



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, September 08, 2026

Regular Session: 6:00pm

AGENDA

- I. **Call to Order Regular Session**
- II. **Flag Salute**
- III. **Individuals, Delegations, Recognitions, and Communications**
 - A. YCHS – Tanner Smith & Richard Ceder – Verbal Report
 - B. YCIS – Amanda Dallas & Chad Tollefson - Verbal Report
 - C. YCES – Morgan Bishop – 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 brownm@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 Session Minutes: 08/11/2026
 - 2. Board Retreat Minutes: 08/11/2026
 - 3. Work Session Minutes: 08/25/2026
 - B. Personnel
 - C. Enrollment
 - D. Donations
- VI. **Announcements and Reports**
 - A. Superintendent's Report – Clint Raever – Verbal Report
 - B. District Facilities Report – Ian Barr – Verbal Report
 - C. Financials and List of Bills for August 2026– Melanie Neece (Action Item)
- VII. **New Business**
 - A. Declaration of Vacancy (Action Item)
 - B. Adopt Board Vacancy Process and Timeline (Action Item)
 - C. Approve Board Goals (Action Item)
 - D. Integrated Program Annual Report
 - E. Review Policy IKF – Graduation Requirements
 - F. Adopt Updated Policies:
 - 1. Individual Board Member's Authority and Responsibilities (BBAA)
 - 2. Evaluation of the Superintendent (CBG)
 - 3. Equal Employment Opportunity (GBA)
 - 4. Sexual Harassment (GBN/JBA and JBA/GBN)
 - G. Adopt New Policy:
 - 1. Immigration Enforcement on District Property (KNA)

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H. First Read of Updated Policies:

1. Board Meetings, Notices and Communications (BD)
2. Executive Sessions (BDC)
3. Recordings and Minutes of Board Meetings (BDDG)
4. Qualifications and Duties of Superintendent (CBA)

VIII. Board of Directors Comments

IX. Adjournment



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Tuesday, August 11, 2026

Regular Session: 6:00pm

Board Members Present: Susan FitzGerald, Erin Galyean, JaJetta Dumdi, Buzz Ready

Admin and DO Members Present: Clint Raever, John Horne, Melanie Neece, Mary Brown, Morgan Bishop, Chad Tollefson, Tanner Smith

Others Present: Jared Collins, Ocean Garcia, Madison Gregor, Gordon Dromgoole

MINUTES

I. Call to Order Regular Session

S.FitzGerald called the meeting to order at 6:00pm.

II. Flag Salute

III. Nominate and Approve Board Chair and Vice Chair (Action Item)

E.Galyean motioned to nominate and approve Susan FitzGerald to serve as the Board Chair for the 2026-2027 School Year. J.Dumdi seconded. All in Favor. Motion carried.

S.FitzGerald motioned to nominate and approve JaJetta Dumdi to serve as the Board Vice Chair for the 2026-2027 School Year. Buzz Ready seconded. All in Favor. Motion carried.

IV. Individuals, Delegations, Recognitions, and Communications

A. YCHS – Tanner Smith & Richard Ceder – Verbal Report

-T.Smith provided an update on preparations for the 2026-27 school year. Athletic registration is open and being completed through InTouch. School registration is scheduled to open August 12, with ninth-grade orientation scheduled for August 26. He also welcomed several new staff members (see attached document for full report).

-J.Collins provided an update on the FFA program's participation in the Yamhill County Fair. Students were recognized for strong performances and numerous champion and reserve champion awards across livestock and small-animal categories. Approximately 24 students participated.

-J.Collins also noted the strong community support demonstrated at the county fair auction.

B. YCIS – Amanda Dallas & Chad Tollefson - Verbal Report

-A.Dallas provided an update for the intermediate school.

-The theme for the 2026-27 school year is "Progress Over Perfection."

-A.Dallas expressed appreciation for the custodial crew for extensive summer work, including abatement, carpeting, painting, signage, and moving classrooms in preparation for the fourth-grade transition to the elementary school.

-The building leadership retreat focused on priorities for the upcoming year, including communication, an instructional framework, Clever Problem Solving (CPS), the behavior matrix, and building community.

-A.Dallas also reported several new staff members and upcoming events, including Orange and Black Night on August 27.

-New initiatives for the year include expanded intervention time, weekly Tiger Time assemblies, grade checks, Chromebook monitoring, CHAMPS classroom expectations, monthly intervention data meetings, and quarterly academic progress meetings.

(see attached document for full report)

C. YCES – Morgan Bishop – Verbal Report

-M.Bishop reported that preparations for the new school year are progressing quickly. The school's theme for the year is "Building Character: The Golden Rule."

-Staff spent time during the leadership retreat discussing the Portrait of a Graduate, the new teaching framework, scheduling, and the integration of fourth grade into the elementary school.

-61 kindergarten students are currently enrolled. Kinder Kickstart is scheduled for next week, with students participating in activities and beginning assessments in literacy and mathematics.

-Upcoming events include Meet the Teacher/Supply Drop-Off Night on August 26 and the beginning of PTO activities.

-M.Bishop reported several staff moves and new hires associated with the fourth-grade transition and other staffing changes.

(see attached document for full report)

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V. Review of Agenda (Action Item)

J.Dumdi motioned to approve the agenda as presented. E.Galyean seconded. All in favor. Motion passed.

VI. Regular Session – Consent Agenda (Action Item)

A. Approval of Board of Directors Minutes

1. Regular Session Minutes: 06/09/2026

2. Special Session Minutes: 06/23/2026

B. Personnel

C. Enrollment

D. Donations

J.Dumdi motioned to approve the consent agenda as presented. B.Ready seconded. All in favor. Motion passed.

VII. Announcements and Reports

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

-C.Raever provided an update on preparations for the upcoming school year.

-The District is continuing work on its Portrait of a Graduate, with the goal of having the building leadership teams' work completed by the end of September so a final document can be developed.

-The District will also continue development of its instructional framework, incorporating John Hattie's work and the five dimensions of instruction. The initial focus for the year will be on learning targets and ensuring students understand what they are expected to learn.

-C.Raever recognized the Facilities Department and custodial staff for extensive summer work throughout the District. Outside assistance from ESS was also used for projects such as mowing and painting.

-Staffing for the upcoming school year is nearly complete, with only a few remaining positions to be filled.

-J.Horne provided an update of the District's English Learner grant. The District has begun its second year of the grant and has started another cohort of staff receiving training related to supporting English learners and multilingual learners, as well as the rest of the student population. Future professional development will include Sheltered Instruction Observation Protocol (SIOP) training. The District is also exploring opportunities for staff to obtain additional endorsements through the grant.

B. District Facilities Report – Ian Barr – Verbal Report

-The Board received an update on summer facilities work as part of the Board Retreat earlier in the day from I.Barr.

-Extensive work has been completed throughout the District, including classroom moves, painting, carpeting, abatement, and other projects in preparation for the start of school.

C. Financials and List of Bills for June and July 2026– Melanie Neece (Action Item)

-M.Neece reviewed financial reports and the list of bills for June and July 2026.

-The Board was reminded that June financial figures remain subject to adjustment due to modified accrual accounting and the upcoming audit.

-E.Galyean motioned to approve the financials and list of bills for June and July of 2026. J.Dumdi seconded. All in favor. Motion carried.

VIII. New Business

A. Request for FFA to Travel Out of State for Nationals (Action Item)

-J.Collins requested that YCHS FFA students and staff to be permitted to travel to Indianapolis, Indiana, for the National FFA Convention.

-M.Gregor will receive the American FFA Degree, while the marketing team qualified for national competition after winning at the state level. T.VanDyke will participate in job interview competition as an Oregon FFA state officer.

-The proposed trip will be shorter than the previous year's trip, with an emphasis on competition and the National FFA Convention.

-Dumdi motioned to approve FFA's request to travel out of state to Nationals. B.Ready seconded. All in favor. Motion passed.

B. 2026-2027 Designations and Authorizations (Action Item)

-C.Raeveer presented the annual appointments and designations for the 2026-27 school year, including required district designations such as the clerk, budget officer, and newspaper of record.

-E.Galyean motioned to approve the 2026-2027 Appointments and Designations as presented. J.Dumdi seconded. All in favor. Motion passed.

C. Curriculum Reconsideration Committee (Action Item)

-C.Raeveer explained that the proposed committee appointments were a continuation of the committee established during the previous school year.

-J.Dumdi motioned to approve the Superintendent's recommended appointments of Sara Call, Kim Walton, Krystal Larson, Jodi Pellegrino, and Jenifer Tuning to serve on the Curriculum Reconsideration Committee. B.Ready seconded. All in Favor. Motion carried.

D. Cheer and Cross-Country Co-Ops (Action Item)

-T.Smith requested continuation of its existing cheerleading cooperative arrangement with Gaston High School to provide students with an opportunity to participate when there are insufficient numbers to form a team.

-T.Smith also requested a cooperative arrangement with Gaston for cross country. The arrangement would allow one or two Gaston students to participate who otherwise would not have an opportunity to compete.

-J.Dumdi motioned to approve the cooperative sponsorship agreements as presented. B.Ready seconded. All in favor. Motion carried.

E. Public Justification – 4th Grade Instructional Time (Action Item)

-C.Raeveer explained the District's instructional-time requirements and the need for a public justification related to fourth-grade instructional time. (see attached document)

-The District had 173 instructional days in 2024-25 and 172 instructional days during the current and previous school years. The District plans to restore one instructional day next year, returning to 173 days.

-However, because fourth grade is moving back to the elementary school schedule, that grade will have a school day that is 20 minutes shorter than the 2024-25 schedule. C.Raeveer recommended that the Board approve a public justification for not reinstating that instructional time for fourth grade.

-E.Galyean motioned approve a public justification for the reduced instructional time for fourth grade only. J.Dumdi seconded. All in favor. Motion carried.

