASSESSMENT	20,000.00	-	-	-	20,000.00
261 TAP GRANTS - LONG RANGE PLANNING	25,000.00	-	-	-	25,000.00
261 TAP GRANTS - AHERA	25,000.00	-	8,500.00	13,000.00	3,500.00
261 TAP GRANTS - LEAD TESTING	5,880.00	-	4,825.00	1,055.00	-

LOCAL/STATE/FED GRANTS	2,548,843.42	712,540.59	1,187,400.67	737,963.60	623,479.15
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<b>230 MISCELLANEOUS GRANTS</b>	<b>GRANT AWARD</b>	<b>REVENUE</b>	<b>EXPENDITURE</b>	<b>ENCUMBRANCE</b>	<b>GRANT BALANCE</b>
000 MISCELLANEOUS GRANTS	3,500.00	822.08	-	3,350.60	149.40
401 ASPIRE	2,500.00	-	1,353.18	902.11	244.71
801 YCES PTO PROJECTS	2,000.00	-	1,680.55	121.40	198.05
802 AG DRONE PROJECT	1,474.57	1,474.57	-	-	1,474.57
803 VETERANS LEGACY GRANT	785.03	785.03	-	-	785.03
806 SOPHIA'S FUND - BUBBLE WALL	1,000.00	1,000.00	399.99	100.00	500.01
807 SOPHIA'S FUND - THEATER	4,805.00	4,805.00	-	-	4,805.00
808 MWEC CONFERENCES	1,988.52	1,988.52	1,988.52	-	-
809 STUDENT TEACHING	2,630.02	2,630.02	1,080.37	-	1,549.65
814 FTC ROBOTICS DONATION	1,274.00	1,274.00	-	-	1,274.00
821 OSCU ROCKETRY GRANT	16.17	16.17	-	-	16.17
824 EIIS GRANT	3,052.00	-	3,052.00	-	-
825 MENSTRUAL DIGNITY ACT	4,676.22	-	-	-	4,676.22

SUB TOTAL MISC GRANTS	29,701.53	14,795.39	9,554.61	4,474.11	15,672.81
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<b>FUND OTHER SPECIAL REVENUE</b>	<b>BUDGET</b>	<b>REVENUE</b>	<b>EXPENDITURE</b>	<b>ENCUMBRANCE</b>	<b>BUDGET BALANCE</b>
250 FOOD SERVICE	444,252.00	213,845.81	187,447.75	231,855.32	24,948.93
265 EARLY RETIREMENT	81,000.00	90,033.81	11,200.00	15,600.00	54,200.00
266 PROFESSIONAL DEVELOPMENT	60,000.00	65,273.01	9,997.00	12,730.00	37,273.00
281 STUDENT BODY ACCOUNTS - YCES	30,000.00	-	-	-	30,000.00
282 STUDENT BODY ACCOUNTS - YCIS	170,000.00	80,024.20	6,927.04	3,698.00	159,374.96
283 STUDENT BODY ACCOUNTS - YCHS	315,000.00	301,724.80	84,634.27	11,239.80	219,125.93

SUB TOTAL OTHER SPECIAL REVENUE	1,100,252.00	750,901.63	300,206.06	275,123.12	524,922.82
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TOTAL ALL 200 FUNDS	3,678,796.95	1,478,237.61	1,497,161.34	1,017,560.83	1,164,074.78
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\*Balance is the Budget column minus Expenditures and Encumbrances. Actual Balance will change based on Revenues received.

**YAMHILL CARLTON SCHOOL DISTRICT  
FOR THE FISCAL YEAR 2022-2023  
DEBT SERVICES, CAPITAL PROJECT, AND FIDUCIARY FUNDS  
AS OF FEBRUARY 28, 2023**

		BEGINNING FUND				PROJECTED	
FUND DESCRIPTION	BUDGET	BALANCE	REVENUE	EXPENDITURE	ENCUMBRANCE	BALANCE*	CASH BALANCE
300 GENERAL OBLIGATION DEBT	966,350.00	104,498.93	919,025.95	237,872.74	728,477.26	-	785,652.14
301 QZAB DEBT	143,517.00	3,496.85	128,919.44	143,514.57	-	2.43	(11,098.28)
302 PERS UAL DEBT	1,861,684.00	556,602.20	649,182.57	140,686.00	1,005,686.00	715,312.00	1,065,098.77
304 JCI PROJECT DEBT	121,100.00	18,600.43	121,291.68	121,100.00	-	-	18,792.11
<b>TOTAL DEBT SERVICES</b>	<b>3,092,651.00</b>	<b>683,198.41</b>	<b>1,818,419.64</b>	<b>643,173.31</b>	<b>1,734,163.26</b>	<b>715,314.43</b>	<b>1,858,444.74</b>

		BEGINNING FUND				PROJECTED	
FUND DESCRIPTION	BUDGET	BALANCE	REVENUE	EXPENDITURE	ENCUMBRANCE	BALANCE*	CASH BALANCE
400 CET CAPITAL PROJECTS	75,000.00	55,378.79	101,387.49	5,718.57	26,840.00	42,441.43	151,047.71
410 SEISMIC REHABILITATION GRANT	1,115,772.29	-	1,115,772.29	1,115,772.29	-	-	-
475 CAPITAL PROJECT FUND	18,000.00	18,487.92	12,551.57	-	-	18,000.00	31,039.49
<b>TOTAL CAPITAL PROJECTS</b>	<b>1,208,772.29</b>	<b>73,866.71</b>	<b>1,229,711.35</b>	<b>1,121,490.86</b>	<b>26,840.00</b>	<b>60,441.43</b>	<b>182,087.20</b>

		BEGINNING FUND				PROJECTED	
FUND DESCRIPTION	BUDGET	BALANCE	REVENUE	EXPENDITURE	ENCUMBRANCE	BALANCE*	CASH BALANCE
785 LAUGHLIN SCHOLARSHIP FUND	49,000.00	51,827.47	2,429.09	-	-	49,000.00	54,256.56
<b>TOTAL TRUST IN AGENCY</b>	<b>49,000.00</b>	<b>51,827.47</b>	<b>2,429.09</b>	<b>-</b>	<b>-</b>	<b>49,000.00</b>	<b>54,256.56</b>
<b>TOTAL OTHER FUNDS</b>	<b>4,350,423.29</b>	<b>808,892.59</b>	<b>3,050,560.08</b>	<b>1,764,664.17</b>	<b>1,761,003.26</b>	<b>824,755.86</b>	<b>2,094,788.50</b>

*\*Projected Balance is the Budget column minus Expenditures and Encumbrances. Cash Balance is actual revenues and expenditures to date.*

# Yamhill-Carlton School District No. 1

## Approval of Bills Report

Fiscal Year: 2022-2023

Criteria: From Check Date: 02/01/2023 To: 02/28/2023 Voucher: ALL  
Report Sort: FUND From Fund: 100 To: 900

☐ Page Break

☒ Exclude Invoice Description

Check Number	Vendor	Amount
<b>100 - GENERAL FUND</b>		
0	ALEXANDRA TODD	\$122.00
0	ALISON CHEATHAM	\$1,247.08
0	AMAZON CAPITAL SERVICES	\$2,918.15
0	AMUZU, NICOLE M	\$175.21
0	AMY BRITTELL	\$74.99
0	AMY LYNN LONG	\$500.00
0	BELT-VERHOEF, STEPHANIE	\$113.97
0	BETHANY HAGGARD	\$1,000.00
0	BLICK ART MATERIALS	\$387.68
60438	BRIGHTSIDE ELECTRIC AND	\$5,318.09
60471	BRIGHTSIDE ELECTRIC AND	\$4,234.28
0	BRITTANY GREGG	\$713.73
0	BRITTNEY JEFFRIES	\$876.00
0	CHELSEA PETERSON	\$473.00
0	CHELSEA POGUE	\$360.00
0	CINDY ERICKSON-ROBERTS	\$35.86
60457	CITY OF CARLTON	\$1,819.00
60439	CITY OF YAMHILL	\$4,639.14
0	CORRENA BRIX	\$1,250.00
60440	COSA	\$400.00
60472	COTTAGE GROVE HIGH SCHOOL	\$210.00
0	CRYSTAL SHULMIRE	\$169.41
0	DANELLE VORWERK	\$67.00
60458	DAVID DOUGLAS HIGH SCHOOL	\$150.00
60473	DAVISON AUTO PARTS	\$419.08
60485	DAVISON AUTO PARTS	\$214.06
0	DELL INC	\$1,672.69

# Yamhill-Carlton School District No. 1

## Approval of Bills Report

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 Report Sort: FUND From Fund: 100 To: 900

☐ Page Break

☒ Exclude Invoice Description

Check Number	Vendor	Amount
<b>100 - GENERAL FUND</b>		
60441	DEMME LEARNING	\$140.00
0	DILLOW, ELIZABETH J	\$72.53
0	ECHAURI, KAY A	\$168.65
60442	EDUPOINT EDUCATION SYSTEMS LLC	\$1,110.88
0	ERIN CONNAUGHTON	\$98.99
0	ESS WEST LLC	\$15,623.07
60486	ESTUARDO GARCIA	\$113.25
0	FOLEY, ANNE MICHELLE	\$53.44
60487	GIUDICE, BEN	\$386.00
0	GOLDEN, ROSEANN C	\$31.44
0	GUEST, AMBER M	\$17.99
0	HADASSAH SHEPARD	\$744.06
0	HANNAH TANT	\$1,000.00
0	HEIDI WISMER	\$500.00
60488	HEILI HARRIS-BRANT	\$500.00
0	HENDERSON, SCOTT M	\$152.88
60468	HENDERSON, SCOTT M	\$320.00
60474	HENDERSON, SCOTT M	\$1,280.00
0	HUDL	\$1,099.00
60489	JOHN DORT	\$97.00
0	JONATHAN GROVER	\$636.50
60445	JOSTENS	\$423.50
60490	KARLY SIMS	\$375.00
60491	KASSIA JACKSON	\$90.00
0	KATHRYN KAHLE	\$272.82
0	KATIE PORRITT	\$1,315.60
0	KENNEDY, KIMBERLY L	\$20.17

