



YAMHILL CARLTON SCHOOL DISTRICT

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

BOARD OF DIRECTORS

REGULAR SESSION AGENDA

LOCATION: YCSD BOARDROOM: 120 N. LARCH PL. YAMHILL OR 97148

Or VIA ZOOM <https://us06web.zoom.us/j/91341315065>

Password: sW66uH

Tuesday, October 28, 2025

Work Session: 6:00pm

Board Members Present: Erin Galyean, Buzz Ready, JaJetta Dumdi, Chris Zook

District Office Members Present: Clint Raever, Mary Brown

Others Present: Kyle Laier, Carol Fenstermacher

MINUTES

Meeting Recording

I. Call to Order Work Session

E.Galyean called the meeting to order at 6:00pm.

II. Flag Salute

III. Polling Results

-K.Laier and C.Fenstermacher shared a pre-bond presentation that included the results of the September polling. (see attached PowerPoint).

-The presentation included timeline phases, community polling results, building community support, and legal and ethical guidelines.

-They emphasized the need for the district to enhance communication and engagement with the community through events and outreach efforts. The board discussed the best ways to do this and what those efforts would look like.

-E.Galyean mentioned that the OSBA Bonds and Ballots conference will be on February 6th. M.Brown will send out the information to the board.

IV. Superintendent Goals Update

-C.Raever provided an update on his goals (see attached document).

-Each of the five goals has a target, indicators, a timeline for completion, and the status.

-All goals are in progress except for goal 4 target 3. This is establishing the Superintendent Office Hours. He is struggling to find a set time due to his fluctuating schedule.

-The artifacts to show his progress include a visitation and monthly in-person log, emails, PD survey, admin agenda plan, monthly principal meetings, calendars, and more.

V. Adjournment

E.Galyean adjourned the meeting at 8:06pm.



Yamhill-Carlton School District

Work Session | Pre-Bond Timeline



JOURNEY TO A FACILITY BOND



SEPTEMBER POLLING RESULTS

A survey of 400 likely May 2026 voters in the Yamhill Carlton School District was conducted by telephone using professional interviewers.

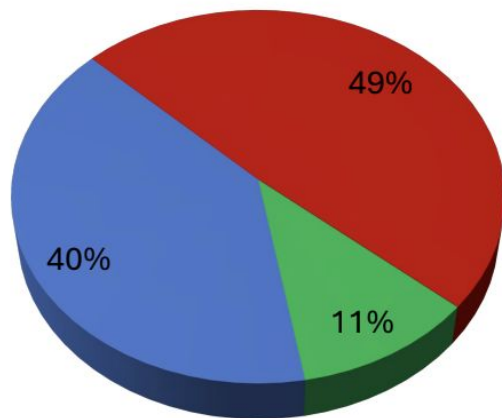
A voter file sample was used and quotas and weights were set to ensure an accurate sampling of the School District as a whole.

Interviews were conducted September 16-18, 2025.

The margin of error for a poll that relies on telephone-based probability sampling is $\pm 4.9\%$. The margin of error for subgroups varies and is larger.

Primary voters are somewhat dour about the course of their community

Support and opposition to the bond is impacted by perceived direction.



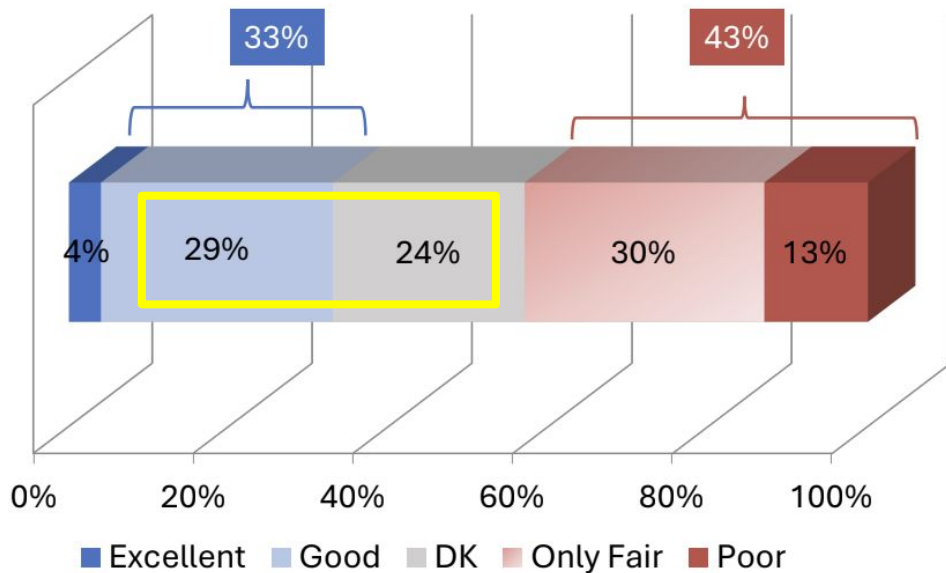
■ Right direction ■ Wrong track ■ Don't know