F. School Assignments

-The Board discussed assignments for Board members to visit District schools on the first day of school, August 31, to welcome students and staff. E.Galyean will visit the high school, J.Dumdi and B.Ready will visit the intermediate school, and S.FitzGerald will visit the elementary school.

G. First Read of Policies:

1. Individual Board Member's Authority and Responsibilities (BBAA)
2. Evaluation of the Superintendent (CBG)

3. Equal Employment Opportunity (GBA)
4. Sexual Harassment (GBN/JBA and JBA/GBN)
5. Immigration Enforcement on District Property (KNA)

-C.Raever and M.Brown explained the revisions to the policies, including changes related to public meetings, superintendent evaluation language, veteran hiring preferences, sexual harassment policy language, and new requirements related to immigration enforcement on district property.

-The new policy, KNA – Immigration Enforcement on District Property, is required by recent Oregon legislation. The policy establishes procedures for responding to immigration enforcement activity on District property, including designating a point of contact and establishing procedures for responding to requests for student information or records.

-The Superintendent is designated as the primary immigration enforcement point of contact, with the HR Director as a secondary point of contact when the Superintendent is unavailable.

-The Board also discussed notification requirements, staff training, and the District's plan to consult legal counsel regarding warrants, subpoenas, and other legal documents presented by immigration authorities.

H. New AR Policy – Immigration Enforcement on District Property (KNA-AR)

-The Board reviewed the proposed administrative regulations associated with KNA. The regulations establish procedures for District staff when interacting with federal immigration authorities and outline the responsibilities of the designated point of contact.

C.Raever noted that additional training will be provided regarding the new requirements.

I. Delete Personnel Definitions (GAA) Policy

The proposed deletion reflects that the definitions are already addressed in Oregon statutes and/or collective bargaining agreements and that portions of the existing policy are no longer accurate.

IX. Board of Directors Comments

Board members shared well wishes to the administration team for the upcoming school year.

X. Adjournment

S.FitzGerald adjourned the meeting at 6:59pm.



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BOARD OF DIRECTORS

BOARD RETREAT AGENDA

LOCATION: YCIS LIBRARY, 310 E MAIN STREET, YAMHILL OR 97148

<https://us06web.zoom.us/j/91341315065>

Passcode: sW66uH

Tuesday, August 11, 2026

Board Retreat: 1:00 pm

Board Members Present: Susan FitzGerald, Buzz Ready, Erin Galyean, JaJetta Dumdi

District Office Staff Present: Clint Raever, Mary Brown

Others Present: Ian Barr, Carol Fenstermacher, Kyle Laier

MINUTES

I. Flag Salute

II. Call to Order Special Session

S.FitzGerald called the meeting to order at 1:13pm.

III. New Business

A. Operating Agreements

The Board reviewed the Board/Superintendent Operating Agreements. The agreements establish expectations for collaborative governance, including the Board and Superintendent functioning as a leadership team, recognizing the Superintendent's administrative responsibilities, listening to multiple perspectives, and making decisions only at properly called Board meetings.

The Board discussed the importance of maintaining the chain of command and respecting the distinction between the Board's policy-making role and the Superintendent's administrative responsibilities.

The Board also discussed how the agreements have been functioning in practice. C.Raever reported that communication with the Board has been positive, that there have generally been no surprises at Board meetings, and that Board members have appropriately communicated concerns and questions. C.Raever also noted that Board members have appropriately redirected administrators who attempted to bypass the established chain of command.

The Board discussed the need for clearer connections between the data presented to the Board and the Board's role in using that information to make decisions. Board members expressed a desire for data to be presented in a way that clearly identifies whether the District is making progress, what is contributing to the progress or lack thereof, and what actions or resources may be needed.

The Board agreed to continue reviewing the Operating Agreements and address signatures and any needed revisions at a future work session.

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B. Community Update

C.Raever noted that this agenda item should be 'communication' not 'community'.

The Board received a community and communications update regarding current public perceptions of school facilities and the potential challenges associated with future facility funding measures.

K.Laier discussed recent polling trends for school bonds throughout Oregon, noting that current polling has shown lower initial support for bonds, particularly when a tax-rate increase is involved. Affordability and concerns about additional taxes were identified as significant factors influencing voters.

The Board discussed the importance of informing the community about the condition of District facilities before considering future facility funding measures. Planned communication efforts include facility-focused information, school-specific communications, facility assessment videos, fact sheets, website information, financial information, and increased use of social media.

A facility assessment video highlighting the high school was shown to the Board. The discussion emphasized the importance of showing both improvements that have been made and remaining facility needs.

The Board was informed that future communication efforts will include additional facility assessment videos and opportunities to increase community awareness of facility conditions. Additional polling may be conducted after the communication efforts to determine whether community understanding and perceptions have changed. (The full presentation is attached)

C. Strategic Plan Development

The Board, K.Laier, and C.Fenstermacher discussed development of the District's next strategic plan and the need for the new plan to be more measurable and directly connected to District and school-level work.

The discussion included the importance of developing clear goals, objectives, strategies, and measurements of success. Particular attention was given to making the objectives and measures specific enough to determine whether the District is making progress.

The Board discussed the need to establish stronger connections between the strategic plan, District-level plans, building-level plans, and classroom implementation. The strategic plan would establish the overall direction, while District and building plans would identify more specific actions for implementation.

The Board discussed completing the strategic planning work more quickly than the previous process. A possible two-year approach was discussed, with the first year focusing on the overall strategic direction, mission, vision, values, and Portrait of a Graduate, and the second year focusing on alignment and implementation through District and building plans.

The Board also discussed including broad community input in the strategic planning process. The process may include multiple stakeholder groups, including parents, students, staff, and community members, to ensure that a range of perspectives is represented.

The Board discussed the dashboard and the need to make progress information more accessible and understandable to the Board and community. The dashboard is substantially developed, with additional data points and systems still being worked on. K.Laier indicated that the public-facing dashboard is ready to be made available, with additional data to be added as it becomes available.

The Board indicated support for moving forward with development of a new strategic plan rather than waiting another full year.

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D. Communication Agreements

The Board reviewed the existing Communication Agreements (see attached document) and discussed whether they continue to meet the needs of the Board and Superintendent. The agreements address communication during crisis situations, newsworthy situations, Board member visits to the District Office, and other circumstances requiring communication between the Superintendent and Board.

The current process provides that the Superintendent will contact the Board Chair first during a crisis and then communicate with the remainder of the Board as appropriate. For rapidly changing situations, the Superintendent and Board Chair will determine whether additional Board communication is warranted.

The Board indicated that the current communication process continues to work well. The dates on the document will be updated and the agreement will continue to be reviewed annually.

E. Communication Handbook Review

The Board reviewed the District Communication Handbook and discussed its purpose and content.

The handbook includes information regarding District communication priorities, communication matrices, points of contact, emergency communication, parent and community engagement, social media, email communication, internal communication, progression of support, and Board/staff communication.

The Board discussed the importance of using clear and understandable language, selecting appropriate communication methods for different audiences, and closing communication feedback loops with parents and staff.

A Board member suggested adding guidance regarding the use of artificial intelligence to the social media/communication section.

The Board also discussed providing the communication handbook to new employees as part of onboarding. The handbook will be shared with Board members for review prior to a future discussion.

F. Instructional Framework Update

The Board received an update regarding the District's work to research and implement an instructional framework based on the 5D framework and research associated with John Hattie's work.

The framework is intended to provide a common instructional language and support consistent instructional practices across the District.

The Board discussed the five dimensions of teaching and learning and the planned implementation schedule. Initial implementation will focus on clear daily learning targets and success criteria, followed by student engagement and additional instructional strategies.

Administrators will use walkthrough tools to monitor implementation. During September, walkthroughs will focus on learning targets and whether students can explain what they are learning. Later in the year, student engagement strategies will be added to the walkthrough process.

The Board discussed the importance of making the framework a tool for professional growth rather than a "gotcha" evaluation system. The initial implementation will emphasize learning, coaching, reflection, and gradual implementation, with increased accountability and evaluation as the framework becomes established.

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G. Portrait of a Grad Update

The Board received an update on the District's Portrait of a Graduate work.

The process has identified several characteristics and competencies that emerged from staff discussions, including curiosity, responsibility, integrity and ethics, cognitive respect, critical thinking, problem solving, communication, and collaboration.

Planning documents and matrices are being developed with leadership teams. The goal is to complete the initial planning documents by the end of September and begin developing initial products by approximately November, with the work potentially organized by grade level or grade band.

The Portrait of a Graduate will help inform the development of the District's strategic plan and assist in identifying the skills and outcomes the District wants students to possess when they graduate.

H. Facilities Update

I.Barr provided an update from District facilities staff regarding summer projects, maintenance, staffing, and facility needs.

Completed or substantially completed projects included elementary school floor work, parking lot patching and sealing, track resurfacing, portions of carpet replacement, cafeteria roof work, irrigation repairs, and other summer maintenance projects.

The District is also completing asbestos abatement and associated carpet replacement. The timing of some projects has been affected by the transition between fiscal years and contractor availability.

Additional projects and needs discussed included:

- Exterior painting and siding work*
- High school carpet replacement*
- Stadium Handrail and guardrail*
- Courtyard drainage*
- Parking lot engineering and future asphalt work*
- HVAC repairs and future replacement considerations*
- Football field irrigation*
- Landscaping and potential long-term landscaping planning*
- Softball facility improvements*
- Stadium maintenance*
- Continued inspection and maintenance of older facilities*

The Board discussed irrigation and water use associated with the greenhouse. The District is exploring whether additional water meters could help isolate irrigation use and reduce water loss. A meeting with the City of Yamhill is anticipated regarding future water infrastructure.

The Board also discussed staffing in the facilities department. I.Barr reported that staffing is generally moving in a positive direction and that the District is considering shifting an existing custodian to an evening schedule at the high school rather than adding a new position.

I.Barr reported that more work has been completed during the current summer than during the previous summer.