# Yamhill-Carlton School District No. 1

## Approval of Bills Report

Fiscal Year: 2022-2023

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 Report Sort: FUND From Fund: 100 To: 900

☐ Page Break

☒ Exclude Invoice Description

Check Number	Vendor	Amount
<b>100 - GENERAL FUND</b>		
60492	KEZIA NAFFIN	\$144.00
0	KRIEGER, JOSHUA M	\$51.99
0	KRISTA CAIN	\$217.99
0	LATISHA BARKER	\$109.95
60475	LES SCHWAB TIRE CENTER	\$220.98
60446	LINN BENTON LINCOLN ESD	\$3,265.00
0	LOMELI, JASMINE	\$90.00
60493	LORI BROUILLETTE	\$163.74
60447	LOWE'S COMPANIES INC.	\$61.24
60476	LOWE'S COMPANIES INC.	\$535.06
60494	LOWE'S COMPANIES INC.	\$34.66
0	LUCIANA RUMAGIT	\$255.00
60477	MAC GLASS	\$131.10
0	MARSTELLER, ASHLEIGH N	\$32.96
0	MARTIN, TRINA S	\$44.54
0	MCCATHRON, EMILY D	\$101.53
0	MCCLEAN, KATIE LYNN	\$170.43
60459	MCMINNVILLE GAS INC.	\$258.25
60495	MCMINNVILLE GAS INC.	\$161.00
0	MEGHAN PLIES	\$971.22
0	MELISSA PARMALEE	\$500.00
0	MICHAEL CRISP	\$1,077.00
0	MICHAEL ERWIN	\$542.00
0	MINER AND ASSOCIATES LLC	\$28.00
60448	MOLALLA HIGH SCHOOL	\$300.00
60496	MOLLY PEASE	\$88.00
0	NATHAN PAULY	\$497.50



# Yamhill-Carlton School District No. 1

## Approval of Bills Report

Fiscal Year: 2022-2023

Criteria: From Check Date: 02/01/2023 To: 02/28/2023 Voucher: ALL  
 Report Sort: FUND From Fund: 100 To: 900

☐ Page Break

☒ Exclude Invoice Description

Check Number	Vendor	Amount
<b>100 - GENERAL FUND</b>		
60497	NICHOLAS TURNER	\$231.00
60498	NICOLE OGLE	\$500.00
60499	NORTHWEST BACKFLOW INSPECTION	\$200.00
60478	OFFICE DEPOT, INC	\$1,719.60
60449	OREGON ELITE	\$135.00
60450	OSU HORTICULTURE	\$0.00
0	PACIFIC OFFICE AUTOMATION (LEASE)	\$1,555.00
60500	PARKER BALDWIN	\$1,232.00
0	PATT-MCKINNEY, ELIZABETH ELLEN HENRY	\$43.98
60460	PLATT ELECTRIC SUPPLY	\$57.53
60479	PORTLAND GENERAL ELECTRIC	\$19,034.09
0	POST, BRADLEY A	\$202.34
0	PROCARE THERAPY	\$5,440.00
0	RABUNG, ANDREW	\$15.72
60451	RAINIER SCHOOL DISTRICT	\$250.00
0	REBECCA KENT	\$362.50
60452	RECOLOGY OREGON COMPOST, MCMINNVILLE	\$195.00
60480	RECOLOGY OREGON COMPOST, MCMINNVILLE	\$100.00
60501	RECOLOGY OREGON COMPOST, MCMINNVILLE	\$208.00
60453	RECOLOGY WESTERN OREGON GARBAGE	\$1,080.18
0	RHONDA BONHAM	\$398.00
0	RIVERSIDE INSIGHTS	\$3,467.86
60481	rSCHOOL TODAY	\$953.75
60502	S & W ELECTRIC WORKS INC	\$1,284.00
0	SIERRA SPRINGS	\$51.45
0	SISTO, JOANN	\$71.39
60454	STAGER, NATALIE	\$300.00

# Yamhill-Carlton School District No. 1

## Approval of Bills Report

Fiscal Year: 2022-2023

Criteria: From Check Date: 02/01/2023 To: 02/28/2023 Voucher: ALL  
 Report Sort: FUND From Fund: 100 To: 900

☐ Page Break

☒ Exclude Invoice Description

Check Number	Vendor	Amount
<b>100 - GENERAL FUND</b>		
0	TAD BECKWITH	\$34.00
0	TAMARA DERBYSHIRE	\$448.91
60455	THE HOME DEPOT PRO	\$55.24
60504	THE MANDT SYSTEM INC	\$33.00
60462	THE YARD ARTISAN LLC	\$3,150.00
0	UMPQUA BANK-CC	\$1,738.98
60469	UNITED RENTALS (NORTH AMERICA) INC	\$112.20
60505	VALERIE BREWER	\$694.83
60463	WILCO	\$6.90
60506	YAMHILL FIRE PROTECTION DISTRICT	\$750.00
0	YAMHILL SHELL STATION	\$309.34
60464	ZIPLY FIBER	\$3,491.37
<b>Total for 100 - GENERAL FUND</b>		<b>\$116,169.49</b>
<b>201 - TITLE IA</b>		
0	ESS WEST LLC	\$506.62
<b>Total for 201 - TITLE IA</b>		<b>\$506.62</b>
<b>230 - MISC GRANTS</b>		
0	AMAZON CAPITAL SERVICES	\$123.95
60447	LOWE'S COMPANIES INC.	\$678.60
0	UMPQUA BANK-CC	\$399.99
60463	WILCO	\$1,001.95
60482	WILLAMETTE E.S.D.	\$3,052.00
<b>Total for 230 - MISC GRANTS</b>		<b>\$5,256.49</b>
<b>233 - MEASURE 98</b>		
60437	APOGEE COMPONENTS, INC	\$222.20
0	UMPQUA BANK-CC	\$382.98

# Yamhill-Carlton School District No. 1

## Approval of Bills Report

Fiscal Year: 2022-2023

Criteria: From Check Date: 02/01/2023 To: 02/28/2023 Voucher: ALL  
 Report Sort: FUND From Fund: 100 To: 900

☐ Page Break

☒ Exclude Invoice Description

Check Number	Vendor	Amount
Total for 233 - MEASURE 98		\$605.18
<b>250 - FOOD SERVICES</b>		
0	ESS WEST LLC	\$74.60
0	GOODY MAN DISTRIBUTING INC	\$177.10
0	SPRING VALLEY DAIRY INC	\$1,210.32
60461	SYSCO FOOD SERVICES	\$7,358.67
60503	SYSCO FOOD SERVICES	\$2,219.37
Total for 250 - FOOD SERVICES		\$11,040.06
<b>280 - STUDENT BODY FUNDS</b>		
0	AMAZON CAPITAL SERVICES	\$147.95
60443	FIEKEN PLUMBING LLC	\$1,450.00
60444	FLORAFINDER LLC	\$346.80
0	UMPQUA BANK-CC	\$152.45
Total for 280 - STUDENT BODY FUNDS		\$2,097.20
<b>282 - YCIS STUDENT BODY</b>		
0	NORTHWEST REGIONAL ESD	\$1,520.00
0	WILES, MATTHEW	\$83.11
3512	YCIS PTO	\$5,323.93
Total for 282 - YCIS STUDENT BODY		\$6,927.04
<b>283 - YCHS STUDENT BODY</b>		
0	AMAZON CAPITAL SERVICES	\$87.67
20688	BAREFOOT CAMPUS OUTFITTER	\$1,212.25
20691	CAROL DAUENHAUER	\$450.00
20689	FARWEST SPORTS INC	\$6,392.00
20690	LANGERS OPERATIONS LLC	\$562.50
0	SENN, MINDY L	\$50.95
0	SLAVISH, JORDAN	\$395.18

# Yamhill-Carlton School District No. 1

## Approval of Bills Report

Fiscal Year: 2022-2023

Criteria:

From Check Date: 02/01/2023

To: 02/28/2023

Voucher: ALL

Report Sort: FUND

From Fund: 100

To: 900

☐ Page Break

☒ Exclude Invoice Description

Check Number	Vendor	Amount
<b>283 - YCHS STUDENT BODY</b>		
0	VANDERZANDEN, BRENDA R	\$15.02