	Right direction	Wrong track
Net Yes On Bond	47%	36%
Net No On Bond	37%	49%

Generally speaking, do you think things in the area around Yamhill and Carlton are headed in the right direction or are they pretty seriously off on the wrong track?

Perceptions of facility condition is unchanged since we were last in the field

As usual, facility condition plays an outsized role in vote choice.



	Net positive	Net negative
Net Yes On Bond	28%	62%
Net No On Bond	59%	31%

Do you think the Yamhill Carlton School District's school buildings are in excellent physical condition, good condition, fair condition, or are they in poor physical condition?

Bond Packages Tested

[18 MILLION]

This bond would fund essential upgrades to all three schools in the district. Secure entryways to all three schools would be installed with access controls added to help prevent unauthorized entry. Aging and weathered roofing, ceilings, siding and flooring, storm water systems, and unsafe parking lots will be replaced as will outdated air circulation systems. Existing capacity issues will be addressed by constructing six new classrooms and renovating existing space to serve as a cafeteria at the elementary school that is separate from the gym. Safety and functionality will be improved at the high school by adding exterior lighting and upgrading fencing around the campus. This bond is estimated to cost property owners an additional 77 cents per one thousand dollars over the existing rate

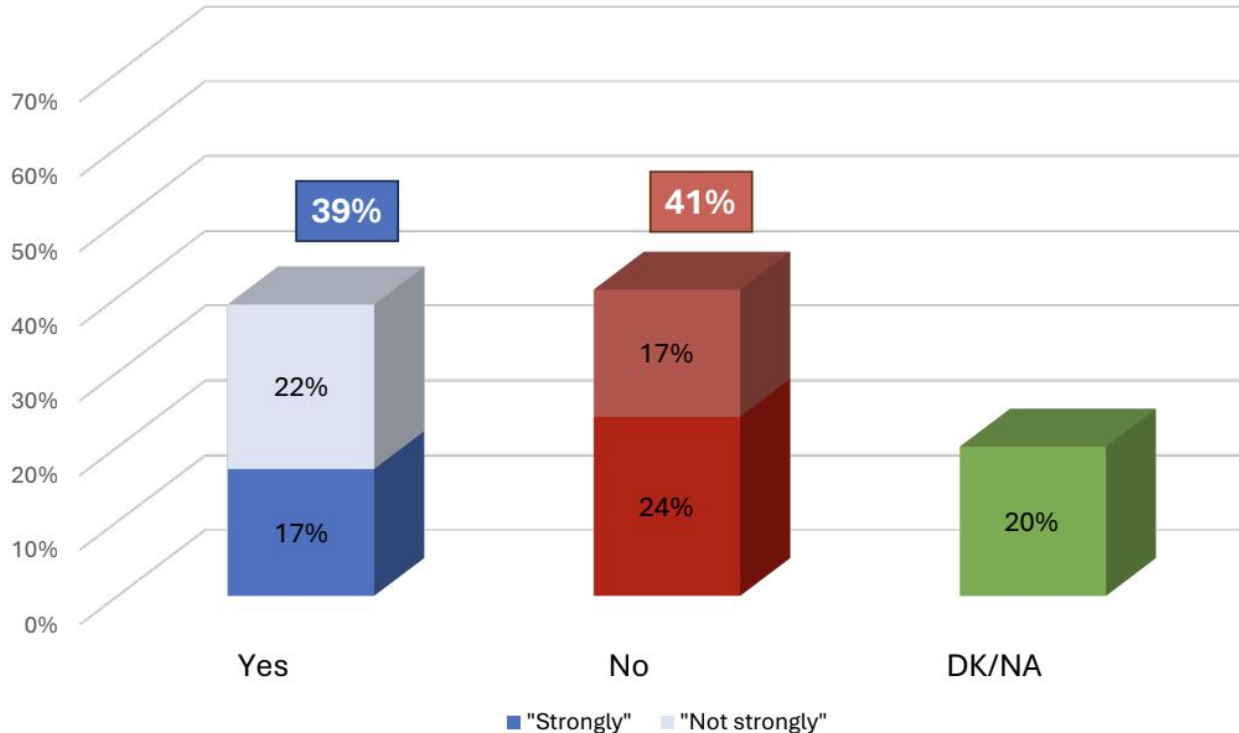
[10 MILLION]