I. Self-Evaluation Results

The Board discussed the Board self-evaluation process and the importance of Board members completing the required self-evaluation training/course.

The Board discussed using both the self-evaluation results and the District monitoring plan when establishing or reviewing Board goals.

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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, August 25, 2026

Work Session: 6:00pm

Board Members Present: Susan FitzGerald, JaJetta Dumdi, Erin Galyean

District Office Staff Present: Clint Raever, Mary Brown

MINUTES

I. Call to Order Work Session

S.FitzGerald called the meeting to order at 6:00pm.

II. Flag Salute

III. Operating Agreement Review

The board agreed to move this agenda item to the next regular session since two of the board members are missing.

IV. Self-Evaluation Results

The Board discussed the results of the Board self-evaluation in detail. Board members agreed to proceed with the discussion and development of Board goals despite the absence of some Board members, noting that a quorum was present.

The Board reviewed the evaluation standards and the individual criteria associated with each standard. During the discussion, Board members considered whether certain criteria were appropriate for a small school district and clarified which criteria reflected responsibilities that were within the Board's role and authority.

Vision-Directed Planning

The Board reviewed the Vision-Directed Planning standard. Members agreed that the Board generally addresses the criteria within this standard but identified an opportunity to improve Board members' ability to clearly articulate the District's vision and strategic goals.

The Board discussed the importance of reviewing the District's mission and vision on a regular basis rather than waiting until the end of a multi-year strategic planning cycle. Members agreed that an annual review would help keep the mission and vision current and provide a stronger foundation for future planning and goal setting.

The Board noted that the upcoming strategic planning process would provide an opportunity to review the District's mission, vision, and strategic priorities.

Community Engagement

Members discussed the difficulty of measuring community engagement and defining what meaningful engagement should look like for individual Board members.

The Board discussed whether community engagement should include attendance at school and community events, intentionally seeking opportunities to interact with community members, or conducting specific outreach activities. Members noted that Board members are active in the community but that many community members may not know who their elected Board members are.

The Board discussed the importance of receiving input from a broad cross-section of the community, including parents, students, staff, retirees, homeschool families, and other community members. Members noted that broader community relationships could be particularly important if the District pursues a future bond measure.

Members also discussed being more visible and accessible at school events and providing opportunities for the public to interact with Board members.

Board members expressed interest in receiving more advance notice of student recognition events and other school activities so that Board members could attend and participate. C.Raever indicated that staff would be asked to provide schedules of upcoming events to the Board.

Effective Leadership

The Board discussed the Effective Leadership standard and reviewed several criteria that members believed were duplicative or not directly applicable to the Board's role.

Members discussed the Board's responsibility to provide leadership by establishing direction, supporting the Superintendent during challenging circumstances, setting expectations, and modeling appropriate conduct and collaboration.

The Board discussed the importance of the Board having a shared understanding of what effective Board leadership looks like. Members noted that effective leadership includes providing clear direction and expectations, supporting District leadership, and ensuring that Board decisions and priorities remain aligned with the District's vision and strategic goals.

Accountability and High Expectations

The Board discussed its responsibility to ensure that District resources are available to support accountability measures and District priorities.

C.Raever provided an example involving the District's selection of STAR as an interim accountability measure and explained that the Board's role includes ensuring that appropriate resources are included in the budget to support implementation.

The Board discussed how it models high expectations for the District. Members identified expectations for student learning and achievement, the District's Portrait of a Graduate, graduation expectations, and expectations related to academic achievement and student behavior as examples of the Board establishing high standards.

C.Raever noted that the Board also sets high expectations through his evaluation process and through decisions to invest time, professional development, and financial resources in areas where the District has identified challenges in teaching and learning.

The Board discussed the connection between budgeting and student learning priorities. Members expressed interest in receiving budget information in a format that more clearly identifies how

District resources support specific priorities, such as literacy, career and technical education, and other instructional initiatives.

C.Raever discussed the possibility of providing a summary document to help the Board and Budget Committee better understand how budget expenditures support District priorities.

Using Data for Continuous Improvement and Accountability

The Board engaged in an extensive discussion regarding the use of data and the Board's role in using data to support continuous improvement.

Members agreed that the Board receives data and is improving its understanding of the information provided. However, the Board discussed the need to better understand what the data means and what actions are being taken in response to the results.

Board members discussed the importance of being able to identify discrepancies between current performance and desired outcomes and then understand the appropriate role of the Board in addressing priority needs.

The Board discussed the distinction between:

- reviewing and identifying data trends and discrepancies;*
- determining which issues should become District priorities; and*
- making decisions regarding resources and support to address those priorities.*

Members discussed examples involving reading and mathematics data and considered what actions might be appropriate if the data showed insufficient progress. The Board noted that its role could include identifying a priority area and directing the Superintendent to address the issue.

The Board discussed concerns about the amount of time required to see meaningful improvement in student outcomes.

The Board discussed the new STAR assessment and intervention process. C.Raever explained that the District will use consistent K–8 data points and intervention tools to identify student needs, organize intervention groups, monitor progress, and evaluate whether interventions are effective.

Board members expressed a desire for data reports to include a brief executive summary or “helicopter view” explaining the major findings. Members requested that reports identify:

- significant gains or areas of concern;*
- what staff believe the data indicates;*
- actions being taken in response to the results;*
- surprises or notable findings;*
- areas of continued inquiry or “wonderings”; and*
- questions or possible next steps.*

The Board emphasized that members wanted a realistic understanding of both positive and challenging results rather than information that presents only a favorable picture.

The Board also discussed making appropriate District performance information available to the community. Members expressed continued interest in sharing selected information regarding student outcomes and District progress through the District website and other communication methods.

Cultural Responsiveness

The Board reviewed the Cultural Responsiveness standard and discussed several criteria related to cultural responsiveness, District policies, equal opportunity, and employee expectations.

Members discussed which criteria appropriately reflected Board responsibilities. C.Raever noted that the District has policies addressing equal opportunity, discrimination, and support for various student populations.

The Board agreed that some criteria were not directly applicable to the Board's role and discussed retaining criteria that focused on the Board's responsibility to establish policies and expectations supporting all students.

Culture and Climate

The Board discussed the Culture and Climate standard and agreed that Board relationships are generally characterized by trust and respect.

Members discussed the Board's responsibility to support a positive District culture and climate through policies, oversight, communication, and support for District improvement.

The Board also discussed the role of professional development and leadership development.

Members identified District support for professional development, tuition reimbursement, mentoring, and leadership development as examples of how the District supports employee growth. The Board discussed retaining evaluation criteria related to encouraging professional development and supporting leadership capabilities while removing criteria that did not clearly relate to the Board's responsibilities.

Systems Thinking, Innovation and Creativity

The Board discussed the Systems Thinking standard and considered how the Board should evaluate its role in encouraging efficient, effective, and service-oriented District systems.

The Superintendent discussed the importance of systems that are efficient, accountable for public resources, focused on customer service, solution-oriented, and designed to reduce unnecessary barriers.

The Board expressed interest in revising the evaluation criteria to better reflect these concepts.

Members also discussed the importance of considering the long-term consequences of Board decisions and understanding how decisions in one area of the District may affect other areas.

C.Raever agreed to assist with developing revised language for the criteria.

Board Member Conduct, Ethics, and Relationship with the Superintendent

The Board discussed the importance of Board member preparation, participation in professional learning, and understanding the responsibilities associated with Board service.

Members expressed concern that Board members may not always have sufficient time or opportunity to fully review meeting materials and that preparedness is essential to effective Board service.

The Board discussed the possibility of additional Board development and re-onboarding for current members by inviting a Board development specialist to assist with this work.

Budgeting and Financial Accountability

The Board reviewed the Budgeting and Financial Accountability standard.

Members discussed the Board's understanding of the District budgeting process, District revenues and expenses, and its responsibility to review financial information and provide budget oversight.

The Board agreed that the criteria generally reflected important Board responsibilities but noted that the evaluation results may not fully represent the perspectives of all Board members because not all members participated in the evaluation.

V. 2026-2027 Board Goals

Following the review of the self-evaluation results, the Board discussed how the evaluation findings should inform the development of Board goals for the 2026–2027 school year.

The Board identified several priority areas, including:

- use of data for continuous improvement;*
- development of a new Strategic Plan;*
- communication and community understanding of District operations and priorities;*
- Board development and effective governance; and*
- continued facilities planning and oversight.*

The Board discussed continuing to receive student learning data on a regular basis, recognizing that some data may only be available according to the assessment schedule.

The Board discussed developing a goal related to the creation of a new Strategic Plan. Members discussed involving focus groups and stakeholders in the process and reviewing the District's mission, vision, and priorities as part of the planning work.

The Board also discussed the appropriate length of the next Strategic Plan and expressed interest in considering a shorter planning cycle than the current five-year approach.

The Board discussed continuing a communication goal while expanding efforts to improve community understanding of school funding, District operations, student outcomes, accountability measures, facilities needs, and other important District issues.

Members discussed the possibility of a recurring “Did You Know?” communication campaign using social media, email, and other District communication channels.

The Board discussed the importance of continuing its focus on District facilities.

Members agreed that facilities planning and monitoring should remain a Board priority. The Board discussed reconvening the facilities committee to review the existing facilities plan, recognize projects that have been completed, assess changing priorities, and update the plan as appropriate.

The Board discussed the importance of continuing to communicate District facilities needs to the community and increasing public understanding of school funding and capital improvement needs.

The Board agreed that the Board goals should be drafted for review at the next regular Board meeting.

The Board also discussed scheduling additional Board development and reviewing available onboarding and governance resources.

VI. Adjournment

S.FitzGerald adjourned the meeting at 7:48pm.

The Board agreed to table the discussion of the self-evaluation results and individual Board goals until all board members have completed it.

J. Board Goals Review

The Board discussed the relationship between Board goals, District goals, Superintendent goals, and the District monitoring plan.

The Board noted that some existing goals may continue into the upcoming year, while others may need to be revised based on the self-evaluation, current District priorities, and the development of the new strategic plan.