Total for 283 - YCHS STUDENT BODY **\$9,165.57**

Grand Total: **\$151,767.65**

End of Report

# Yamhill-Carlton School District No. 1

## Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 02/01/2023

To Date: 02/28/2023

Fund: 100 GENERAL FUND					
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
UMPQUA BANK-CC					
	0	GENERAL FUND	ELEMENTARY PROGRAMS	CONSUMABLE SUPPLIES & MATERIALS	\$228.66
	0	GENERAL FUND	EXECUTIVE ADMINISTRATION SERVICES	CONSUMABLE SUPPLIES & MATERIALS	\$226.31
	0	GENERAL FUND	EXECUTIVE ADMINISTRATION SERVICES	INSTR, PROF & TECH SRVS	\$589.11
	0	GENERAL FUND	FISCAL SERVICES	DUES AND FEES	(\$90.00)
	0	GENERAL FUND	HEALTH SERVICES	CONSUMABLE SUPPLIES & MATERIALS	\$60.00
	0	GENERAL FUND	OFFICE OF THE PRINCIPAL	POSTAGE	\$24.39
	0	GENERAL FUND	OPERATION & MAINTENANCE - PLANT SERVICES	CONSUMABLE SUPPLIES & MATERIALS	\$360.00
	0	GENERAL FUND	OPERATION & MAINTENANCE - PLANT SERVICES	DUES AND FEES	\$236.51
	0	GENERAL FUND	OPERATION & MAINTENANCE - PLANT SERVICES	REPAIRS & MAINTENANCE SERVICES	\$5.00
	0	GENERAL FUND	RESOURCE ROOMS	INSTR, PROF & TECH SRVS	\$99.00
Total for UMPQUA BANK-CC					\$1,738.98
Total for GENERAL FUND					\$1,738.98
Fund: 230 MISC GRANTS					
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
UMPQUA BANK-CC					
	0	MISC GRANTS	RESOURCE ROOMS	NON-CONSUMABLE ITEMS	\$399.99
Total for MISC GRANTS					\$399.99
Fund: 233 MEASURE 98					
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
UMPQUA BANK-CC					
	0	MEASURE 98	HIGH SCHOOL PROGRAMS	CONSUMABLE SUPPLIES & MATERIALS	\$382.98
Total for MEASURE 98					\$382.98
Fund: 280 STUDENT BODY FUNDS					

# Yamhill-Carlton School District No. 1

## Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 02/01/2023

To Date: 02/28/2023

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
UMPQUA BANK-CC					
	0	STUDENT BODY FUNDS	UNDESIGNATED	ACCOUNTS RECEIVABLE	\$152.45
			Total for STUDENT BODY FUNDS		\$152.45
				Grand Total:	\$2,674.40

### Recap for FUND for GENERAL FUND

100	GENERAL FUND	\$1,738.98
230	MISC GRANTS	\$399.99
233	MEASURE 98	\$382.98
280	STUDENT BODY FUNDS	\$152.45

End of Report



# Oregon

Tina Kotek, Governor



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

**Colt Gill**

Director of the Department of Education

March 1, 2023

Mrs. Tami Zigler, Director of Fiscal Services  
Yamhill-Carlton School District  
120 N. Larch Place  
Yamhill, OR 97148

Dear Mrs. Zigler:

RE: Procurement Review of School Nutrition Programs  
Agreement No. 3625001

Thank you for the written corrective action plan received on 2/16/2023. The corrective action for findings resulting from the Procurement Review on 2/9/2023 for Yamhill-Carlton School District is accepted and approved. This closes the procurement review process.

The Oregon Department of Education Child Nutrition Programs (ODE CNP) acknowledges your efforts to strengthen program accountability and provide nutritious meals in a healthy environment.

If you have any questions concerning this letter, please contact Richard Williams, Procurement Compliance Specialist, at (503) 559-3428, or me at (503) 385-3861.

Sincerely,

Michelle Fleener  
Manager, School Nutrition  
Child Nutrition Programs  
Office of Child Nutrition, Research, Accountability, Fingerprinting and Transportation

L:\Yamhill-Carlton SD 36-25001\Review\Procurement\2023\Procurement Rev Close Ltr (CA accepted).docx



# Oregon

Kate Brown, Governor



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

**Colt Gill**

Director of the Oregon Department of Education

## Document of Procurement Review Findings Nonprofit Food Service Account

Sponsor: Yamhill-Carlton School District

Agreement Number: 3625001

Date(s) of Review: 02/09/2023

Corrective Action Due Date: 03/09/2023

**ODE Procurement Specialist Instructions:** Complete all sections, coordinate with sponsor to determine Corrective Action due date should not exceed 30 calendar days from the date of Review. Provide an electronic copy of this procurement review finding to the sponsor to provide Technical Assistance links.

**Sponsor Instructions:** This *Document of Procurement Review Findings* summarizes the activities of the review. Complete all *Corrective Action taken by Sponsor* sections and include any supporting documentation requested by your specialist as noted in the *Corrective Action Required* sections (e.g. revised procurement procedures). An authorized sponsor official must sign and date in the *Corrective Action Completed* section. Any Corrective Action has to be implemented system-wide, in all sites participating in Child Nutrition Programs.



## Procurement Review Findings and Corrective Action

**Corrective Action Due Date: 03/09/2023**

Submit this *Document of Procurement Review Findings* form via email or [secure file transfer](#) to [richard.williams@ode.oregon.gov](mailto:richard.williams@ode.oregon.gov) by the above due date. Include any supporting documentation (e.g. revised policies or procedures) with the completed and signed *Document of Procurement Review Findings* form.

### 1. Procurement Review Finding

Yamhill-Carlton School District did not provide their documented procurement procedures for the nonprofit food service account in accordance with [7 CFR 210.21\(c\)](#) and [2 CFR 200.318\(a\)](#).

### Corrective Action Required

Yamhill-Carlton School District must develop documented procurement procedures for the nonprofit food service account that conform to the procurement standards identified in [2 CFR 200.318 through 200.327](#) and [7 CFR 210.21](#). Provide a copy to the State agency for review with corrective action responses.

### Technical Assistance Provided

Yamhill-Carlton School District can find a procurement procedures template on the [Oregon Department of Education Child Nutrition Program Procurement Resources](#) website under the Procurement Prototypes/Templates section that can be tailor to meet the procurement requirements for the nonprofit food service account.

### SPONSOR COMPLETES:

Corrective Action taken by Sponsor Please explain to the State agency the corrective action implemented for this finding. Attach any supporting documents. The procurement process was defined using the template provided from ODE CNP and reviewed by the Yamhill Carlton School District Board on February 9, 2023. Please see attached procedure. This procedure will be adopted annually by the School Board every August.

**ODE USE ONLY:** Corrective Action Approved? ☐ Yes ☐ No

### 2. Procurement Review Finding

Yamhill-Carlton School District did not provide written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and

administration of contracts when using the nonprofit food service account in accordance with [2 CFR 200.318\(c\)\(1\)](#).

#### Corrective Action Required

Yamhill-Carlton School District must develop written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts when using funds from the nonprofit food service account. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents as identified in [2 CFR 200.318\(c\)](#). Provide a copy to the State agency for review with corrective action responses.

#### Technical Assistance Provided

Yamhill-Carlton School District can find a written procurement procedures template that includes the written standard of conduct requirements on the [Oregon Department of Education Child Nutrition Program Procurement Resources](#) website under the Procurement Prototypes/Templates section for the nonprofit food service account.

#### SPONSOR COMPLETES:

Corrective Action taken by Sponsor: Please explain to the State agency the corrective action implemented for this finding. Attach any supporting documents. Included in the Procurement Procedure in Section H. Please see the attached procedure.

**ODE USE ONLY:** Corrective Action Approved? ☐ Yes ☐ No

### 3. Procurement Review Finding

Yamhill-Carlton School District did not maintain records sufficient to detail the procurement history for Sysco and Spring Valley Dairy in accordance with [2 CFR 200.318\(i\)](#) and [USDA Policy Memo SP 16-2006](#). (Solicitation, Proposals Received, Evaluation of Proposals)

#### Corrective Action Required

Yamhill-Carlton School District must maintain records sufficient to detail the history of the procurement when using the nonprofit food service account. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, responses received, evaluation of responses, contractor selection or rejection, basis for the contract price, intent to award, and the executed agreement. Reference [2 CFR 200.318\(i\)](#), [2 CFR 200.320](#), [USDA Policy Memo SP 16-2006](#), [OAR 137-047-0620](#) and the technical assistance below.

**Technical Assistance Provided**

Review [USDA Policy Memo SP 16-2006](#) on record-keeping requirements for the nonprofit food service account and [USDA Policy Memo SP 05-2017](#) on cooperative purchasing with other School Food Authorities. Adequate procurement methods are a prerequisite for receiving funds. If records generated during the performance of the award do not demonstrate compliance with applicable procurement requirements, several possible penalties may follow: disallowance of costs, annulment or termination of award, issuance of a stop work order, debarment or suspension, or other appropriate remedies. Examples of such records include:

- A written rationale for the method of procurement;
- A copy of the solicitation document;
- The selection of contract type (fixed price or cost reimbursable);
- The bidding and negotiation history;
- The basis for contractor selection;
- Documentation to support a lack of competition when competitive bids or offers are not obtained;
- The basis for award cost or price;
- The terms and conditions of the contract;
- Any changes to the contract and negotiation history;
- Billing and payment records;
- A history of any contractor claims; and

A history of any contractor breaches.

**SPONSOR COMPLETES:**

Corrective Action taken by Sponsor: Please explain to the State agency the corrective action implemented for this finding. Attach any supporting documents. Please see the RFP's used for solicitation attached for both Sysco and Spring Valley Dairy.

**ODE USE ONLY:** Corrective Action Approved? ☐ Yes ☐ No

**4. Procurement Review Finding**

Yamhill-Carlton School District did not provide the requested solicitation documents or awarded agreement that required Sysco and Spring Valley to meet the Buy American Provision in accordance with [7 CFR 210.21\(d\)](#) and [USDA Policy Memo SP 38-2017](#).