A smaller bond that would fund everything we just discussed except addressing capacity issues by constructing six new classrooms and a cafeteria at the elementary schools. This bond is estimated to cost property owners an additional 25 cents per one thousand dollars over the existing rate

[8 MILLION]

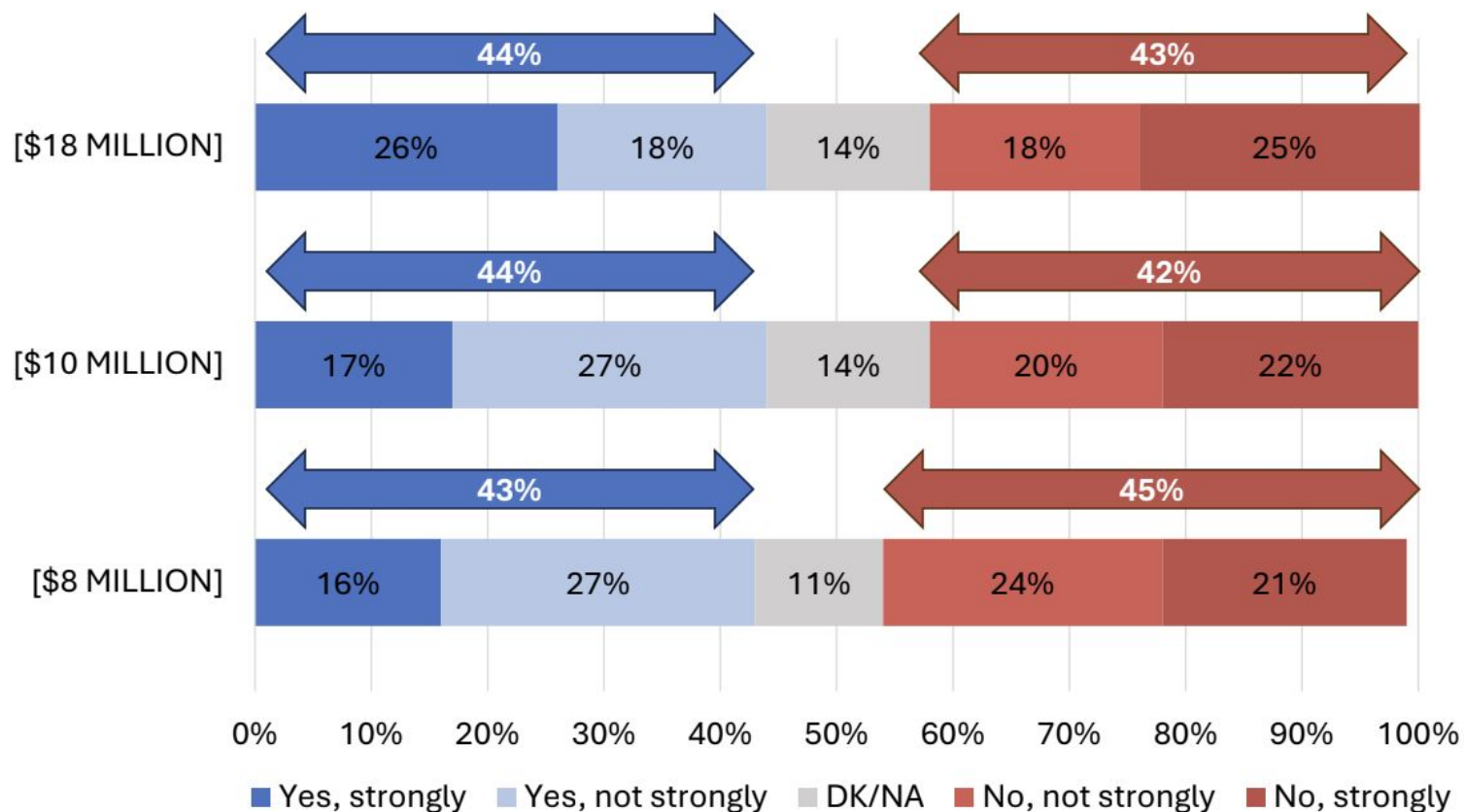
The smallest bond would only fund of the most critical interior and exterior repair projects from the list we previously discussed. It would not fund a secure entryway for the high school, nor would it fund improved safety and functionality at the high school via the installment of exterior lighting and upgraded fencing. This bond is estimated to cost property owners an additional 13 cents per one thousand dollars over the existing rate