The Board agreed that additional work was needed before establishing or revising goals and that the matter should be addressed during a future work session.

K. Strategic Plan Update

C.Raeveer reviewed the Strategic Plan Progress Monitoring document that provided an update on each goal.

The Board discussed goals in the current strategic plan that have not been achieved and should be carried forward into the development of the next strategic plan.

The Board discussed the need for the new plan to be easier to measure than the current plan and to clearly identify the data and evidence that will be used to determine progress.

The Board also discussed the importance of ensuring that strategic-plan goals are connected to District plans, building plans, instructional practices, and classroom activities.

The Board discussed the possibility of having the instructional framework and Portrait of a Graduate work inform the new strategic plan and help determine what student and District data should be collected.

The Board indicated that the next phase of strategic planning should move forward in a timely manner. Additional work will occur during future work sessions, including a planned work session later in August and additional strategic planning work in September.

IV. Adjournment

S.FitzGerald adjourned the meeting at 4:51pm.

Yamhill Carlton School District

Human Resources

Board Report

September 08, 2026



New Hires

Kaylee McAvoy, YCES Life Skills IA
Frank Ewing, YCHS Girls Wrestling Coach
Jared Collins, YCIS Football Coach
Follansbee, Celeste, YCIS/YCHS Kitchen Helper

Resign/Retire/Term Employees

Samantha Clements, YCHS Resource Room IA
Janice Hefflin, YCIS/YCHS Kitchen Helper

Current Employees: Position Changes

Tristyn Dehart, YCIS Life Skills IA to YCES Life Skills IA

Open Positions For 2026-2027

YCHS Resource Room IA
YCIS Secretary

Yamhill Carlton School District Enrollment Report

September

2026

District Enrollment for 2026-27 School Year

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
YCES	268									
YCIS	379									
YCHS	296									
Alliance	145									
Total	1,088	-	-	-	-	-	-	-	-	-
25/26 Total	1,104	1,077	1,071	1,074	1,072	1,072	1,071	1,066	1,070	1,067
24/25 Total	1,094	1,086	1,090	1,087	1,089	1,077	1,065	1,067	1,068	1,062
23/24 Total	1,101	1,101	1,093	1,090	1,088	1,080	1,083	1,087	1,098	1,094
22/23 Total	1,118	1,110	1,108	1,098	1,098	1,103	1,098	1,102	1,106	1,096
21/22 Total	1,029	1,028	1,038	1,032	1,029	1,028	1,023	1,023	1,022	1,016
20/21 Total	1,067	1,064	1,064	1,063	1,054	1,038	1,048	1,039	1,028	1,043

YCES Enrollment for 2026-27 School Year

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Kindergarten	66									
1st Grade	67									
2nd Grade	58									
3rd Grade	77									
Total	268	-	-	-	-	-	-	-	-	-
25/26 Total	275	279	274	275	277	280	277	274	276	276
24/25 Total	274	273	274	271	274	273	269	271	269	269
23/24 Total	284	284	282	279	280	282	285	288	290	291
22/23 Total	301	297	299	299	297	297	298	304	306	307
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

YCIS Enrollment for 2026-27 School Year

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
4th Grade	84									
5th Grade	75									
6th Grade	67									
7th Grade	92									
8th Grade	61									
Total	295	-	-	-	-	-	-	-	-	-
25/26 Total	380	375	373	373	370	369	370	369	370	371
24/25 Total	367	367	370	370	369	362	367	368	368	369
23/24 Total	348	344	345	345	345	348	352	355	361	360
22/23 Total	332	329	330	325	322	328	322	321	325	324
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

YCHS Enrollment for 2026-27 School Year

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
9th Grade	78									
10th Grade	81									
11th Grade	71									
12th Grade	66									
Transition	-									
Total	296	-	-	-	-	-	-	-	-	-
25/26 Total	281	273	271	272	268	264	263	261	260	259
24/25 Total	281	278	275	274	273	272	265	265	267	261
23/24 Total	289	292	283	283	281	271	269	268	270	270
22/23 Total	293	290	288	284	290	285	286	285	284	278
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

Alliance Academy Enrollment 2026-27

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Kindergarten	6									
1st Grade	13									
2nd Grade	17									
3rd Grade	13									
4th Grade	18									
5th Grade	17									
6th Grade	26									
7th Grade	15									
8th Grade	8									
9th Grade	4									
10th Grade	6									
11th Grade	2									
12th Grade	-									
Total	145	-	-	-	-	-	-	-	-	-
25/26 Total	168	150	153	154	157	159	161	162	164	161
24/25 Total	172	168	171	172	173	170	164	163	164	163
23/24 Total	180	181	183	183	182	179	177	176	177	173
22/23 Total	192	194	191	190	189	193	192	192	191	187
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



September 2026

Donations

YCSD

Misc. furniture - \$120 value

YCIS

Two trumpets - \$500 value



YAMHILL CARLTON SCHOOL DISTRICT

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

Date: 09/03/2026

To: Yamhill Carlton School District Board of Directors

From: Melanie Neece, Director of Fiscal Services

Subject: **August 2026** - Financial Statements and Summary

Board Members,

Please find attached the financial statements for the **2026-27** fiscal year through **August 31, 2026**.

Financial Statements Overview

The attached statements provide an overview of activity, balances, and appropriations across all district funds; projections are not included for Funds 200 - 700, as they are generally limited to revenues received and designated purposes.

General Fund Status - We estimate our **General Fund Ending Fund Balance** to be approximately **\$2.1 million**. Of which includes contingencies, this balance will fluctuate throughout the fiscal year as revenues and expenditures change.

Check and Investment Activity

The district issued checks **63175-63217** totaling **\$231,681.71** for the period ending, payroll related check activity is omitted. The LGIP investment pool earned dividends of **\$22,599.36**. The monthly distribution yield rate of **4.00%**. These funds are posted under revenue code 1510 on page 2 of the financial summary.

Oregon Revenue Forecast

Oregon's September Economic and Revenue Forecast remains generally stable to slightly optimistic. For the current 2025-27 biennium, Net General Fund and Lottery resources are projected to be **\$59.1 million higher than the June forecast**, while the 2027-29 outlook increased by **\$568.7 million**. The state is also projecting approximately **\$3.86 billion in reserves** at the end of 2025-27, although **Corporate Activity Tax (CAT) revenue decreased \$94.6 million**, so Student Success Act funding will continue to be monitored closely.

What This Means for the District

The improved state revenue outlook provides a **cautiously positive picture for school funding**, with General Fund and Lottery resources increasing and state reserves projected at approximately **\$3.86 billion**. However, the **\$94.6 million decline in projected Corporate Activity Tax revenue** is something to watch, as CAT supports Student Success Act programs. Overall, the forecast provides some stability heading into future budget planning, but we should continue to take a conservative approach to long-term commitments.

Please let me know if you have any questions or concerns regarding these statements.

Thank you.

Yamhill-Carlton SD
Statement of Revenues Budget Vs. Actual
For the Fiscal Year 2026-2027
As of 08/31/2026

	Adopted 2026-27 Budget	Actual YTD Rev. 8/31/2026	Projected 9/1/2026 Thru 6/30/2027	Total Estimated 2026-27	(Over)/Under Budget
Resources - Revenues					
SSF Funding					
1111 Current Year Property Taxes	\$ 4,665,900	\$ -	4,665,900	\$ 4,665,900	\$ -
1112 Prior Year's Property Taxes	66,626	14,636	51,990	66,626	-
1114 In Lieu of Property Taxes	-	-	-	-	-
1190 Interest on Tax Collections	10,000	1,911	8,089	10,000	-
3101 State School Support Funds	9,788,786	2,447,199	7,341,587	9,788,786	-
3102 SSF - Pr Yr High Cost Disability	-	-	-	-	-
3103 Common Schools	165,768	-	165,768	165,768	-
3199 State Other Unrestricted Grants	-	-	-	-	-
3299 State Grants	-	-	-	-	-
3990 State Other Resources	15,617	-	15,617	15,617	-
Total SSF Funding	14,712,697	2,463,746	12,248,951	14,712,697	-
Other School Support Funding					
4519 Federal Edu Jobs Funding	-	-	-	-	-
4500 Federal SFSF	-	-	-	-	-
Total Other School Support	-	-	-	-	-
Total SSF Revenue	14,712,697	2,463,746	12,248,951	14,712,697	-
Non State School Support Formula Sources					
Local Sources					
1300 Tuition	126,180	-	126,180	126,180	-
1411 Transportation Fees	-	-	-	-	-
1510 Earnings on Investments	244,642	45,124	199,518	244,642	-
1710 Athletic Fees	46,500	-	46,500	46,500	-
1910 Rentals	-	5,751	(5,751)	-	-
1960 Recovery of Prior Year Exp	-	-	-	-	-
1980 Fees Charged to Grants	55,194	-	55,194	55,194	-
1990 Miscellaneous Local Revenue	34,300	-	34,300	34,300	-
Total Non Formula Local Sources	506,816	50,875	455,941	506,816	-
Intermediate Sources					
2000 Intermediate Resources	190,000	-	190,000	190,000	-
Other Sources					
5300 Sale of Fixed Assets	-	-	-	-	-
5400 Beginning Fund Balance	2,676,256	-	2,676,256	2,676,256	-
Total Non SSF Revenue	3,373,072	50,875	3,322,197	3,373,072	-
Total Resources	\$ 18,085,769	\$ 2,514,621	\$ 15,571,148	\$ 18,085,769	\$ -
Less Estimated Requirements (pg 3)				\$ (15,887,371)	
Estimated Ending Fund Balance				\$ 2,198,398	

Yamhill-Carlton SD
Statement of Revenues Budget Vs. Actual
For the Fiscal Year 2026-2027
As of 08/31/2026