**Corrective Action Required**

Yamhill-Carlton School District must include the Buy American Provision requirements in all solicitations for food products when using the nonprofit food service account for SY 2023-2024. The District must also include this requirement in their documented procurement procedures for the nonprofit food service account. Reference [7 CFR 210.21\(d\)](#) and [USDA memo SP 38-2017](#), [procurement training on ODE CNP website](#), and the technical assistance below.

**Technical Assistance Provided**

**Buy American provision requirements** ([7 CFR 210.21\(d\)](#) & [USDA Policy Memo SP 38-2017](#)).

Section 104(d) of the William F. Goodling Child Nutrition Reauthorization Act of 1998 (Public Law 105-336) added a provision, Section 12(n) to the National School Lunch Act (NSLA) (42 USC 1760(n)), requiring school food authorities (SFAs) to purchase, to the maximum extent practicable, domestic commodities or products. This Buy American provision supports the mission of the Child Nutrition Programs, which is to serve children nutritious meals and support American agriculture.

The Buy American provision applies to SFAs located in the 48 contiguous United States and is one of the procurement standards these SFAs must comply with when purchasing commercial food products served in the school meals programs.

Section 12(n) of the NSLA defines “domestic commodity or product” as an agricultural commodity that is produced in the U.S. and a food product that is processed in the U.S. substantially using agricultural commodities produced in the U.S. Report language accompanying the legislation noted that “substantially means over 51% from American products.” Therefore, over 51% of the final processed product (by weight or volume) must consist of agricultural commodities that were grown domestically. Thus, for foods that are unprocessed, agricultural commodities must be domestic, and for foods that are processed, they must be processed domestically using domestic agricultural food components that are comprised of over 51% domestically grown items, by weight or volume as determined by the SFA.

**Implementing the Buy American provision.** SFAs are reminded that for all procurement transactions for food when funds are used from the nonprofit food service account, whether directly by an SFA or on its behalf, procurement transactions must comply with the Buy American provision. Implementation of the Buy American provision should be done by: including Buy American in documented procurement procedures, State agency prototypes documents, and all procurement solicitations and contracts; including domestic requirements in bid specifications; contract monitoring; and verifying cost and availability of domestic and non-domestic foods using data in the USDA Agricultural Marketing Service’s (AMS) weekly market report at <https://marketnews.usda.gov/mnp/fv-report-config-step1?type=termPrice>

**Limited exceptions to the Buy American provision.** There are limited exceptions to the Buy American provision which allow for the purchase of foods not meeting the “domestic” standard as described above (i.e., “non-domestic”) in circumstances when use of domestic foods is truly not practicable. These exceptions, as determined by the SFA, are:

- The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
- Competitive bids reveal the costs of a U.S. product are significantly higher than the non-domestic product.

It should be noted that FNS has not defined a dollar amount or percentage triggering an exception requiring consideration of alternatives. Before utilizing an exception, alternatives to purchasing non-domestic food products should be considered. For example, SFAs should ask:

- Are there other domestic sources for this product?
- Is there a domestic product that could be easily substituted, if the non-domestic product is less expensive (e.g. substitute domestic pears for non-domestic apples)?

- Am I soliciting bids for this product at the best time of year? If I contracted earlier or later in the season, would prices and/or availability change?
- Am I using third-party verification, such as through USDA AMS, to determine the cost and availability of domestic and nondomestic foods?

If an SFA is using one of the above exceptions, there is no requirement to request a waiver from the State agency or FNS in order to purchase a non-domestic product. SFAs must, however, keep documentation justifying their use of exception(s).

North Marion School District can find a [Buy American Provision exception form template](#) on the Oregon Department of Education Child Nutrition Program Procurement Resources website.

#### SPONSOR COMPLETES:

Corrective Action taken by Sponsor: Please explain to the State agency the corrective action implemented for this finding. Attach any supporting documents. Please see the RFP's used for solicitation attached for both Sysco and Spring Valley Dairy that include the Buy American provision.

**ODE USE ONLY:** Corrective Action Approved? ☐ Yes ☐ No

#### CORRECTIVE ACTION COMPLETED

I hereby certify that the corrective action described above has been implemented by the date(s) indicated and has been implemented system-wide, in all sites participating in Child Nutrition Programs.



02/15/2023

Sponsor Official Signature

Date

#### ODE USE ONLY

Corrective Action Approved? ☐ Yes ☐ No

ODE Specialist Signature

Date

APPEAL PROCEDURE  
for a School Food Authority

The following appeal procedures allow Local Education Agencies participating in School Meal Programs an avenue of appeal when the Oregon Department of Education (ODE), Child Nutrition Program (CNP) takes an adverse administrative action as required by regulations at 7 CFR 210.18(q).

Appellant SFA's must send a written request for an appeal to:

Emily Nazarov, Government and Legal Affairs Manager  
Oregon Department of Education  
255 Capitol Street NE  
Salem, OR 97310  
Email: [Emily.Nazarov@ode.state.or.us](mailto:Emily.Nazarov@ode.state.or.us)

1. The written request for a review shall be postmarked within 15 calendar days of the date the appellant School Food Authority (SFA) received the notice of the denial of all or a part of the Claim for Reimbursement or withholding of payment, and ODE shall acknowledge the receipt of the request for appeal within 10 calendar days;
2. The appellant SFA may refute the action specified in the notice in person and by written documentation to the review official. In order to be considered, written documentation must be filed with the review official not later than 30 calendar days after the appellant SFA received the notice. The appellant SFA may retain legal counsel, or may be represented by another person. A hearing shall be held by the review official in addition to, or in lieu of, a review of written information submitted by the appellant SFA only if the appellant SFA so specifies in the letter of request for review. Failure of the appellant SFA's representative to appear at a scheduled hearing shall constitute the appellant SFA's waiver of the right to a personal appearance before the review official, unless the review official agrees to reschedule the hearing. A representative of ODE shall be allowed to attend the hearing to respond to the appellant SFA's testimony and to answer questions posed by the review official;
3. If the appellant SFA has requested a hearing, the appellant SFA and ODE shall be provided with at least 10 calendar days advance written notice, sent by certified mail, or its equivalent, return receipt requested or sent electronically by email or facsimile, of the time, date and place of the hearing;
4. Any information on which ODE's action was based shall be available to the appellant SFA for inspection from the date of the receipt of the request for review;
5. The review official shall be an independent and impartial official other than, and not accountable to, any person authorized to make decisions that are subject to appeal under the provisions of this appeal procedure;
6. The review official shall make a determination based on information provided by ODE CNP, the appellant SFA, and on Program regulations including those contained in 7 CFR § 210.18 (p), 7 CFR § 210.24, 7 CFR § 210.25, 2 CFR § 200.207, 2 CFR § 200.210, and 2 CFR §§ 200.339 -200.342;
7. The review official shall inform ODE and the appellant SFA of the determination within 60 calendar days of ODE's receipt of the request for review, by written notice, sent by certified mail, or its equivalent return receipt requested, or electronically by email or facsimile. The final determination shall take effect on the date the appellant SFA receives this written notice of the final decision of the review official;
8. ODE's fiscal action shall remain in effect during the appeal process; and
9. The determination by the review official is the final administrative determination to be afforded to the appellant SFA.



# YAMHILL CARLTON SCHOOL DISTRICT

120 N. Larch Place - Yamhill, OR 97148 | PH: 503-852-6980 - FX: 503-662-4931 | www.ycsd.k12.or.us

## RESOLUTION 2023-03

### RESOLUTION TO INCREASE CONSTRUCTION EXCISE TAX

#### POLICY ISSUE / SITUATION:

Chapter 829, Oregon Laws 2007 (Senate Bill 1036), authorizes school districts, as defined in ORS 330.005, to impose construction excise taxes to fund capital improvements to school facilities.

#### BACKGROUND INFORMATION:

Passed in 2007, SB 1036 allowed school districts to impose a tax on new construction measured by the square footage of improvements (affordable housing, public buildings, agricultural buildings, hospitals, private schools, and religious facilities are exempt). SB 1036 defined and required revenues to be used for capital improvements. Construction taxes imposed by a school district must be collected by a local government, local service district, special government body, state agency or state official that issues a permit for structural improvements regulated by the state building code.

SB 1036 set tax rate limits of \$1.00 per square foot for residential use and \$0.50 for nonresidential use, along with a \$25,000 tax limit on nonresidential properties. Beginning in 2009, tax rates were indexed to inflation using the Engineering News-Record Construction Cost Index. As prescribed in statute, the Oregon Department of Revenue (DOR) is responsible for updating tax rate limits and notifying affected districts. To notify affected districts DOR has partnered with the Department of Education who receives updated limit calculations from DOR and notifies the affected districts.

An intergovernmental agreement with local agencies collecting the tax is required and collection expenses are limited to 4% of tax revenue. DCBS is allowed to establish an administration fee of .25% of tax revenue. School districts with construction tax revenue are required to develop long-term facility plan. Construction taxes may be used for repayment of capital improvement debt.

The DOR has updated tax rate limits for the 2023-2024:

	Current 2022-2023	Proposed 2023-2024
Residential	\$1.23	\$1.56
Non-Residential	\$0.61	\$0.78
*Non Residential Max	\$29,900	\$39,100
*(not to exceed per building permit or per structure, whichever is less)		

Yamhill Carlton School District's jurisdiction includes properties located within the cities of Carlton and Yamhill, as well as properties within unincorporated portions of Yamhill County.