The bond starts well below the majority mark



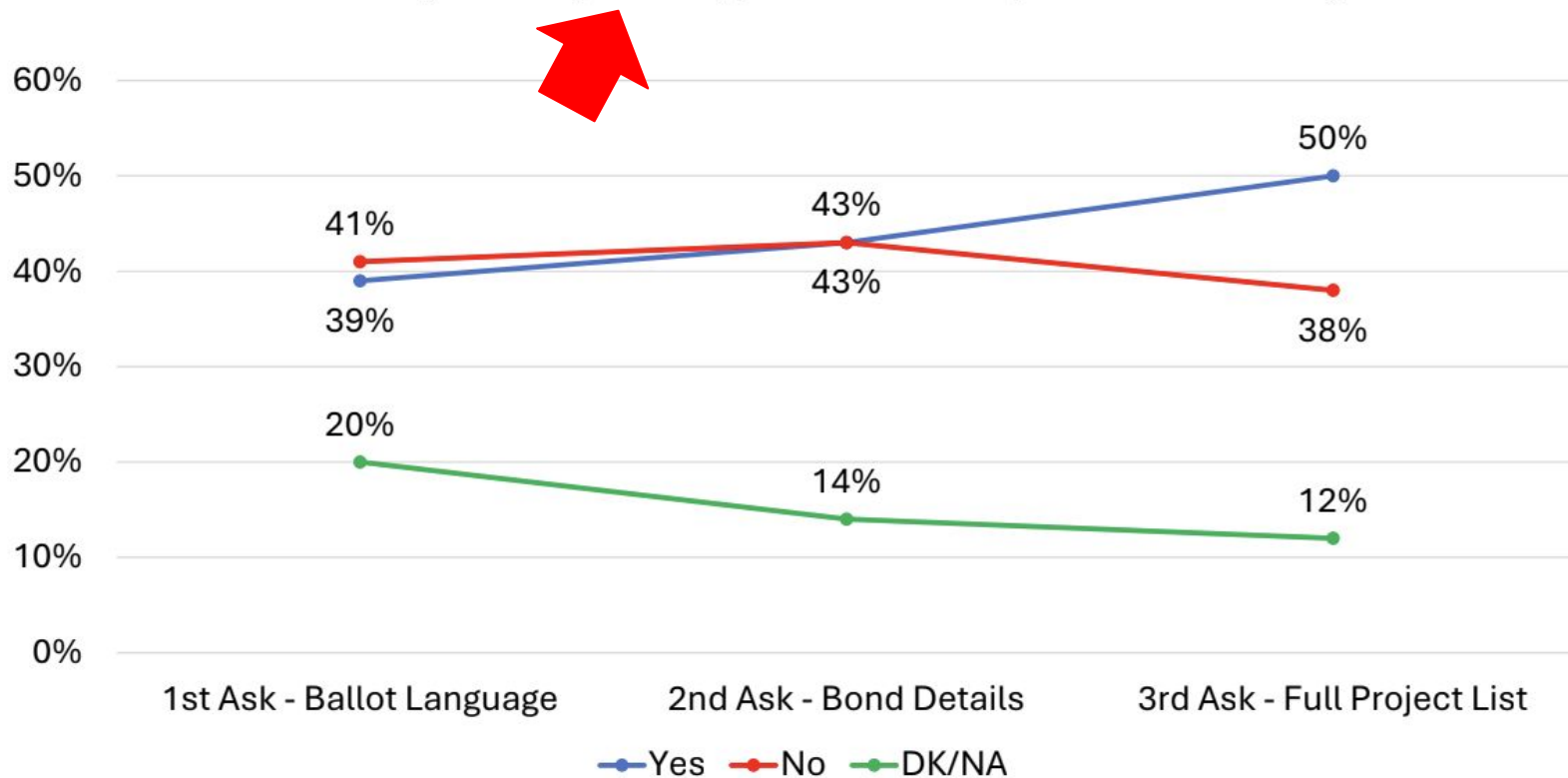
The Yamhill Carlton School District may place a bond measure on the May 2026 ballot which would read: "Bonds to repair facilities; update safety, security; address capacity issues. Shall District address critical repairs; add, expand student spaces, classrooms; update school safety, security; issue \$18 million dollars bonds; with citizen oversight." Having heard this, if the election were held today, would you vote "yes" or "no" on this bond measure?

