YAMHILL CARLTON SCHOOL DISTRICT
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BOARD OF DIRECTORS
BOARD RETREAT AGENDA
LOCATION: YCSD BOARDROOM, 120 N LARCH PL, YAMHILL OR 97148
https://us06web.zoom.us/j/91341315065?pwd=WEVMZmhoSmkxdE8zcGFqZ3BsQnhyUT09
Passcode: sW66uH

Tuesday, August 19, 2025 Board Retreat: 8:00am

AGENDA

I. Flag Salute

II. Call to Order Special Session

III. New Business

A. Finance Update
B. Community Engagement and Pre-Bond Discussion
C. Self-Evaluation / Goals
D. Public Meeting Laws
E. Superintendent Updates

IV. Adjournment

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 503-852-6983 at least 24 hours prior to the meeting.

2025 Board Self Evaluation Results

Standard 1: Vision-Directed Planning

- The board collaborates with the community to articulate core values and beliefs for the district
- Board members can clearly articulate the vison and strategic goals of the district
- The board collaborates with the superintendent to develop long-range strategic goals for improving student learning
- The board regularly monitors the progress of strategic goals focused on improving student learning
- The board adopted a budget that aligned resources to the district vision and strategic goals
- The board establishes and models a culture of high expectations for all students
- The board promotes a vision and expectation for excellence beyond the present performance

Board performance score for Standard 1: **1.8**

Comments:

--With the strategic plan in place, we have reasonably good ideas about where we're trying to go as a board. However, there are week areas (notably, Math) where we and the administration haven't envisioned a clear and credible plan for achieving improvement.

--We are developing in this area. I am unable to recite the mission and vision from memory. We are still working on how to collaborate with the superintendent to improve student learning, and we are still working on monitoring what we do set as goals. I do believe we promote a vision and expectation for excellence beyond the present performance.

Standard 2: Community Engagement

- The board promotes practices that solicit input and involvement from all segments of the community
- The board ensures that vision and goals are collaboratively developed with input from staff, parents, students, and the broader community
- The board recognizes ad celebrates the contributions of school and community members to school improvement efforts
- The board is responsive and respectful to community inquiry and feedback
- The board advocates for public policy that supports education through relationships with community leaders, city, and county government officials and state legislators

Board performance score for Standard 2: **1**

Comments:

- This needs to become excellent if we want to have a successful bond campaign in the future. I considered a "good" rating, but the expectations must improve. I recommend that the board develop its own voice in addition to staff and administration.
- We are still developing in this area as well. We ae responsive and respectful to community inquiry and feedback, but we fall short in the other elements of community engagement
- As a board, we could improve in this area.

Standard 3: Effective Leadership

- Board members are visible in the community
- Board members develop professional community relationships to improve student learning and opportunities for students
- Board activities, analysis, and decision-making are aligned to vision and strategic goals
- The board solicits input from multiple sources to assist in making informed decisions
- The board establishes and sustains relationships with community leaders, city, and county government officials, and state legislators
- Board members model an empowering leadership style
- The board enacts strategic goals and policies to define hiring practices that ensure employees fit into the culture and core values of the district
- Board members promote change through dialogue and collaboration
- Board members understand and are knowledgeable about school improvement initiatives and their role in supporting those initiatives

Board performance score for Standard 3: **1.6**

Comments:

- Erin has become an articulate chair, urging us toward greater functionality. The board has given improved direction to the Superintendent. But leadership regarding facilities improvement is still emerging.
- Board members work hard to engage with community members and to be visible. I think we can do more to collaborate.