#### RECOMMENDATION:

It is recommended that the School Board approve increasing the Construction Excise Tax to impose and collect the increased tax rates as listed in 2023-2024, beginning July 1, 2023.

Signed this 9<sup>th</sup> day of March, 2023.

Susan FitzGerald, Board Chair

Clint Raever, Superintendent



# Licensed Renewals

Name	2022-2023 Contract Status	2023-2024 Contract Status
SULLENS, CHRISTY JOY M	1ST YEAR PROBATIONARY TEACHER	1ST YEAR PROBATIONARY TEACHER
Name	2022-2023 Contract Status	2023-2024 Contract Status
BIRMAN, BRIANNE L	1ST YEAR PROBATIONARY TEACHER	2ND YEAR PROBATIONARY TEACHER
CARLSON, ANGELA M	1ST YEAR PROBATIONARY TEACHER	2ND YEAR PROBATIONARY TEACHER
GARCIA WOOD, MADISON D	1ST YEAR PROBATIONARY TEACHER	2ND YEAR PROBATIONARY TEACHER
GARLAND, WENDY L	1ST YEAR PROBATIONARY TEACHER	2ND YEAR PROBATIONARY TEACHER
GUEST, AMBER M	1ST YEAR PROBATIONARY TEACHER	2ND YEAR PROBATIONARY TEACHER
HAYWARD, KRISTINA M	1ST YEAR PROBATIONARY TEACHER	2ND YEAR PROBATIONARY TEACHER
HEPP, FALLON H	1ST YEAR PROBATIONARY TEACHER	2ND YEAR PROBATIONARY TEACHER
HUXMAN, MEGAN L	1ST YEAR PROBATIONARY TEACHER	2ND YEAR PROBATIONARY TEACHER
JOHNSTON, KAELEN ROSE	1ST YEAR PROBATIONARY TEACHER	2ND YEAR PROBATIONARY TEACHER
LEWIS, CYNTHIA MARIE	1ST YEAR PROBATIONARY TEACHER	2ND YEAR PROBATIONARY TEACHER
MCCLEAN, KATIE LYNN	1ST YEAR PROBATIONARY TEACHER	2ND YEAR PROBATIONARY TEACHER
MCLEOD, MERCEDES L	1ST YEAR PROBATIONARY TEACHER	2ND YEAR PROBATIONARY TEACHER
MILNER, ALLYSON E	1ST YEAR PROBATIONARY TEACHER	2ND YEAR PROBATIONARY TEACHER
NEAL, BRIDGET	1ST YEAR PROBATIONARY TEACHER	2ND YEAR PROBATIONARY TEACHER
PATT-MCKINNEY, ELIZABETH ELLEN HENRY	1ST YEAR PROBATIONARY TEACHER	2ND YEAR PROBATIONARY TEACHER
RHODES, DUSTIN A	1ST YEAR PROBATIONARY TEACHER	2ND YEAR PROBATIONARY TEACHER
SKUZESKI, CARRIE M	1ST YEAR PROBATIONARY TEACHER	2ND YEAR PROBATIONARY TEACHER
Name	2022-2023 Contract Status	2023-2024 Contract Status
BARROWS, ARMON C	2ND YEAR PROBATIONARY TEACHER	3RD YEAR PROBATIONARY TEACHER
BISHOP, MORGAN P	2ND YEAR PROBATIONARY TEACHER	3RD YEAR PROBATIONARY TEACHER
BROWN, DAVIDA J	2ND YEAR PROBATIONARY TEACHER	3RD YEAR PROBATIONARY TEACHER
CLARK, JOCIANA L	2ND YEAR PROBATIONARY TEACHER	3RD YEAR PROBATIONARY TEACHER



CRUZ, KAYLANI L	2ND YEAR PROBATIONARY TEACHER	3RD YEAR PROBATIONARY TEACHER
DILLOW, ELIZABETH J	2ND YEAR PROBATIONARY TEACHER	3RD YEAR PROBATIONARY TEACHER
HOOKER, SAMANTHA J	2ND YEAR PROBATIONARY TEACHER	3RD YEAR PROBATIONARY TEACHER
KRIEGER, JOSHUA M	2ND YEAR PROBATIONARY TEACHER	3RD YEAR PROBATIONARY TEACHER
MCKECHNIE, BRADLEY M	2ND YEAR PROBATIONARY TEACHER	3RD YEAR PROBATIONARY TEACHER
MCNEELY, CHEYENNE L	2ND YEAR PROBATIONARY TEACHER	3RD YEAR PROBATIONARY TEACHER
THOMPSON, DESTINY A	2ND YEAR PROBATIONARY TEACHER	3RD YEAR PROBATIONARY TEACHER
WRIGHT, JOLYNN M	2ND YEAR PROBATIONARY TEACHER	3RD YEAR PROBATIONARY TEACHER
Name	2022-2023 Contract Status	2023-2024 Contract Status
HUDSON, KARL R	3RD YEAR PROBATIONARY TEACHER	CONTRACT TEACHER
JOHANSEN, RANDI R	3RD YEAR PROBATIONARY TEACHER	CONTRACT TEACHER
NIELSEN, KAYLA A	3RD YEAR PROBATIONARY TEACHER	CONTRACT TEACHER
STOLTZFUS, KYLIE G	3RD YEAR PROBATIONARY TEACHER	CONTRACT TEACHER
VANDOMELEN, KAYLIN M	3RD YEAR PROBATIONARY TEACHER	CONTRACT TEACHER
Name	2022-2023 Contract Status	2023-2024 Contract Status
AMUZU, NICOLE M	CONTRACT TEACHER	CONTRACT TEACHER
ANDERSON, MEGAN A	CONTRACT TEACHER	CONTRACT TEACHER
BELT-VERHOEF, STEPHANIE P	CONTRACT TEACHER	CONTRACT TEACHER
CICORIA, ANTHONY W	CONTRACT TEACHER	CONTRACT TEACHER
COLLINS, JARED MICHAEL	CONTRACT TEACHER	CONTRACT TEACHER
DASILVA, TREVOR	CONTRACT TEACHER	CONTRACT TEACHER
ECHAURI, KAY A	CONTRACT TEACHER	CONTRACT TEACHER
FOLEY, ANNE MICHELLE	CONTRACT TEACHER	CONTRACT TEACHER
GONNUSCIO, JENNIFER	CONTRACT TEACHER	CONTRACT TEACHER
HENRY, RACHEL M	CONTRACT TEACHER	CONTRACT TEACHER
JOHNSON, DANNA	CONTRACT TEACHER	CONTRACT TEACHER
KOOPMAN, KRISTY	CONTRACT TEACHER	CONTRACT TEACHER
MCCATHRON, EMILY D	CONTRACT TEACHER	CONTRACT TEACHER
MCGHEHEY, TRACIE S	CONTRACT TEACHER	CONTRACT TEACHER

MCKINNEY, MARK E	CONTRACT TEACHER	CONTRACT TEACHER
MCKINNEY, RENEE R	CONTRACT TEACHER	CONTRACT TEACHER
NOLAN, LINDA M	CONTRACT TEACHER	CONTRACT TEACHER
NONAMAKER, SEAN A	CONTRACT TEACHER	CONTRACT TEACHER
OPITZ, MATTHEW B	CONTRACT TEACHER	CONTRACT TEACHER
RABUNG, ANDREW	CONTRACT TEACHER	CONTRACT TEACHER
SISTO, JOANN M	CONTRACT TEACHER	CONTRACT TEACHER
SLAVISH, JORDAN	CONTRACT TEACHER	CONTRACT TEACHER
SUNDAY, ERIN	CONTRACT TEACHER	CONTRACT TEACHER
TRAMELLI, REID M	CONTRACT TEACHER	CONTRACT TEACHER
VANCE, CHRISTI	CONTRACT TEACHER	CONTRACT TEACHER
VANDERZANDEN, BRENDA R	CONTRACT TEACHER	CONTRACT TEACHER
VANHORN, KELLY S	CONTRACT TEACHER	CONTRACT TEACHER
WATSON, KRISTEN R	CONTRACT TEACHER	CONTRACT TEACHER
WILKINS, JOSEPH	CONTRACT TEACHER	CONTRACT TEACHER
WILLIAMSON, JASON	CONTRACT TEACHER	CONTRACT TEACHER



# Yamhill Carlton School District

## 2023 Integrated Guidance Application Template

### Goal 1. Engaged Community

Directions: Respond to each question below. Open responses are limited to 250 words or less per question.