Support and opposition hold relatively steady regardless of the size of the bond



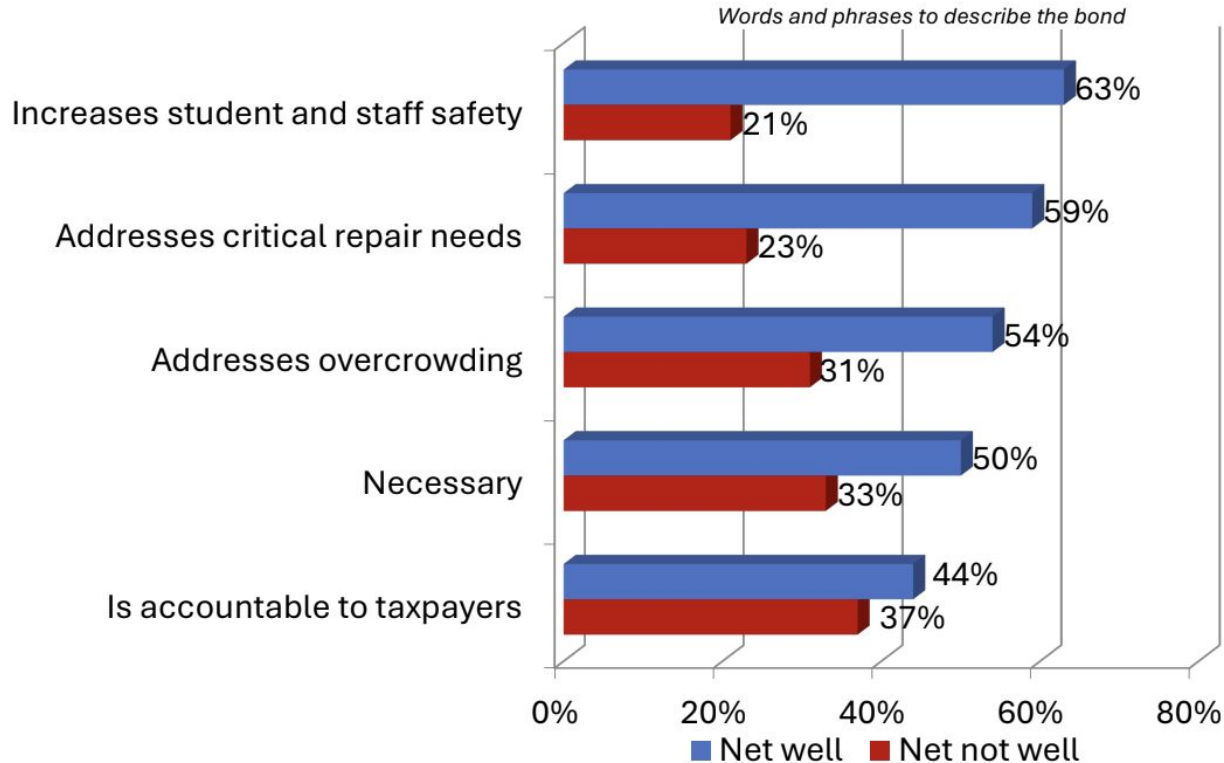
Support for the bond increases by 11-points over the course of the survey

Parents finish the survey with only 56% support. We need to push this number higher.