Standard 4: Accountability

- The board ensures funding to implement accountability measures
- The board regularly reflects on its performance and makes substantive change based on the results of self-evaluation
- The board models a culture of high expectations throughout the district
- The board's priority and focus are on the student learning and student success in alignment with the district's strategic goals
- The board ensures the budget aligns resources based on student learning priorities
- The board supports rewards, consequences, and recognition systems to encourage advancement of the district's strategic goals
- Disaggregated student results and growth are measures against expectations set by district strategic goals
- The board conducts an effective superintendent evaluation focused on monitoring progress on the district's strategic goals
- The board regularly establishes performance goals for itself
- The board ensures the superintendent and staff clearly understand their roles and responsibilities in creating and supporting a culture of high expectations throughout the system

Board performance score for Standard 4: **1.8**

Comments:

- I applaud Erin's efforts at pushing us toward effectiveness even though I personally find goal-directed efforts distasteful. Self-accountability is really the only major accountability that works with the board, in my experience.
- We have made a lot of progress over the last two years on this standard. We could improve by developing a way to encourage advancement of the district's strategy and this would coincide with making sure we develop expectations and a good way to measure that we are meeting those expectations.

Standard 5: Using Data for Continuous Improvement and Accountability

- The board uses, and expects the superintendent to use, a variety of types of relevant data in decision-making
- Programs approved by the board have effective data collection requirements and measurable results
- The board uses data to identify discrepancies between current and desired outcomes
- The identifies and addresses priority needs based on data analysis
- The board communicates to the public how policy decisions are linked to student learning data
- The board creates a culture that encourages the use of data to identify learning needs throughout the system
- The board ensures data used in decision-making is disaggregated, culturally representative, and provides the ability to monitor the district's strategic goals

Board performance score for Standard 5: **1.6**

Comments:

- We're seeing lots of data, better than in the past. I'm not sure that the board is really using it, though we see staff using MTSS data, test scores, and other statistical indicators. I'm delighted at breakthroughs like high school graduation, and still frustrated by lagging Math achievement.
- We are getting more data and learning to read it. We are also working on getting the data regularly and basing decisions off of that data. What we aren't able to do yet very well is determine what priorities needs might be based on data analysis. We are also still learning what data is out there that will show us how we are doing, and we are still trying to figure out what is possible to achieve.

Standard 6: Cultural Responsiveness

- Board outreach and community engagement activities accommodate cultural differences in values and communication
- The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups
- The board has a process to review policies for cultural responsiveness and bias
- Board members approach decision-making considering the many facets of cultural diversity including those indicated in the cultural responsiveness standard

- The board ensures district employees are representative of the values and culture of the community
- A climate of caring, respect, and the valuing of students' cultures is established through board policies and goals
- The board ensures the superintendent holds all employees accountable for high standards and expectations for each and every student

Board performance score for Standard 6: **2**

Comments:

- Our community doesn't really have a difficult or complicated culture, and I think the Board and the District alike are a good match for the culture of our community.
- Board members do consider cultural diversity in decision making and expects schools to provide a climate of caring, respect and the valuing of students' cultures.

Standard 7: Culture and Climate

- The board models relationships built on trust and respect
- The board takes time to reflect and improve internal and external relationships
- The board regularly assesses, holds the district accountable, and provides support for the improvement of the district culture and climate
- The board creates a system in which high levels of student learning are expected.
- The board establishes policies and ensures practices to foster a safe, positive learning climate for students
- The board models and holds the district responsible for improving a culture of service

Board performance score for Standard 7: **2**

Comments:

- I think the schools are making real progress here, and it has a lot to do with Tanner and Amanda.
- I can't think of a single part of this standard that our board does not demonstrate, but I can't think of specific examples where we are explicit in these actions. That would be the next step, to be intentional about attaching activities we regularly do.

Standard 8: Learning Organization

- Board policies nurture leadership capabilities across the organization
- The board creates and pursues opportunities to learn about research-based strategies that ensure continuous improvement for the next generation of learners
- Board members promote positive change through dialogue and collaboration
- The board encourages professional development that increases learning and empowerment
- The board fosters and environment of mutual cooperation, emotional support, and personal growth throughout the organization

Board performance score for Standard 8: **1.6**

Comments:

- MTSS is a significant good. Organizing for a breakthrough in Math achievement District-wide needs an organizational approach.
- We are working closely with the superintendent to ensure that development is intentional and financially supported.