#### 1. Who was engaged in any aspect of your planning processes under this guidance? (Check all that apply)

<input checked="" type="checkbox"/> Students of color	<input type="checkbox"/> Tribal members (adults and youth)
<input checked="" type="checkbox"/> Students with disabilities	<input checked="" type="checkbox"/> School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
<input checked="" type="checkbox"/> Students who are emerging bilinguals	<input checked="" type="checkbox"/> Business community
<input checked="" type="checkbox"/> Students who identify as LGBTQ2SIA+	<input type="checkbox"/> Regional Educator Networks (RENs)
<input checked="" type="checkbox"/> Students navigating poverty, homelessness, and foster care	<input type="checkbox"/> Local Community College Deans and Instructors; Local university deans and instructors
<input checked="" type="checkbox"/> Families of students of color	<input checked="" type="checkbox"/> Migrant Education and McKinney-Vento Coordinators
<input checked="" type="checkbox"/> Families of students with disabilities	<input checked="" type="checkbox"/> Local Workforce Development and / or Chambers of Commerce
<input checked="" type="checkbox"/> Families of students who are emerging bilinguals	<input type="checkbox"/> CTE Regional Coordinators
<input checked="" type="checkbox"/> Families of students who identify as LGBTQ2SIA+	<input checked="" type="checkbox"/> Regional STEM / Early learning Hubs
<input checked="" type="checkbox"/> Families of students navigating poverty, homelessness, and foster care	<input type="checkbox"/> Vocational Rehabilitation and pre-Employment Service Staff
<input checked="" type="checkbox"/> Licensed staff (administrators, teachers, counselors, etc.)	<input checked="" type="checkbox"/> Justice Involved Youth
<input checked="" type="checkbox"/> Classified staff (paraprofessionals, bus drivers, office support, etc.)	<input checked="" type="checkbox"/> Community leaders
<input checked="" type="checkbox"/> Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)	<input type="checkbox"/> Other _____

#### 2. How were they engaged? (Check all that apply)

<input checked="" type="checkbox"/> Survey(s) or other engagement applications (i.e., Thought Exchange)	<input checked="" type="checkbox"/> Email messages
<input checked="" type="checkbox"/> In-person forum(s)	<input checked="" type="checkbox"/> Newsletters
<input checked="" type="checkbox"/> Focus group(s)	<input checked="" type="checkbox"/> Social media
<input type="checkbox"/> Roundtable discussion	<input checked="" type="checkbox"/> School board meeting
<input checked="" type="checkbox"/> Community group meeting	<input type="checkbox"/> Partnering with unions
<input checked="" type="checkbox"/> Collaborative design or strategy session(s)	<input checked="" type="checkbox"/> Partnering with community-based partners
<input type="checkbox"/> Community-driven planning or initiative(s)	<input type="checkbox"/> Partnering with faith-based organizations
<input type="checkbox"/> Website	<input type="checkbox"/> Partnering with business
<input type="checkbox"/> CTE Consortia meeting	<input type="checkbox"/> Other _____



# Yamhill Carlton School District

## 2023 Integrated Guidance Application Template

**3. Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the [Community Engagement spectrum](#) these fell on.**

As a small rural community school district, a good portion of community engagement occurs through informal conversations with stakeholders during various events. It was therefore important for us to utilize these informal conversations to gather feedback as this is an essential way we hear the voice of our community. However, we also recognized the importance of providing a variety of modalities to connect with our stakeholders. The following strategies were used to engage with focal groups, and placed solidly as a two, with some aspects a three on the levels of community engagement scale.

Strategies:

- Surveys: English and Spanish version of a Parent Survey.
- Empathy Interviews: Target services for students receiving Special Education Services and students receiving Language Supports.
- Informal conversations with stakeholders to gather formative feedback.
- Student Surveys and DESSA
- PTO's formative feedback discussions
- Board Meetings
- Staff Meetings
- Open Houses
- Empathy Interviews with civic leaders.

**4. Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the [Community Engagement spectrum](#) these fell on.**

Like our community at large, we hear the voice of our staff through conversations. However, we also recognized the need to provide a variety of modalities to gather feedback from staff. Level three community engagement occurred with staff who serve on our building leadership teams. These teams serve as both an advisory council, and provide a voice for the colleagues they work with. In addition, we utilized feedback from staff meetings, which is a level two on the levels of community engagement. Other forms of staff engagement are placed as a level two and level three on the community engagement scale. They include: Staff surveys, informal check-in's and conversations with staff, and PLC meeting



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## 2023 Integrated Guidance Application Template

feedback.

### **5. Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?**

We utilized community and staff input as a lens as we worked to develop our goals and strategies for this Integrated Plan. We learned:

- Students, parents and the community in general report pride in their schools.
- The vast majority of students feel a sense of belonging and cared for by staff in all of our schools.
- Staff appreciate the ability to be creative and try new things.
- Systems, like MTSS, are being implemented to address student environmental and academic needs.
- Issues around bullying and peer-to-peer interpersonal relationships need improvement.
- Our community would like to see course offerings expanded.
- There is a need to improve communication and provide more information on how to use the communication tools utilized by the district.
- There are safety concerns from stakeholders and suggestions around facility improvements..

### **6. If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?**

On the levels of community engagement scale we would currently rate ourselves an emerging 3. Many of the parent and community efforts received low responses. We will analyze the process and look for ways to improve the volume of responses in the future.

- PTO (YCES, YCIS)
- Booster Club YCHS
- Sports Games informal Notes
- Informal community meeting Notes
- SIT Team
- Strategic Planning Advisory Committee

### **7. What relationships and/or partnerships will you cultivate to improve future**



# Yamhill Carlton School District

## 2023 Integrated Guidance Application Template

### engagement?

- Local Business Leaders
- Local Community Leaders
- Local SIT Team
- PTO
- Family
- Student

### 8. What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

- Best practices to increase community response.

### 9. How do you ensure community members and partners experience a safe and welcoming educational environment?

- Warm and welcoming, invitations to get involved, easy access to resources, one trusted adult on campus,

### 10. If you sponsor a public charter school, describe their participation in the planning and development of your plan.

NA

### 11. Evidence of Engagement - You will be asked to upload your **top five artifacts of engagement**. Smaller districts, as outlined above, are required to submit their top two artifacts. **Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?**

The relationships we foster with stakeholders through the conversations we have at district and community events is a crucial aspect of gathering feedback for our small district. We also recognize that many families live a distance away from the school and city limits, it is therefore imperative that we provide other opportunities to gather feedback. We chose the artifacts below because they represent several feedback modalities, and are a good representation of how we garner input from our stakeholders.

- Civic Leadership empathy interviews. This artifact was selected as it is often an overlooked group. Its perception of the school district is extremely important to the health of the community and district.
- Parent and student surveys. All student and parent populations representing all sub-groups had the opportunity to complete the survey.
- Staff surveys. Staff perceptions are integral to the health of the district.



# Yamhill Carlton School District

## 2023 Integrated Guidance Application Template

- PTO and booster club interviews. These groups contribute a great amount of assistance to our schools and are well connected in the community.
- Informal community conversations. These conversations tend to be more authentic than formal surveys or interviews.

### **12. How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?**

We currently have multiple (8+) employer partnerships with local businesses and industry. We are always looking for ways to expand those partnerships.



# Yamhill Carlton School District

## 2023 Integrated Guidance Application Template

### Goal 2. Equity Advanced

Directions: Respond to each question below. Open responses are limited to 250 words or less per question.

#### **1. What strengths do you see in your district or school in terms of equity and access?**

- Bilingual/ELL Support
- Emerging SEL and Environmental MTSS systems and supports
- Emerging Academic MTSS systems
- Access to interventions and supports
- Small schools provide the ability to know every student and the agility to address their individual needs..

#### **2.What barriers/needs were identified in your district or school in terms of equity and access?**

- Ability for our small district to provide a robust offering of courses
- Availability and quantity of Spanish speaking staff members in school offices
- Community knowledge about accessing school supports for their student
- Recruitment and retention of key staff
- Sense of belonging when attending school activities for students experiencing significant disabilities.

#### **3.Upload the equity lens or tool you used to inform and/or clarify your plan & budget. Describe how you used this tool in your planning.**

Appendix B - Oregon's Education Equity Lens

#### **4.What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?**

- Translation services
- Free lunch program
- Waiver of participation fees
- Provide appropriate accommodations to ensure equitable access to the school and its programs.
- Trusted adult for family and/or student present.
- YCSD JBB District Policy: Systematically using districtwide and individual school level data, disaggregated by race/ethnicity, national origin, language,





# Yamhill Carlton School District

## 2023 Integrated Guidance Application Template

special education, sex, socioeconomic status and mobility to inform district decision making.

**5. Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.**

- Increase sense of well being for all students
- Academic growth for all students
- Increase sense of safety
- Improve a student's sense of belonging.
- Bridging academic gap between focal students and all students

**6. What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?**

- Staff retention
- Highly qualified staff
- Lack of resources to implement the plan fully to achieve the desired outcomes.

**7. What strengths do you see in your CTE Programs of Study in terms of equity and access?**

- All students have access to enroll in our CTE programs.
- CTE programs provide opportunities for participation, for all students grades 7-12.

**8. What needs were identified in your CTE Programs of Study in terms of equity and access?**

- Small district challenges with amount of and variety of course opportunities
- K-8 access to a variety of CTE experiences

**9. What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?**

- Promotion of successful CTE programs such as manufacturing, engineering and FFA.
- All students have access to enroll in our CTE programs.
- CTE programs provide opportunities for participation, for all students grades 7-12.

**10. How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?**



# Yamhill Carlton School District

## 2023 Integrated Guidance Application Template

- Scheduling practices
- Forecasting information to provide students options to enroll in CTE programs.
- No prerequisites for enrollment in introductory CTE classes.



# Yamhill Carlton School District

## 2023 Integrated Guidance Application Template

### Goal 3. Well-Rounded Education

Directions: Respond to each question below. Open responses are limited to 250 words or less per question.

**1. Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).**

- Elementary School:
  - Use of best practices both in PD and classroom through early release
  - School wide expectations in reading and SEL
  - Club time built into schedule for student choice
  - Specials offered to students weekly: STEAM, Library, PE, SEL
  - MTSS process for intervention
  - PLC model for analyzing data and adjusting instruction
  - Universal benchmark assessment (Dibels, DESSA, iReady)
  - UDL: Visual Schedules, PAX, flexible seating
- Intermediate School:
  - Elective options that include a survey of CTE and Fine Arts classes.
  - MTSS System to identify students in need of additional support in the areas of academic, social emotional, and behavior.
  - Class offerings that accelerate student learning, providing scaffolding support for success in core classes, as well advanced offerings.
- High School:
  - Survey students and staff interests.
  - Analyze enrollment data in courses to help determine current and future interest.
  - All students have access to the full curriculum including CTE programs.