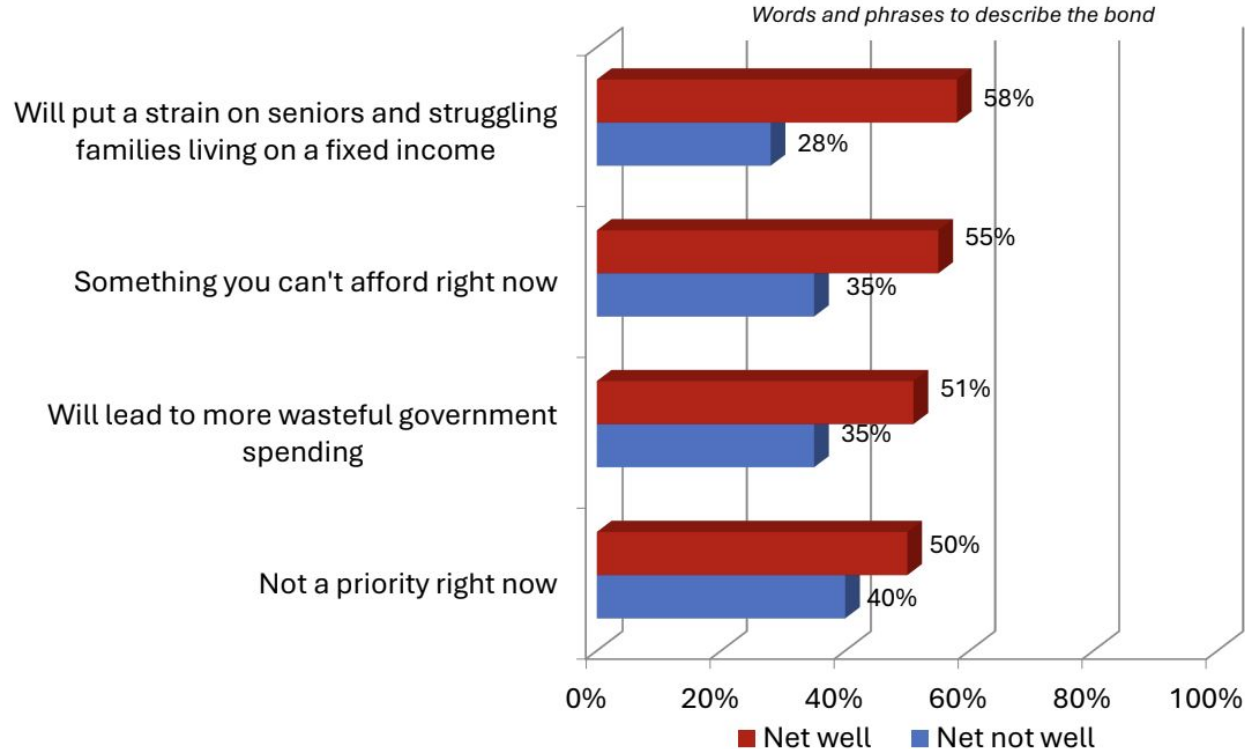
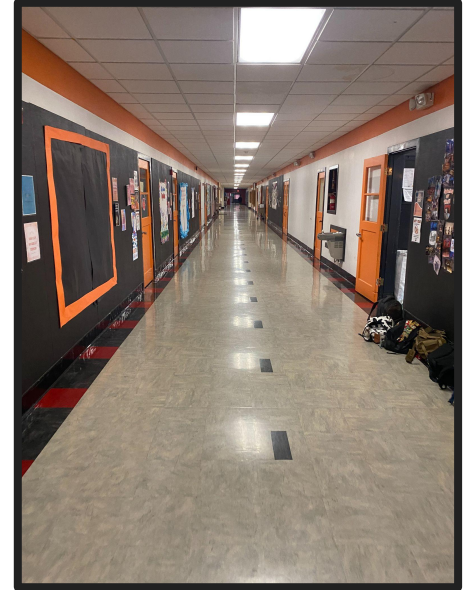
After learning more about the bond, voters get that it will increase safety, provides for critical repairs and addresses overcrowding

Voters are more skeptical that the bond is “necessary” or “accountable to taxpayers.”



Around one-half or more find all the negative traits descriptive

Regression modeling indicates that if voters believe the bond is not a priority, will strain those on a fixed income and is something they can't afford, they will be more likely to vote "no."



	Yes	No	Don't Know	Yes Margin
Current YCSD Parent	49%	39%	12%	+10
Previous/Future YCSD Parent	37%	45%	18%	-8
Non-YCSD Parent	31%	36%	33%	-5



BUILDING COMMUNITY SUPPORT

**Increase Social
Media Presence**

Engage Parents

**Presence at
Organizations**

**Attend Community
Events**

Engage Seniors

**Engage
Community PAC**

2026 YAMHILL-CARLTON BOND

ORS 260.432 Notice

Generally, ORS 260.432 states that a public employee* may not, while on the job during working hours, promote or oppose election petitions, candidates, political committee or ballot measures. Additionally, no person (including elected officials) may require a public employee (at any time) to do so.

Don't use District resources to advocate for school bond

Don't advocate for school bond during district time

Do provide information about the school bond

2026 YAMHILL-CARLTON BOND

BOARD MEMBERS: DO SPEAK OUT

Elected board members may campaign fully for or against any ballot measure as long as they don't use public resources. The courts recognize the right, if not the duty, of elected officials to speak out on major issues, particularly on matters that affect the constituents they serve.

Board members can speak without restriction as long as public resources are not involved in any way. The board member can use district-prepared materials for reference because these materials are public records available to anyone.

2026 YAMHILL-CARLTON BOND

BOARD MEMBERS:

DO NOT USE DISTRICT RESOURCES TO ADVOCATE

Elected board members may campaign fully for or against any ballot measure as long as they don't use public resources. The courts recognize the right, if not the duty, of elected officials to speak out on major issues, particularly on matters that affect the constituents they serve.