Expenditure Functions	Adopted 2026-27 Budget	Actual YTD Exp. 8/31/2026	Projected 9/1/2026 Thru 6/30/2027	Total Estimated 2026-27	(Over)/ Under Budget	% Committed
Instruction						
1111 K-5 Elementary Programs	\$ 1,700,947	\$ 17,416	\$ 1,650,372	\$ 1,667,788	\$ 33,159	98.05%
1113 K-5 Elementary Extracurricular	4,309	-	2,868	2,868	1,441	66.56%
1121 Intermediate Programs	1,579,158	20,796	1,522,726	1,543,523	35,635	97.74%
1122 Intermediate Extracurricular	61,464	-	47,054	47,054	14,410	76.56%
1131 High School Programs	1,932,724	20,475	1,875,754	1,896,229	36,495	98.11%
1132 High School Extracurricular	347,091	-	298,463	298,463	48,628	85.99%
1210 Programs for Talented and Gifted	20,000	53	37	90	19,910	0.45%
1220 Programs for Students w/Severe Disabilities	1,484,581	9,014	1,496,297	1,505,311	(20,730)	101.40%
1250 Special Education	546,047	111	540,601	540,712	5,335	95.52%
1272 Title I	100,396	-	100,396	100,396	-	100.00%
1280 Alternative Programs Credit Recovery	31,910	-	21,911	21,911	9,999	68.67%
1281 Alternative Programs	0	-	0	0	(0)	100.34%
1285 District Alt Programs - Alliance Academy	643,906	17,755	568,873	586,628	57,278	91.10%
1291 English Language Learner ORS 366.079	117,589	-	117,586	117,586	3	100.00%
1400 Summer Programs High School	0	-	0	0	0	1.79%
1410 Summer Programs Elementary	12,300	7,424	3,627	11,052	1,248	0.00%
Total Instruction	8,582,422	93,045	8,246,567	8,339,612	242,810	97.17%
Support Services						
2110 Attendance & Social Work	77,210	-	76,334	76,334	876	98.87%
2115 Student Safety	0	-	0	0	-	100.00%
2120 Guidance Services	201,971	26	312,177	312,203	(110,232)	154.58%
2130 Health Services	50,900	72	22,238	22,310	28,590	43.83%
2140 Psychological Services	0	-	-	-	0	0.00%
2150 Speech Pathology Audiology Services	73,416	-	73,285	73,285	131	99.82%
2190 Student Support Services Direction	126,489	21,343	106,715	128,057	(1,568)	0.00%
2210 Improvement of Instruction Services	8,282	-	7,782	7,782	500	93.96%
2220 Educational Media/Library Services	113,439	1,681	111,758	113,439	-	100.00%
2310 Board of Education Services	154,509	68,169	86,340	154,509	-	100.00%
2320 Executive Administration/Superintendent	447,593	71,293	376,300	447,593	-	100.00%
2410 Office of the Principal Services	1,287,959	171,930	1,116,029	1,287,959	-	100.00%
2520 Fiscal Services	400,413	69,381	331,032	400,413	-	100.00%
2540 Operation & Maintenance of Plant Services	2,185,778	522,291	1,522,280	2,044,571	141,207	93.54%
2550 Student Transportation Services	871,600	34,957	920,375	955,331	(83,731)	109.61%
2573 Internal Services	0	-	-	-	0	0.00%
2640 Staff Services/Human Resources	187,082	56,598	158,807	215,405	(28,323)	115.14%
2660 Technology Services	417,485	59,736	349,609	409,345	8,140	98.05%
2700 Supplemental Retirement Program	0	-	0	0	-	100.00%
Total Support Services	6,604,126	1,077,478	5,571,060	6,648,538	(44,412)	100.67%
Other Requirements						
5200 Transfers to Other Funds	899,221	-	899,221	899,221	-	100.00%
5300 Apportionments	0	-	-	-	0	0.00%
6000 Contingency	1,000,000	-	-	-	1,000,000	0.00%
7000 Unappropriated Ending Fund Balance	1,000,000	-	-	-	1,000,000	0.00%
Total Other Requirements	2,899,221	-	899,221	899,221	2,000,000	31.02%
Total Requirements	\$ 18,085,769	\$ 1,170,522	\$ 14,716,848	\$ 15,887,371	\$ 2,198,399	87.84%

Yamhill-Carlton SD
Statement of Revenues Budget Vs. Actual
For the Fiscal Year 2026-2027
As of 08/31/2026

	Adopted 2026-27 Budget	Actual YTD Rev./Exp. 8/31/2026	Encumbered as of 9/1/2026	Total Est. Incl. Encum. as of 9/1/2026	(Over)/Under Budget
REVENUE					
1510 Investment Earnings	\$ 100	\$ -	\$ -	\$ 14,450	\$ (14,350)
1610 Food Services	14,450	-	14,450	14,450	-
1620 Investment Earnings	-	-	-	-	-
1700 Extracurricular	180,000	-	180,000	180,000	-
1920 Contributions or Donations	-	-	-	-	-
1990 Miscellaneous Local Revenue	38,000	34,949	3,051	38,000	-
1991 Pre School Tuition	-	-	-	-	-
2199 Other Intermediate Resources	-	-	-	-	-
2200 Restricted Intermediate Revenue	-	-	-	-	-
3102 Restricted SSF High Cost Disability	3,000	-	3,000	3,000	-
3200 Restricted State Grant	250,000	-	250,000	250,000	-
3202 Restricted State Farm to School	3,500	-	3,500	3,500	-
3299 Restricted State Grants-In-Aid	1,578,559	-	1,578,559	1,578,559	-
4500 Restricted Federal thru State	721,166	-	721,166	721,166	-
4501 Restricted Federal	-	-	-	-	-
4510 Restricted Federal JPTA	-	-	-	-	-
4511 Restricted Federal Breakfast	-	-	-	-	-
4910 Restricted Federal Commodities	30,000	-	30,000	30,000	-
5200 Transfers	775,221	-	775,221	775,221	-
5400 Beginning Fund Balance	448,731	-	448,731	448,731	-
9770 ASB Beginning Fund Balance	226,500	310,781	(84,281)	226,500	-
TOTAL REVENUE	4,269,227	345,729	3,923,398	4,283,577	(14,350)
EXPENDITURES					
Instruction					
1111 Elementary	\$ 586,113	\$ 770	\$ 585,342	\$ 586,113	\$ -
1113 Elementary Extracurricular	35,833	180	35,653	35,833	-
1121 Intermediate	543,050	8,880	508,088	516,968	26,081
1122 Intermediate Extracurricular	139,833	-	36,183	36,183	103,650
1131 High School Programs	379,842	706	206,556	207,262	172,580
1132 High School Extracurricular	309,058	6,110	141,565	147,675	161,383
1220 Students w/Severe Disabilities	117,500	-	117,500	117,500	0
1250 Students with Disabilities	169,230	-	169,179	169,179	51
1272 Title I Services	221,259	-	293,516	293,516	(72,257)
1260 Early Intervention Services	-	-	-	-	-
1285 Alternative Programs	15,000	-	1,500	1,500	13,500
1290 Other Programs	250,000	1,342	221,104	222,445	27,555
1400 Summer Programs	-	-	-	-	-
Total Instruction	2,766,717	17,988	2,316,185	2,334,173	432,544
Support Services					
2110 Attendance & Social Work	72,660	-	73,137	73,137	(477)
2115 Attendance & Social Work	4,000	4,000	-	4,000	-
2120 Guidance Services	294,252	3,939	241,081	245,020	49,232
2130 Health Services	-	-	-	-	-
2150 Health Services	-	-	-	-	-
2160 Other Student Treatment Services	-	-	-	-	-
2190 Student Support Services Direction	-	-	-	-	-
2210 Student Support Services Direction	-	-	-	-	-
2220 Instructional Support Services	-	-	-	-	-
2230 EIS	3,633	-	3,252	3,252	381
2240 Instructional Support Services	1,009	-	40	40	969
2300 General Administration	-	-	-	-	-
2310 Board of Directors	20,000	1,078	28,923	30,000	(10,000)
2410 School Administration	214,344	36,224	178,118	214,343	1
2520 Fiscal Services	-	86	-	86	(86)
2540 Maintenance Operations	71,237	-	63,243	63,243	7,994
2550 Transportation	-	-	-	-	-

Yamhill-Carlton SD
Statement of Revenues Budget Vs. Actual
For the Fiscal Year 2026-2027
As of 08/31/2026

	Adopted 2026-27 Budget	Actual YTD Rev./Exp. 8/31/2026	Encumbered as of 9/1/2026	Total Est. Incl. Encum. as of 9/1/2026	(Over)/Under Budget
2600 Technology & Records Management	-	-	-	-	-
2640 Staff Management	73,500	6,187	67,313	73,500	-
2700 Supplemental Retirement Programs	223,566	7,269	44,579	51,847	171,719
3100 Enterprise and Community	519,309	6,007	506,913	512,919	6,390
3130 Supplemental Retirement Programs	-	-	-	-	-
Total Support Services	<u>1,497,510</u>	<u>64,789</u>	<u>1,206,599</u>	<u>1,271,388</u>	<u>226,123</u>
5200 Transits	5,000	-	5,000	5,000	-
5300 Transfers	-	-	-	-	-
7000 Unappropriated Ending Fund Balance	-	-	-	-	-
TOTAL EXPENDITURES	<u>\$ 4,269,227</u>	<u>\$ 82,777</u>	<u>\$ 3,527,785</u>	<u>\$ 3,610,562</u>	<u>\$ 658,667</u>

Yamhill-Carlton SD
Statement of Revenues Budget Vs. Actual
For the Fiscal Year 2026-2027
As of 08/31/2026