**2. Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.**

- District wide, curriculum adoption teams review materials from the state approved curriculum. The teams perform a deep dive into the material to ensure it is appropriate for our students and possess supporting materials that ensure successful implementation including a clear scope and sequence, training, and support and interventions.

**3. Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.**



- Use of evidence based curriculum for math and reading.
- Progress monitoring of student learning
- Collaborative team planning with grade level prep times and weekly PLC time.
- Administrative walkthroughs ensuring teachers are using the adopted curriculum and effective and engaging teaching strategies.

**4. How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?**

- Universal Screeners: Dibels (Reading), iReady (Math) and DESSA (SEL)
- Data Review: Core review team meetings, Progress monitoring team meetings, and Student Support Team meetings.
- State Assessment Data (SBAC)
- Classroom/Curriculum based assessment data
- Student grades
- Walk to Reading and Math Intervention Model
- Interventions: Math and Reading Labs
- Early Indicator Intervention System (EIS)

**5. What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?**

- Talented and Gifted Program
- Advanced placement courses and options
- Dual credit and expanded options for college credit
- MTSS: Data analysis to identify advanced students
- Differentiation within lesson design

**6. Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?**

- Theater Arts as a separate class and extracurricular activity.
- Visual Arts are integrated into other classrooms as well as a separate class.
- STEAM disciplines are integrated into regular classes as well as separate classes.
- Graphic Design is integrated into CTE classes such as manufacturing.

**7. Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.**

- STEAM elective in grades K-6
- STEM elective for grades 7-12



# Yamhill Carlton School District

## 2023 Integrated Guidance Application Template

- Science Inquiry Project required for grades 7-8
- Project based learning opportunities within K-12 classrooms
- Performing and fine arts grades 9-12.
- Robust CTE, math and science classes available in grades 9-12.

### **8. What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?**

- On our campus, middle school students access classes at the high school, therefore they are exposed to the high school campus and staff beginning in their 7th grade year.
- Middle School staff meet with high school staff in the spring to discuss students' needs as they move up.
- Parent and student orientation activities are provided during the 8th grade year.
- Incoming 9th grade students are provided an orientation day on the high school campus prior to the first day of school for orientation activities.
- The high school counselor pushes into middle school classes to forecast and prepare 8th grade students for high school requirements.
- Middle and high school students utilize Naviance software for college and career research.
- All high school students have an advisor that follows them all 4 years.
- High school students are required to complete a senior project that includes employability skills like interviews, job shadows, resume building, and presentations.
- High school students have access to ASPIRE mentors and the guidance counselor for college and career preparation.
- High school students can participate in college visitations, college and career nights, job shadows, work study and dual credit.

### **9. How will you support, coordinate, and integrate early childhood education programs?**

- Elementary leader sits on the Early Learning Council.
- Kinder Readiness with preschool families in the community.
- Relationship between Elementary and local preschools.
- House local preschool. Those students are exposed to building, culture, and PAX expectations.

### **10. How do you ensure students have access to strong library programs?**

- Summer library program.
- Staffing media assistants available at each school.
- Contracted librarian services from the ESD.



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## 2023 Integrated Guidance Application Template

### **11. How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?**

- Physical education classes K-12
- Elementary: Scheduled 15 minutes for lunch and 20 minutes of a structured recess
- Intermediate: Scheduled 15 minutes for lunch and 15 minutes for recess.
- High School: Scheduled 30 minutes for lunch

### **CTE Focus**

### **1. How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?**

- Middle and high school students utilize Naviance software for college and career research.
- All high school students have an advisor that follows them all 4 years.
- High school students are required to complete a senior project that includes employability skills like interviews, job shadows, resume building, and presentations.
- High school students have access to ASPIRE mentors and the guidance counselor for college and career preparation.
- High school students can participate in college visitations, college and career nights, job shadows, work study and dual credit.

### **2. How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?**

- All students forecast for classes with the assistance of school staff. Parents are invited to participate in the process and required to sign off on forecasting.
- ELD students and families receive forecasting assistance from our ELD staff to complete the forecasting and be informed of the courses available.

### **3. How are you providing equitable work-based learning experiences for students?**

- Robust Community and business partnerships provide work based learning opportunities for students.
- All 12 grade students participate in a senior project that include employability skills and workplace experiences.
- Students are able to earn elective credit in school to work.

### **4. How will you prepare CTE participants for non-traditional fields?**



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## 2023 Integrated Guidance Application Template

- Course offerings are open to all students. Agriculture, Engineering, and Manufacturing.
- All students have access to work experiences beyond the classroom.
- All students have access to Naviance for college and career exploration.

### **5. What activities will you offer to students that will lead to self-sufficiency in identified careers?**

- High school students are required to complete a senior project that includes employability skills like interviews, job shadows, resume building, and presentations.
- Industry partners work with students in the classroom and out in the workplace to prepare students for future careers.

### **6. Describe any new CTE Programs of Study to be developed.**

- There is an interest in a business strand but is currently only a discussion point.

### **7. Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.**

- YCHS provides a standard diploma that meets all of the state requirements
- Students have access to a broad curriculum with electives available in a variety of subjects
- Students have access to dual credit classes as well as expanded options classes to receive college and high school credit concurrently.
- Students have access to core classes that are at grade level and advanced.



# Yamhill Carlton School District

## 2023 Integrated Guidance Application Template

### Goal 4. Strengthen Systems & Capacity

Directions: Respond to each question below. Open responses are limited to 250 words or less per question.

**1. What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?**

- MTSS System using Universal Screeners: DESSA, Dibels, iReady, and progress monitoring to identify students and targets of instructional need.
- Student support: adult time, academic intervention, resources, IEP, 504

**2. What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?**

- Data analysis process using state assessment and EIS that identifies achievement gaps between student subpopulations.
- Local assessment data.
- SST and MTSS teams.

**3. How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?**

- Collaborative Problem Solving
- Clear expectations
- Behavior Support Plans
- Check In / Check Out Interventions
- Focus on relationships with students and families.
- Calming Corners for student self-regulation within the classroom
- PBIS and PAX GBG

**4. How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?**

- Preschool/Elementary: Kinder Readiness Classes, Kinder Round-Up w/preschool staff and parents, Kinder Kickstart, family tours.
- Elementary/Middle School: Campus tour, transition forms from 3rd to 4th, collaborative class placement.
- Middle and high schools share a campus. Middle school students take some classes on the high school campus with shared staff.





# Yamhill Carlton School District

## 2023 Integrated Guidance Application Template

- The high school counselor pushes into middle school classes for forecasting and transition lessons.
- Rising 9th grade parent/student orientation activities.
- Rising 9th graders participate in a back to school orientation day.

### **5. How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?**

- New Teacher Hour monthly with mentor teacher and administration.
- Team Lead support.
- New teacher orientation day before school.
- Building relationships through support and open door policy for clarification and answering questions.
- Walk through observations with feedback.

### **6. How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?**

- Needs assessments
- Leadership Team
- MTSS Team
- Early Release PD Time
- Walk Through

### **7. How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?**

- Focused TalentEd goals.
- Staff professional development needs surveys.
- Create professional development plans in accordance with our strategic priorities.

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	EIIS - Allowable Expenditure Area	HSS - Activity Category	SIA - Allowable Use Category	Object Code	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
--	Total Allocation 2023-24:	--	--	--	--	--	--	--	\$3,052.47	\$250,114.70	\$756,966.30	\$1,010,133.47
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	\$3,052.47	\$250,114.70	\$756,966.30	\$1,010,133.47
--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00
--	Indirect/Administration	--	--	--	--	--	--	690		\$10,000.00	\$30,000.00	\$40,000.00
A1	PE Teacher		0.25	Core: Health/PE/Athletics				111			\$18,280.00	\$18,280.00
A1	PE Teacher							2XX			\$10,734.00	\$10,734.00
A1	YCES Academic Intervention		0.25	Supports: Intervention Specialist				111			\$18,281.00	\$18,281.00
A1	YCES Academic Intervention							2XX			\$10,734.00	\$10,734.00
A2	Director of Special Projects		0.5	Supports: Other				113			\$59,318.00	\$59,318.00
A2	Director of Special Projects							2XX			\$29,150.00	\$29,150.00
A2	Language Art Teacher		0.5	Core: English Language Arts				111			\$26,932.00	\$26,932.00
A2	Language Art Teacher							2XX			\$18,218.00	\$18,218.00
A2	College and Career Planning Software							470		\$5,000.00		\$5,000.00
A2	Attendance Secretary		0.5	Supports: Other				112		\$18,154.00		\$18,154.00
A2	Attendance Secretary							2XX		\$15,256.00		\$15,256.00
A2	Early Intervention Data System				SSS	DP ESF		470	\$3,052.47	\$3,500.00		\$6,552.47
A2	Teacher - AG 8th Grade		0.17					111		\$11,885.00		\$11,885.00
A2	Teacher - AG 8th Grade							2XX		\$7,116.00		\$7,116.00
A2	Attendance Supplies / Incentives							4XX		\$1,000.00		\$1,000.00
A2	CTE / STEM TEACHER		0.33					111		\$21,565.00		\$21,565.00
A2	CTE / STEM TEACHER							2XX		\$13,303.00		\$13,303.00
A2	CTE / MS STEM		0.17					111		\$11,109.00		\$11,109.00
A2	CTE / MS STEM							2XX		\$6,853.00		\$6,853.00
A2	CTE SUPPLIES							4XX		\$16,457.70		\$16,457.70
A3	Math Teachers		1	Core: Math				111			\$55,467.00	\$55,467.00
A3	Math Teachers							2XX			\$30,592.00	\$30,592.00
A4	Primary Grade Teacher		1	General: Elementary Teacher				111			\$47,438.00	\$47,438.00
A4	Primary Grade Teacher							2XX			\$34,267.00	\$34,267.00
A4	STEAM/Math Intervention Teacher		0.5	Supports: Intervention Specialist				111			\$31,745.00	\$31,745.00
A4	STEAM/Math Intervention Teacher							2XX			\$19,842.00	\$19,842.00
A5	College Planning Coordinator		0.31	Supports: School Counselor/School Social Worker				112		\$9,074.00		\$9,074.00
A5	College Planning Coordinator							2XX		\$3,074.00		\$3,074.00
A5	Graduation Coach		1	Supports: Other				111		\$58,677.00		\$58,677.00
A5	Graduation Coach							2XX		\$38,091.00		\$38,091.00
B1	Tiger Den - Instructional Assistant		0.9036	Supports: Social Emotional Learning (SEL)			H&S	112			\$29,910.00	\$29,910.00
B1	Tiger Den - Instructional Assistant						H&S	2XX			\$15,583.00	\$15,583.00
B1	Counselor YCIS		1	Supports: School Counselor/School Social Worker				111			\$50,594.00	\$50,594.00