Board members can speak without restriction as long as public resources are not involved in any way. The **board member can use district-prepared materials** for reference because these materials are public records available to anyone.

Do Not Examples: Print PAC materials using District Copier, Use of District Email

Superintendent's Goal 1: Enhance communication and strengthen relationships with district staff by increasing visibility and accessibility through regular, intentional in-person engagement..

Target	Indicators	Timeline for Completion	Status
1. Conduct in-person visits to each school/building at least bi-weekly.	A maintained visitation log or calendar demonstrating in-person visits to each school/building no less than once every two weeks.	Year long	In Progress
2. Attend monthly in person meetings with representatives with various staff groups (e.g., teachers, support staff, administrators) to foster open dialogue and gather feedback.	Artifacts:	Goals log	
		Year long	In Progress
3. Provide monthly district updates via email, highlighting key initiatives, decisions, and celebrations, with an invitation for staff to engage in follow-up discussions.	Artifacts:	Goals log	
		Year Long	In Progress
Artifacts:	Emails		

4. Participate in at least one staff-led event or meeting at each school per semester to demonstrate support and collaboration.	Evidence of participation in a minimum of one staff-led event or meeting per school each semester, documented by event records and reflections on the experience.	Year Long	In Progress
Artifacts:	Goals log		

Superintendent's Goal 2: Develop and implement targeted professional development plans for district and school-level administrators to build leadership capacity, improve instructional practices, and support district priorities.

Target	Indicators	Timeline for Completion	Status
1. Conduct a needs assessment by surveying and interviewing administrators to identify professional growth areas by October 31, 2025.	Completed needs assessment and supporting data.	10/31/25	Complete
Artifacts:	PD Needs Survey Goal setting meetings 2024 Admin PD Survey Results		
2. Create differentiated professional development plans aligned with individual administrator goals, district strategic initiatives, and student achievement data.	Individualized professional development plans developed collaboratively with each administrator, clearly linking professional learning objectives to district priorities and student achievement trends.	11/15/25	In progress
Artifacts:	PD plan based on goal setting meetings and survey results.		

3. Implement quarterly leadership development sessions focused on topics such as instructional leadership, data-driven decision making, and staff retention.	A schedule of quarterly leadership development sessions delivered to administrators and other district leaders, with content addressing identified priority topics and participant needs.	Year long	In progress
Artifacts: All admin agenda plan.			
4. Establish a mentoring or coaching program to support new or developing administrators throughout the year. By the end of the school year new or developing administrators will have participated in monthly mentoring or coaching sessions, with attendance, engagement and effectiveness tracked through meeting logs.	A structured mentoring or coaching program implemented for all new or developing administrators, with monthly sessions held and documented.	9/1/25	In progress
Artifacts:	Monthly principal meetings. Contracted mentor for Morgan Bishop OSAA New AD meetings New principal's academy.		

Superintendent's Goal 3: Improve the quality and consistency of classroom instruction across the district to enhance student learning outcomes.

Target	Indicators	Timeline for Completion	Status
1. Conduct Instructional Walkthroughs: Collaborate with district and building leaders to conduct instructional walkthroughs 3 times per year, per building to observe teaching practices, provide feedback, and identify trends and needs.	Instructional walkthroughs completed at each building a minimum of three times annually, with observations and feedback documented and shared with relevant staff.	October/December/April	Completed fall rounds

Artifacts:	Calendar Walk through tool		In progress
2. Support Data-Driven Instruction: Ensure all schools have structures in place to use formative and summative assessment data to inform instruction, including professional development on data analysis and planning responsive instruction.	Each school establishes and maintains clear processes for analyzing formative and summative assessment data to guide instructional decisions, supported by targeted professional development.	Year long	
3. Align Professional Development: Develop and implement a district-wide professional development plan focused on high-impact instructional strategies such as differentiated instruction and student engagement techniques including specific professional development aligning regular education teachers with special education and EL teachers. By September 2025.	<p>Artifacts:</p> <p>ODS team meetings MTSS meeting agendas Grade level or content are meeting agendas Leadership meeting agendas Building board reports</p> <p>A comprehensive, district-wide professional development plan is developed featuring coordinated training sessions that bring together regular education, special education, and EL teachers around high-impact instructional strategies.</p>	Year long.	In Progress
Artifacts:	<p>Completed professional development plan document outlining goals, content, timelines, and participant groups</p> <p>Calendar of scheduled training sessions reflecting integrated participation of regular, special education, and EL teachers</p> <p>Attendance records and training materials from aligned professional development events</p> <p>Feedback and evaluation data from participants demonstrating understanding and</p>		