	Adopted 2026-27 Budget	Actual YTD Rev./Exp. 8/31/2026	Encumbered as of 9/1/2026	Total Est. Incl. Encum. as of 9/1/2026	(Over)/Under Budget
REVENUE					
1111 Current Year Taxes	\$ 963,150	\$ -	\$ 963,150	\$ 963,150	\$ -
1112 Prior Year Taxes	29,300	5,452	23,848	29,300	-
1190 Interest on Property Tax	2,500	600	1,900	2,500	-
1970 Services Provided to Other Funds	-	-	-	-	-
1990 Miscellaneous Revenue	2,368,401	77,219	2,291,182	2,368,401	-
5200 Transfers	129,000	-	129,000	129,000	-
5400 Beginning Fund Balance	758,705	-	-	-	758,705
TOTAL REVENUE	4,251,056	83,271	3,409,080	3,492,351	758,705
EXPENDITURES					
5110 Principal/Interest	3,370,421	69,600	3,300,821	3,370,421	-
5200 Transits	-	-	-	-	-
5300 Transfers	-	-	-	-	-
6000 Contingency	880,635	-	880,635	880,635	-
7000 Unappropriated Ending Fund Balance	-	-	-	-	-
TOTAL EXPENDITURES	\$ 4,251,056	\$ 69,600	\$ 4,181,456	\$ 4,251,056	\$ -

Yamhill-Carlton SD
Statement of Revenues Budget Vs. Actual
For the Fiscal Year 2026-2027
As of 08/31/2026

Source	Adopted 2026-27 Budget	Actual YTD Rev./Exp. 8/31/2026	Encumbered as of 9/1/2026	Total Est. Incl. Encum. as of 9/1/2026	(Over)/Under Budget
REVENUE					
1130 Construction Excise Tax Revenue	\$ 150,000	\$ 26,192	\$ 123,808	\$ 150,000	\$ -
1510 Investment Earnings	-	-	-	-	-
1990 Miscellaneous Local Revenue	-	3,346	(6,692)	(3,346)	3,346
5200 Transfers from Other Funds	-	-	-	-	-
5400 Beginning Fund Balance	1,440,586	-	1,440,586	1,440,586	-
TOTAL REVENUE	1,590,586	29,538	1,557,703	1,587,241	3,346
EXPENDITURES					
Facility Acquisition and Construction					
2540 Building Acquisition	740,586	-	45,743	45,743	694,843
4150 Building Construction/Improvement	850,000	162,908	68,993	231,900	618,100
Total Facility Acquisition	1,590,586	162,908	114,735	277,643	1,312,943
6100 Contingency	-	-	-	-	-
7000 Unappropriated Ending Fund Balance	-	-	-	-	-
TOTAL EXPENDITURES	\$ 1,590,586	\$ 162,908	\$ 114,735	\$ 277,643	\$ 1,312,943

Yamhill-Carlton SD
Statement of Revenues Budget Vs. Actual
For the Fiscal Year 2026-2027
As of 08/31/2026

Source	Adopted 2026-27 Budget	Actual YTD Rev./Exp. 8/31/2026	Encumbered as of 9/1/2026	Total Est. Incl. Encum. as of 9/1/2026	(Over)/Under Budget
REVENUE					
1510 Investment Earnings	\$ 2,400	\$ -	\$ 2,400	\$ 2,400	\$ -
1920 Contributions or Donations	6,500	-	6,500	6,500	-
1990 Miscellaneous Local Revenue	-	-	-	-	-
5200 Transfers from Other Funds	-	-	-	-	-
5400 Beginning Fund Balance	69,000	-	69,000	69,000	-
TOTAL REVENUE	77,900	-	77,900	77,900	-
EXPENDITURES					
Instruction					
1300 Tuition	77,900	-	-	-	77,900
Total Instruction	77,900	-	-	-	77,900
5200 Transits	-	-	-	-	-
5300 Transfers	-	-	-	-	-
6000 Unforeseen Expenditures	-	-	-	-	-
7000 Unappropriated Ending Fund Balance	-	-	-	-	-
TOTAL EXPENDITURES	\$ 77,900	\$ -	\$ -	\$ -	\$ 77,900

Yamhill-Carlton SD
Statement of Revenues Budget Vs. Actual
For the Fiscal Year 2026-2027
As of 08/31/2026

Expenditure by Object	Adopted 2026-27 Budget	Actual YTD Exp. 8/31/2026	Projected 9/1/2026 Thru 6/30/2027	Total Estimated 2026-27	(Over)/ Under Budget	% Committed
100 General Fund						
01 Salaries	\$ 7,531,230	\$ 337,343	\$ 6,976,189	\$ 7,313,532	\$ 217,698	97.11%
02 Associated Payroll Cost	3,868,304	175,176	3,563,329	3,738,505	129,799	96.64%
03 Purchased Services	2,688,970	191,694	2,373,587	2,565,281	123,689	95.40%
04 Supplies	629,134	111,868	517,266	629,134	-	100.00%
05 Capital Outlay	34,342	-	12,827	12,827	21,515	37.35%
06 Other Objects	434,568	354,441	34,885	389,326	45,242	89.59%
07 Transfers	899,221	-	899,221	899,221	-	100.00%
08 Other Uses of Funds (Reserves)	2,000,000	-	2,000,000	2,000,000	-	100.00%
Total 100 General Fund	18,085,769	1,170,522	16,377,304	17,547,826	537,943	97.03%
200 Special Revenue Funds						
01 Salaries	1,589,132	29,688	1,294,265	1,323,953	265,179	83.31%
02 Associated Payroll Cost	1,044,216	21,334	868,922	890,256	153,960	85.26%
03 Purchased Services	150,161	9,749	84,141	93,891	56,270	62.53%
04 Supplies	1,455,908	21,919	815,580	837,499	618,409	57.52%
05 Capital Outlay	20,310	-	20,310	20,310	-	100.00%
06 Other Objects	4,500	86	4,414	4,500	-	100.00%
07 Transfers	5,000	0	5,000	5,000	-	0.00%
08 Other Uses of Funds (Reserves)	0	0	0	0	(0)	100.00%
Total 100 General Funds	4,269,227	82,776	3,092,633	3,175,410	1,093,817	74.38%
300 Debt Services Funds						
02 Associated Payroll Cost	\$ 848,935	-	848,935	848,935	-	0.00%
06 Other Objects	2,521,486	69,600	2,451,886	2,521,486	-	0.00%
08 Other Uses of Funds (Reserves)	880,635	-	880,635	880,635	-	0.00%
Total 300 Debt Services Funds	4,251,056	69,600	4,181,456	4,251,056	-	100.00%
400 Capital Projects Funds						
03 Purchased Services	\$ -	\$ -	-	-	-	0.00%
05 Capital Outlay	1,590,586	162,908	1,427,678	1,590,586	-	0.00%
06 Other Objects	-	-	-	-	-	0.00%
Total 400 Capital Projects Funds	1,590,586	162,908	1,427,678	1,590,586	-	100.00%
700 Trust Funds						
03 Purchased Services	\$ 77,900	\$ -	3,895	3,895	74,005	-
08 Other Uses of Funds (Reserves)	-	-	-	-	-	0.00%
Total 700 Trust Funds	77,900	-	3,895	3,895	74,005	5.00%
Total Requirements	\$ 28,274,538	\$ 1,485,806	\$ 25,082,967	\$ 26,568,773	\$ 1,705,765	

Yamhill-Carlton SD
For the Fiscal Year 2026-2027
As of 08/31/2026

Appropriations		Adopted Budget	Working Budget	YTD	Encumbrance	YTD + Enc	Adopted Budget less YTD + Enc
General Fund	100						
Instruction	1000	8,582,422	8,582,422	93,044	7,753,379	7,846,423	735,999
Support Services	2000	6,604,126	6,604,126	1,077,478	5,176,141	6,253,619	350,507
	4000	-	-	-	-	-	-
Transfers	5200	899,221	899,221	-	-	-	899,221
		16,085,769	16,085,769	1,170,522	12,929,520	14,100,042	1,985,727
Apportionments	5300	-	-	-	-	-	-
Contingency	6000	1,000,000	1,000,000	-	-	-	1,000,000
		17,085,769	17,085,769	1,170,522	12,929,520	14,100,042	2,985,727
	7000	1,000,000	1,000,000	-	-	-	1,000,000
General Fund		18,085,769	18,085,769	1,170,522	12,929,520	14,100,042	3,985,727
Special Revenue Fund	200						
Instruction	1000	2,766,717	2,766,717	17,988	1,260,983	1,278,971	1,487,746
Support Services	2000	978,201	978,201	58,782	403,857	462,639	515,562
Community Services	3000	519,309	519,309	6,007	440,592	446,598	72,711
Transfers	5200	5,000	5,000	-	-	-	5,000
		4,269,227	4,269,227	82,777	2,105,432	2,188,208	2,081,019
Apportionments	5300	-	-	-	-	-	-
Contingency	6000	-	-	-	-	-	-
		4,269,227	4,269,227	82,777	2,105,432	2,188,208	2,081,019
	7000	-	-	-	-	-	-
Special Revenue Fund		4,269,227	4,269,227	82,777	2,105,432	2,188,208	2,081,019
Debt Services Fund	300						
Debt Services	5100	3,370,421	3,370,421	69,600	1,135,350	1,204,950	2,165,471
		3,370,421	3,370,421	69,600	1,135,350	1,204,950	2,165,471
Apportionments	5300	-	-	-	-	-	-
Contingency	6000	880,635	880,635	-	-	-	880,635
		4,251,056	4,251,056	69,600	1,135,350	1,204,950	3,046,106
	7000	-	-	-	-	-	-
Debt Services Fund		4,251,056	4,251,056	69,600	1,135,350	1,204,950	3,046,106
Capital Projects Fund	400						
Instruction	1000	-	-	-	-	-	-
Support Services	2000	740,586	740,586	-	-	-	740,586
Facilities Acquisitions	4000	850,000	850,000	162,908	218,242	381,149	468,851
Transfers	5200	-	-	-	-	-	-
		1,590,586	1,590,586	162,908	218,242	381,149	1,209,437
Apportionments	5300	-	-	-	-	-	-
Contingency	6000	-	-	-	-	-	-
		1,590,586	1,590,586	162,908	218,242	381,149	1,209,437
	7000	-	-	-	-	-	-
Capital Projects Fund		1,590,586	1,590,586	162,908	218,242	381,149	1,209,437
Trust and Agency Funds	700						
Instruction	1000	77,900	77,900	-	-	-	77,900
Transfers	5200	-	-	-	-	-	-
		77,900	77,900	-	-	-	77,900
Apportionments	5300	-	-	-	-	-	-
Contingency	6000	-	-	-	-	-	-
		77,900	77,900	-	-	-	77,900
	7000	-	-	-	-	-	-
Trust and Agency Funds		77,900	77,900	-	-	-	77,900
All Funds							
Instruction	1000	11,427,039	11,427,039	111,032	9,014,361	9,125,394	2,301,645
Support Services	2000	8,322,913	8,322,913	1,136,260	5,579,998	6,716,258	1,606,655
Community Services	3000	519,309	519,309	6,007	440,592	446,598	72,711
Facilities Acquisitions	4000	850,000	850,000	162,908	218,242	381,149	468,851
Debt Services	5100	3,370,421	3,370,421	69,600	1,135,350	1,204,950	2,165,471
Transfers	5200	904,221	904,221	-	-	-	904,221
		25,393,903	25,393,903	1,485,807	16,388,543	17,874,349	7,519,554
Apportionments	5300	-	-	-	-	-	-
Contingency	6000	1,880,635	1,880,635	-	-	-	1,880,635
		27,274,538	27,274,538	1,485,807	16,388,543	17,874,349	9,400,189
Unappropriated & Reser	7000	1,000,000	1,000,000	-	-	-	1,000,000
All Funds		28,274,538	28,274,538	1,485,807	16,388,543	17,874,349	10,400,189