Standard 9: Systems Thinking

- The board works to avoid policy decisions that shift problems from one part of the system to another
- The board encourages an organizational structure that enables creative processes
- The board engages in process thinking, seeing beyond the immediate situation and easy solutions
- The board analyzes issues for their impact on other parts of the system
- The board team is solution-oriented
- The board work collaboratively with other agencies to encourage dialogue that fosters continual growth

Board performance score for Standard 9: **1.4**

Comments:

- I'm not sure what this means, really.
- As I review the various components of this standard, it stands out that we are still learning about the system such that process thinking is still difficult to do. I'm at a loss for how to better develop this standard. I might reach out to OSBA for some support in this area.

Standard 10: Innovation and Creativity

- Board members create time and opportunities for their own creative thinking
- Board members partner with community and educational organizations to remove real and perceived barriers to creativity and innovation
- The board sets meeting agendas that allow it to proactively identify and explore strategic issues
- The board incorporates flexibility into its future plans to enable the district to look and move in unforeseen directions in response to unexpected events
- The board recognizes the risk inherent in creativity and innovation and promotes employee knowledge, awareness, creativity, self-initiated action, and experimentation

Board performance score for Standard 10: **1.4**

Comments:

- The Board isn't all that innovative or creative, but I'm not sure it needs to be. Administration and teachers definitely need to be!
- I'm not sure I know what this would look like. I would need examples.

Standard 11: Board Member Conduct, Ethics, and Relationship with the Superintendent

- Each member of the board understands and respects the distinction between the board's responsibilities and the superintendent's duties
- The board and superintendent trust and respect one another
- Board members represent the interests of the entire district
- Board members preserve the confidentiality of items discussed in executive session
- Board members do not use their office for personal gain or advancement
- Board members do not attempt to individually speak on behalf of the entire board or commit the board
- Board members direct complaints and requests to the superintendent rather than attempting to solve them directly
- The board and superintendent agree on the information needed by the board, and when and how the board receives that information
- The board and superintendent participate in learning opportunities as a team
- Board members come to the meeting familiar with the agenda and prepared to discuss, ask questions, and take action on agenda items

Board performance score for Standard 11: **2.4**

Comments:

- With Clint, the Board is wisely pursuing a balanced relationship of warmth and pointed expectations. I haven't seen any misbehavior by my fellow Board members.
- We could improve by participating in learning opportunities as a team and through a high level of engagement in agenda items and by asking more questions.

Standard 12: Budgeting and Financial Accountability

- Board members are knowledgeable of the district budgeting process
- Budgeting decisions are based on student needs, adopted district policy and goals, and the district's financial ability to meet those needs
- Board members have a basic understanding of district revenues and expenses
- The board reviews monthly financial statements provided by the superintendent and understand their role in the oversight of the budget

Board performance score for Standard 12: **2.6**

Comments:

No area to add comments on the survey.

Board Goals Self Evaluation Results

Goal 1: Prioritize facility needs according to stakeholder feedback, initiate implementation, and monitor the progress of completed achievements.

Score: **2**

Comments:

- We're kind of in a holding pattern, seeming unsure of next steps.
- I would like to see a list of the completed achievements.

Goal 2: Monitor the successful implementation of the communication plan between the schools, parents, and the broader community including city governments and civic organizations.

Score: **2**

Comments:

- Significant progress has been made, but we're still not close to where we want to be in order to successfully pass a bond.
- We have suggested areas that we would like to continue to improve communication in especially within the schools.

Goal 3: Establish and implement a monitoring plan for the Yamhill Carlton School District five-year strategic plan.

Score: **2**

Comments:

- We are still developing the monitoring plan.

2024-2025 Board Goals

1. Prioritize facility needs according to stakeholder feedback, initiate implementation, and monitor the progress of completed achievements.

2. Monitor the successful implementation of the communication plan between the schools, parents, and the broader community including city governments and civic organizations.

3. Establish and implement a monitoring plan for the Yamhill Carlton School District five-year strategic plan.