Outcome and Strategy	<u>Proposed Activity</u>	<u>Partnership</u>	FTE	<u>FTE Type</u>	<u>EIIS - Allowable Expenditure Area</u>	<u>HSS - Activity Category</u>	<u>SIA - Allowable Use Category</u>	<u>Object Code</u>	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
B1	Counselor YCIS							2XX			\$35,333.00	\$35,333.00
B1	Counselor YCES		0.5	Supports: School Counselor/School Social Worker				111			\$24,468.00	\$24,468.00
B1	Counselor YCES							2XX			\$17,387.00	\$17,387.00
B1	Behavior Teacher		0.5	Supports: Behavioral Specialist				111			\$30,944.00	\$19,587.00
B1	Behavior Teacher							2XX			\$19,587.00	\$19,587.00
B1	Vice Principal		0.5	Supports: Other				113			\$59,318.00	\$59,318.00
B1	Vice Principal							2XX			\$29,150.00	\$29,150.00
B1	Counselor Supports			Supports: Other				4XX			\$3,694.30	\$3,694.30

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	EIIS - Allowable Expenditure Area	HSS - Activity Category	SIA - Allowable Use Category	Object Code	EIIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
--	Total Allocation 2023-24:	--	--	--	--	--	--	--	\$3,052.47	\$260,323.46	\$787,862.88	\$1,051,238.81
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	\$3,052.47	\$260,323.46	\$787,862.88	\$1,051,238.81
--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00
--	Indirect/Administration	--	--	--	--	--	--	690		\$10,400.00	\$21,759.88	\$32,159.88
A1	PE Teacher		0.25	Core: Health/PE/Athletics			RCS	111			\$19,429.00	\$19,429.00
A1	PE Teacher						RCS	2XX			\$11,276.00	\$11,276.00
A1	YCES Academic Intervention		0.25	Supports: Intervention Specialist			H&S	111			\$19,429.00	\$19,429.00
A1	YCES Academic Intervention						H&S	2XX			\$11,276.00	\$11,276.00
A2	Attendance Secretary		0.5	Supports: Other		DP STA		112		\$18,516.00		\$18,516.00
A2	Attendance Secretary					DP STA		2XX		\$15,635.00		\$15,635.00
A2	College and Career Planning Software					CLO CUR		470		\$5,000.00		\$5,000.00
A2	Early Intervention Data System				SSS	DP ESF		470	\$3,052.47	\$3,500.00		\$6,552.47
A2	Director of Special Projects		0.5	Supports: Other				113			\$62,493.00	\$62,493.00
A2	Director of Special Projects							2XX			\$30,592.00	\$30,592.00
A2	Language Art Teacher		0.5	Core: English Language Arts				111			\$28,843.00	\$28,843.00
A2	Language Art Teacher							2XX			\$19,146.00	\$19,146.00
A3	Math Teachers		1	Core: Math				111			\$59,355.00	\$59,355.00
A3	Math Teachers							2XX			\$33,264.00	\$33,264.00
A4	Primary Grade Teacher		1	General: Elementary Teacher			RCS	111			\$51,007.00	\$51,007.00
A4	Primary Grade Teacher						RCS	2XX			\$36,023.00	\$36,023.00
A4	STEAM/Math Intervention Teacher		0.5	Supports: Intervention Specialist				111			\$33,850.00	\$33,850.00
A4	STEAM/Math Intervention Teacher							2XX			\$20,849.00	\$20,849.00
A5	College Planning Coordinator		0.31	Supports: School Counselor/School Social Worker				112		\$9,255.00		\$9,255.00
A5	College Planning Coordinator							2XX		\$3,160.00		\$3,160.00
A5	Graduation Coach		1	Supports: Other				111		\$62,693.00		\$62,693.00
A5	Graduation Coach							2XX		\$40,029.00		\$40,029.00
B1	Behavior Teacher		0.5	Supports: Behavioral Specialist				111			\$33,015.00	\$33,015.00
B1	Behavior Teacher							2XX			\$20,582.00	\$20,582.00
B1	Counselor YCES		0.5	Supports: School Counselor/School Social Worker				111			\$26,309.00	\$26,309.00
B1	Counselor YCES							2XX			\$18,286.00	\$18,286.00
B1	Counselor YCIS		1	Supports: School Counselor/School Social Worker				111			\$54,339.00	\$54,339.00

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	EIIS - Allowable Expenditure Area	HSS - Activity Category	SIA - Allowable Use Category	Object Code	EIIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
B1	Counselor YCIS							2XX			\$37,155.00	\$37,155.00
B1	Tiger Den - Instructional Assistant		0.9036	Supports: Social Emotional Learning (SEL)				112			\$30,510.00	\$30,510.00
B1	Tiger Den - Instructional Assistant							2XX			\$15,990.00	\$15,990.00
B1	Vice Principal		0.5	Supports: Other				113			\$62,493.00	\$62,493.00
B1	Vice Principal							2XX			\$30,592.00	\$30,592.00
A2	Teacher - AG 8th Grade		0.17					111		\$12,644.00		\$12,644.00
A2	Teacher - AG 8th Grade							2XX		\$7,475.00		\$7,475.00
A2	CTE / STEM TEACHER		0.33					111		\$22,424.00		\$22,424.00
A2	CTE / STEM TEACHER							2XX		\$13,789.00		\$13,789.00
A2	CTE / MS STEM		0.17					111		\$11,552.00		\$11,552.00
A2	CTE / MS STEM							2XX		\$7,104.00		\$7,104.00
A2	Attendance Supplies / Incentives							4XX		\$1,000.00		\$1,000.00
A2	CTE SUPPLIES							4XX		\$16,147.46		\$16,147.46
B1	Counselor Supports							4XX				\$0.00

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# Appendix B – Oregon’s Education Equity Lens

## Purpose of Oregon’s Education Equity Lens

The purpose of this equity lens<sup>1</sup> is to clearly articulate the shared goals we have for our state and the intentional investments we will make to reach our goal of an equitable educational system.

This equity lens helps educators and decision-makers recognize institutional and systemic barriers and discriminatory practices that have limited student success in the Oregon education system. The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students of color with a particular focus on racial equity.

The focus of this equity lens is on race and ethnicity. This is based on an understanding that when we focus on racial disparities as a lens to consider investments for each and every student and community, we can and will generate opportunity and improvement in every area of educational practice and performance. Centering racial equity is rooted in the historical context of Oregon and is the path through which we can heal while targeting areas of action, intervention and investment.

The questions offered below can and should be adapted to ask questions regarding each of the [focal groups named in the Student Success Act](#) as being farthest away from opportunity and deserving our collective attention.

The passage of the Student Success Act directly calls upon educators and leaders across the state to act together, with a shared sense of purpose and possibility.

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<sup>1</sup> This equity lens was first generated by the Oregon Education Investment Board in 2011 and then was adopted by the Oregon Department of Education and the State Board of Education. It is lightly adapted here to provide an equity lens that SIA applicants can apply in their planning and decision-making processes. SIA applicants can utilize a different equity lens which they are asked to provide and describe how they’ve utilized it within the SIA application.

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## Questions to Support Ongoing Equity Work

The following questions should be used to examine investments and priorities:

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 student mental or behavioral health and well-being and/or increase academic achievement and address gaps in opportunity?
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 professional learning for equity? What resources are you allocating for training in culturally responsive and sustaining instruction?

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## Beliefs

**We believe** that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system providing 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 collective goals.

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

**We believe** that ending disparities and gaps in achievement begin in the delivery of quality early learning programs and through family and community 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 values and that we demonstrate 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, families, teachers and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work



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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/job opportunities and apprenticeships that 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, English language learners 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.

**And, we believe** in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.”<sup>2</sup> An equitable education system requires providing teachers with the tools and support to meet the needs of each student.

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<sup>2</sup> Hattie, J. (2009), Visible learning: A synthesis of over 800 meta-analyses relating to student achievement. P. 238.