application of instructional strategies		Monitoring reports showing ongoing implementation and collaboration across teacher groups	
<p>4. Promote Collaborative Planning: Support principals in establishing and sustaining Professional Learning Communities (PLCs) where teachers regularly analyze student work, share best practices, and plan lessons together. Attend at least one PLC per semester per school.</p>	<p>Artifacts:</p>	Active support for PLC development evidenced by attendance at a minimum of one PLC per semester per school, with documentation of collaborative activities and outcomes.	Year long
			In progress
<p>5. Recognize and Scale Best Practices: Highlight and replicate effective instructional practices by showcasing model classrooms and facilitating peer observation opportunities for teachers with a frequency established by the admin team.</p>	<p>Artifacts:</p>	Calendar Attendance log Documents	
		<p>A structured system in place for identifying, showcasing, and replicating effective instructional practices, supported by regular peer observation opportunities aligned with the admin team's agreed schedule.</p> <p>Possible evidence:</p>	Year long
			In progress

Superintendent's Goal 4: Strengthen relationships and trust with the broader community by increasing proactive, transparent communication and participating in regular in-person events and outreach efforts.

Target	Indicators	Timeline for Completion	Status
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1. Attend Local Events: Increase visibility by attending school functions, city/town events, and neighborhood meetings to engage with families, students, and community partners.	Attendance at a variety of local events documented throughout the year, demonstrating active engagement with families, students, and community partners.	Year long	In progress
Artifacts:	Calendar Logs Documents Pictures		
2. Re-Establish the superintendent's advisory council to meet quarterly.	The Superintendent's Advisory Council is re-established with quarterly meetings scheduled and conducted throughout the year, fostering meaningful dialogue and collaboration.	October 31, 2025	1st meeting 10/27/25 2nd Meeting 1/12/25
Artifacts:	Calendar Documents		
3. Establish "Superintendent Office Hours": Offer monthly drop-in sessions where stakeholders can meet informally with the superintendent.	Monthly office hours sessions are scheduled and held consistently, providing accessible opportunities for stakeholders to engage directly with the superintendent.	Year long	Not started
Artifacts:			
4. Continue to look for ways to enhance communication channels: Complement	Ongoing use and improvement of multiple communication channels to share relevant	Year long	In progress

in-person engagement with timely, clear communication through newsletters, social media, and the district website to keep the community informed and involved.	information, demonstrated by regular publications, updates, and engagement metrics.		
Artifacts:	Newsletters Social media metrics Updates to district website Videos		

Superintendent's Goal 5: Strengthen organizational management and accountability across the district by improving systems, clarifying expectations, and using data to drive decisions.

Target	Indicators	Timeline for Completion	Status
1. Implement consistent processes and performance measures to improve efficiency, support responsible use of resources, and ensure clear accountability at all levels.	Established and documented standardized processes and performance metrics applied across departments, with regular monitoring and reporting to ensure efficiency and accountability.	Year long	In progress
Artifacts:	Staff survey Internal audits Interviews		

2. Continually review and update district workflows and procedures to improve consistency and efficiency.	Regular, documented reviews and revisions of district workflows and procedures that lead to measurable improvements in consistency and operational efficiency.	Year long	In progress
Artifacts: Meeting calendar			
3. Define clear roles, responsibilities, and performance expectations for staff and departments, holding individuals accountable for results.	Written role descriptions, responsibility matrices, and performance expectations are established and communicated for all staff and departments, with accountability processes in place.	Year long	In progress
Artifacts: Roles and Responsibilities - DO - Updated For Staff.docx			
4. Expand the use of data tools to monitor progress and inform decision-making.	Increased adoption and consistent use of data tools across departments to track key performance indicators and support evidence-based decisions.	Year long	In progress
Artifacts: Calendar ODS In Touch Financial reports			

Superintendent Raever Standards Self Assessment 2/26/25

4 = ACCOMPLISHED PERFORMANCE Performance in this area is routinely outstanding and acts as a model for others.

3 = EFFECTIVE PERFORMANCE Performance in this area consistently meets the standard.

2 = DEVELOPING Performance occasionally meets the standard but is not yet consistent.

1 = INEFFECTIVE Performance currently does not meet the standard.

STANDARD 1: VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
- Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
- Implements the district's continuous improvement plan and communicates its progress.

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

STANDARD 3: INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

STANDARD 4: CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.

- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership. Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

STANDARD 6: EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

STANDARD 7: EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

STANDARD 8: POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.

- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