Yamhill-Carlton SD
BALANCE SHEET ALL ACCOUNTS
August 31, 2026

ASSETS

Cash in Bank (AP) - Checking	1,018,905	
Cash in the Bank (Student Body) - Checking	576,926	* * *
Petty Cash - Café	50	
Cash w/Fiscal Agents	369,268	
Cafeteria Account	11,716	
Investments LGIP	7,334,436	
Taxes Receivable	219,968	
Account Receivable - GASB	24,509	
Interfund Accounts Receivable	-	
Intergovernmental A/R Prior Year	(32,331)	
Intergovernmental Accounts Receivable	-	
Inventories for Nutrition Services	11,288	
Prepaid Expenses	(2,849)	
ASB Fund Balance	(562,708)	* *
<hr/>		
Total Current Assets	\$ 8,969,179	

LIABILITIES AND NET EQUITY

Liabilities:		
Accounts Payable	(411)	
Salaries Payable	-	
Payroll Federal Deductions Payable	-	
Payroll State Deductions Payable	(1,181)	
FICA / Medicare Withholding	-	
PERS Payable	(11,641)	
Payroll Volunteer Deduction Payable	-	
Payroll Direct Deposit Payable	-	
Employer Paid Benefit	(113,108)	
W/C Liberty NW	29,120	
W/C OR Assessment	(284)	
Deferred Property Tax Revenues	(235,985)	
Payroll Flex Plan Payable	-	
Deposit Payable	-	
<hr/>		
Total Liabilities	\$ (333,489)	
<hr/>		
Total Assets - Liabilities	\$ 8,635,690	
<hr/>		
Net Equity	\$ 8,635,690	*
<hr/>		
Rounded	Variance	-

* Financials without Audit Adjustments

Note: The totals tie out correctly, and negative balances represent timing or accrual adjustments that will resolve with the final audit.

Yamhill-Carlton School District No. 1

Reprint Check Listing

Fiscal Year: 2026-2027

Criteria:

Bank Account: COLUMBIA BANK 2403

From Date: 08/01/2026

To Date: 08/31/2026

From Check:

To Check:

From Clear Date:

To Clear Date:

From Voucher:

To Voucher:

Types: ☒ Expense ☒ Manual ☐ Payroll ☐ Payroll Deductions ☒ Other Disbursements

* Indicates gap in check sequence

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
63175	08/11/2026	AGParts Worldwide, Inc.	\$786.70	1034	Printed	Expense	☒	08/31/2026	
63176	08/11/2026	City of Yamhill	\$18,940.10	1034	Printed	Expense	☒	08/31/2026	
63177	08/11/2026	Davison Auto Parts	\$291.63	1034	Printed	Expense	☒	08/31/2026	
63178	08/11/2026	GENERATION GENIUS INC	\$1,395.00	1034	Printed	Expense	☒	08/31/2026	
63179	08/11/2026	JOSTENS	\$19.70	1034	Printed	Expense	☒	08/31/2026	
63180	08/11/2026	Lowes Companies Inc	\$306.26	1034	Printed	Expense	☒	08/31/2026	
63181	08/11/2026	MIAPLAZA, INC	\$5,150.00	1034	Printed	Expense	☒	08/31/2026	
63182	08/11/2026	OSPA	\$298.00	1034	Printed	Expense	☒	08/31/2026	
63183	08/11/2026	STRUCTURED COMMUNICATIONS SYSTEMS INC	\$6,644.04	1034	Printed	Expense	☒	08/31/2026	
63184	08/11/2026	T AND E GENERAL STORE	\$108.03	1034	Printed	Expense	☒	08/31/2026	
63185	08/11/2026	TOM STEVENS BOILER REPAIR, INC	\$1,070.00	1034	Printed	Expense	☒	08/31/2026	
63186	08/14/2026	Accountable Exteriors	\$63,354.18	1046	Printed	Expense	☒	08/31/2026	
63187	08/14/2026	C & D Landscape Services Co.	\$1,300.00	1046	Printed	Expense	☒	08/31/2026	
63188	08/14/2026	Camacho Sealcoating LLC	\$26,098.00	1046	Printed	Expense	☒	08/31/2026	
63189	08/14/2026	Davison Auto Parts	\$219.13	1046	Printed	Expense	☒	08/31/2026	
63190	08/14/2026	JACKRIS PUBLISHING LLC	\$968.00	1046	Printed	Expense	☒	08/31/2026	
63191	08/14/2026	Manage 1 to 1	\$1,658.50	1046	Printed	Expense	☒	08/31/2026	
63192	08/14/2026	PORTLAND GENERAL ELECTRIC	\$11,173.87	1046	Printed	Expense	☒	08/31/2026	
63193	08/14/2026	RECOLOGY WESTERN OREGON GARBAGE	\$1,868.27	1046	Printed	Expense	☒	08/31/2026	
63194	08/14/2026	RODDA PAINT CO	\$291.35	1046	Printed	Expense	☒	08/31/2026	
63195	08/14/2026	TOM STEVENS BOILER REPAIR, INC	\$4,940.00	1046	Printed	Expense	☒	08/31/2026	
63196	08/14/2026	VIRCO INC	\$4,633.20	1046	Printed	Expense	☒	08/31/2026	

Yamhill-Carlton School District No. 1

Reprint Check Listing

Fiscal Year: 2026-2027

Criteria:

Bank Account: COLUMBIA BANK 2403

From Date: 08/01/2026

To Date: 08/31/2026

From Check:

To Check:

From Clear Date:

To Clear Date:

From Voucher:

To Voucher:

Types: ☒ Expense ☒ Manual ☐ Payroll ☐ Payroll Deductions ☒ Other Disbursements

* Indicates gap in check sequence

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
63197	08/14/2026	WHA INSURANCE AGENCY INC	\$28,651.00	1046	Printed	Expense	☒	08/31/2026	
63198	08/14/2026	Wilco	\$200.96	1046	Printed	Expense	☒	08/31/2026	
63199	08/14/2026	Ziply Fiber	\$926.79	1046	Printed	Expense	☒	08/31/2026	
63200	08/18/2026	Columbia Bank -CC	\$3,992.71	1047	Printed	Expense	☒	08/31/2026	
63201	08/18/2026	City of Carlton	\$2,005.25	1048	Printed	Expense	☒	08/31/2026	
63202	08/18/2026	Davison Auto Parts	\$80.14	1048	Printed	Expense	☒	08/31/2026	
63203	08/18/2026	SAFEGUARD BUSINESS SYSTEMS	\$303.70	1048	Printed	Expense	☒	08/31/2026	
63204	08/18/2026	TRAFERA HOLDINGS, LLC	\$10,242.00	1048	Printed	Expense	☐		
* 63206	08/26/2026	Armor Zone Athletics LLC	\$525.00	1051	Printed	Expense	☐		
63207	08/26/2026	Georgies Ceramic and Clay	\$1,031.33	1051	Printed	Expense	☐		
63208	08/26/2026	Healy Awards	\$889.19	1051	Printed	Expense	☐		
63209	08/26/2026	MYSTERY SCIENCE INC	\$8,880.00	1051	Printed	Expense	☐		
63210	08/26/2026	OSAA	\$4,200.00	1051	Printed	Expense	☐		
63211	08/26/2026	OSBA LEGAL ASSISTANCE TRUST	\$800.00	1051	Printed	Expense	☐		
63212	08/26/2026	PACIFIC OFFICE AUTOMATION LEASE DIRECT	\$1,550.00	1051	Printed	Expense	☐		
63213	08/26/2026	RECOLOGY WESTERN OREGON GARBAGE	\$1,337.28	1051	Printed	Expense	☐		
63214	08/26/2026	RODDA PAINT CO	\$274.37	1051	Printed	Expense	☐		
63215	08/26/2026	SALEM SOCCER REFEREES ASSOC.	\$3,726.72	1051	Printed	Expense	☐		
63216	08/26/2026	SYSCO FOOD SERVICES	\$501.31	1051	Printed	Expense	☐		
63217	08/26/2026	Brockman Painting	\$10,050.00	1055	Printed	Expense	☒	08/31/2026	
Total Amount:			\$231,681.71						

Yamhill-Carlton School District No. 1

Reprint Check Listing

Fiscal Year: 2026-2027

Criteria:

Bank Account: COLUMBIA BANK 2403

From Date: 08/01/2026

To Date: 08/31/2026

From Check:

To Check:

From Clear Date:

To Clear Date:

From Voucher:

To Voucher:

Types: ☒ Expense ☒ Manual ☐ Payroll ☐ Payroll Deductions ☒ Other Disbursements

Other Disbursements

Date	BankName	Account	Amount	Memo	Clear Date
8/10/2026	COLUMBIA BANK	2403	1,728.01	Direct Voucher Posting	8/31/2026
8/14/2026	COLUMBIA BANK	2403	1,191.66	Direct Voucher Posting	8/31/2026
8/12/2026	COLUMBIA BANK	2403	4,925.52	Direct Voucher Posting	8/31/2026
8/17/2026	COLUMBIA BANK	2403	5,171.03	Direct Voucher Posting	8/31/2026
8/12/2026	COLUMBIA BANK	2403	10,001.79	Direct Voucher Posting	8/31/2026
8/26/2026	COLUMBIA BANK	2403	53.22	Direct Voucher Posting	8/31/2026
8/26/2026	COLUMBIA BANK	2403	125.28	Direct Voucher Posting	8/31/2026
8/28/2026	COLUMBIA BANK	2403	41,072.04	Direct Voucher Posting	8/31/2026
8/27/2026	COLUMBIA BANK	2403	66.82	Direct Voucher Posting	8/31/2026
8/3/2026	COLUMBIA BANK	2403	5,159.14	Direct Voucher Posting	8/31/2026
8/14/2026	COLUMBIA BANK	2403	98.94	Direct Voucher Posting	8/31/2026
8/14/2026	COLUMBIA BANK	2403	3,284.74	Direct Voucher Posting	8/31/2026
8/20/2026	COLUMBIA BANK	2403	1,488.24	Direct Voucher Posting	8/31/2026
8/11/2026	COLUMBIA BANK	2403	139,470.49	Direct Voucher Posting	8/31/2026
8/14/2026	COLUMBIA BANK	2403	4,903.08	Direct Voucher Posting	8/31/2026
8/14/2026	COLUMBIA BANK	2403	135,133.08	Direct Voucher Posting	8/31/2026
8/14/2026	COLUMBIA BANK	2403	46,375.60	Direct Voucher Posting	8/31/2026
8/14/2026	COLUMBIA BANK	2403	12,967.16	Direct Voucher Posting	8/31/2026
8/14/2026	COLUMBIA BANK	2403	2,194.61	Direct Voucher Posting	8/31/2026

Yamhill-Carlton School District No. 1

Reprint Check Listing

Fiscal Year: 2026-2027

Criteria:

Bank Account: COLUMBIA BANK 2403

From Date: 08/01/2026

To Date: 08/31/2026

From Check:

To Check:

From Clear Date:

To Clear Date:

From Voucher:

To Voucher:

Types: ☒ Expense ☒ Manual ☐ Payroll ☐ Payroll Deductions ☒ Other Disbursements

Other Disbursement Total: 415,410.45

Report Total Amount: \$647,092.16

End of Report



Mary Brown <brownm@ycschools.org>

Update

1 message

Christine Zook <zookc@ycschools.org>

Mon, Aug 31, 2026 at 2:03 PM

To: Susan Fitzgerald <fitzgerald.susan263@gmail.com>, Erin Galyean <galyeane@ycschools.org>, Jajetta Dumdi <dumdij@ycschools.org>, Buzz & Shelly Ready <thereadys5@gmail.com>, Mary Brown <brownm@ycschools.org>, Clint Raever <raeverc@ycschools.org>

Dear Board Director, YC Superintendent and members of the YC School Board,

I am writing this letter to inform you of my decision to resign from the board of directors of Yamhill Carlton School District. Due to personal and family obligations, I am unable to devote the time necessary to effectively carry out my duties to the board. I apologize for the extra load my absences have placed on my fellow board members. This resignation is effective immediately. Thank you for your understanding and for the opportunity to serve with you this past year. YC will always be special to me and I wish you all the best.

Sincerely,

Chris Zook

PROCESS FOR FILLING BOARD VACANCY DISCUSSION/ACTION

SUPERINTENDENT'S RECOMMENDATION:

Begin the process to appoint a replacement to fill the position of Board Director, Chris Zook, vacant as of August 31, 2026.

BACKGROUND:

On August 31, 2026, Director Chris Zook submitted her resignation, creating a vacancy in Position 1 on the Yamhill Carlton Board of Directors.

The timeline proposed to fill the vacancy is as follows:

- September 8: Declare the position vacant, discuss and approve the process
- September 9: Open and advertise the position
- October 8: Deadline for applications
- October 15: Interview applicants and appoint new member to the Board

The appointee will finish the remainder of the previous director's term. In order to continue in the position, the Director would need to run for the office in the May 2029 election.



YAMHILL CARLTON SCHOOL DISTRICT

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

The Yamhill Carlton School District is seeking applications for interim School Board member, position #1. The interim term runs November 10, 2026 through June 30, 2029. If an applicant desires to remain in position #1 beyond June 30, 2029, they must file for election by the statutory deadline through the Yamhill County Elections Department. This is a public election; there is no guarantee that the interim appointee will be elected by the public.

QUALIFICATIONS:

1. Resident of the District for at least one year as of October 1, 2026.
2. Qualified voter of the district.
3. Not an employee of the district.
4. Attend the October 15, 2026 School District Board meeting in person and participate in the selection process.

TO APPLY:

In order to be considered, a letter of application must be received by the deadline of noon on October 8, 2026 and include all of the following information:

- Applicant's name as it appears on the voter registration record.
- Applicant's date of birth (for voter registration verification).
- Applicant's home address.
- Applicant's email address.
- Applicant's telephone number.
- Applicant's qualifications for the position.
- Answers to the following questions:
 - Why do you want to serve on the Yamhill Carlton School Board at this time?
 - What special skills, interests, experience, and perspectives do you have that will contribute to the board?
 - Effective board members must engage in a variety of relationships; for example, with the superintendent, staff, other board members, parents, and the community. How do you perceive a board member's relationship with each of these?
 - Looking ahead to the end of your appointment in June 2029, what do you think will be the two most difficult issues facing the school district, and what would you do to address them?
 - How do you define student success in education for all students?
 - Describe a time you worked with people who held different views. How do you listen, contribute, and move the work forward?
 - Are you interested in the position only until the end of the interim term (Jun 30, 2029) or do you plan to run for a four-year term?

APPLICATION SUBMISSION METHODS

Applications may be submitted in any of the following ways:

1. U.S. Mail to Yamhill Carlton School District, Attention: Mary Brown, 120 N Larch Place, Yamhill OR 97148
2. Hand delivery to the Yamhill Carlton School District
3. Email attachment to Mary Brown at brownm@ycschools.org

APPLICATION DEADLINE – October 8, 2026

In order to be considered, applications must include *all* of the requested information and be *received* by noon on Thursday, October 8, 2026. Applicants bear sole responsibility for ensuring that their applications are complete and submitted on time.

SELECTION PROCESS:

The selection process will be conducted in a public meeting of the School Board on Thursday, October 15, 2026. Applicants are required to attend the meeting and participate in the selection process; failure to attend and/or participate will eliminate an applicant from further consideration.

For More Information: Contact Mary Brown at brownm@ycschools.org or 503-852-6980.

Posted: District Website, ParentSquare, Facebook

Date: September 9, 2026

2026-2027 Board Goals

1. To ensure that the Board's priority and focus are on student learning and student success in alignment with the district's strategic goals, the board will:
 - a. Review a comprehensive report on data related to math, reading, and Tigers on Track from each building principal quarterly.
2. Develop and adopt a comprehensive, community-informed strategic plan that establishes a clear vision and priorities for the future of Yamhill Carlton School District and provides a framework for aligning district resources, improvement efforts, and decision-making around student success.
3. To foster meaningful, two-way partnerships between the school district and the broader community to enhance student success, build trust, and promote shared responsibility in education, the board will:
 - a. Increase transparent communication and active collaboration by the board's participation in school and community events.
 - b. Implement a 'Did You Know' campaign.
4. To ensure all district facilities are safe, well-maintained, and strategically managed to support high-quality learning environments, operational efficiency, and long-term sustainability, the board will:
 - a. Monitor the progress of completed achievements of the current plan.
 - b. Identify maintenance needs, safety upgrades, and modernization opportunities.
 - c. Assess the original long range facility plan.

Yamhill-Carlton School District 1

Code: **IKF**
Adopted: 10/09/06
Revised/Readopted: 4/14/08; 2/13/12; 4/09/20;
12/02/21; 2/08/23; 3/13/25

Graduation Requirements

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. In foster care¹;
2. Experiencing house lessness²;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;
or
7. Enrolled in an approved recovery school under ORS 336.680³.

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

¹ "Foster child" is defined in ORS 30.297.

² See OAR 581-022-2000 for additional information.

³ Applies to high school diplomas awarded on or after January 1, 2026.

⁴ "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts⁵ (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 units of US Civics⁶ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and financial literacy⁷);
5. One credit in health education;
6. One credit in physical education;
7. Three credits in career and technical education, the arts or world languages⁸ (units shall be earned in any one or a combination);
8. One-half credit of higher education and career path skills⁹; and
9. One-half credit of personal financial education¹⁰;

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

⁵ "Language arts" includes reading, writing and other communications in any language, including English.

⁶ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁷ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

⁸ "World languages" includes sign language, heritage languages and languages other than a student's primary language.

⁹ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹⁰ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

To receive a diploma, in addition to credit requirements outlined above, a student must:

1. Demonstrate proficiency in the essential skills of reading, writing and apply mathematics in a variety of settings¹¹;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

Honors Diploma

In addition to the Standard Diploma, Yamhill Carlton High School offers an Honors Diploma. The Honors Diploma recognizes the student who pursues a more rigorous course load throughout their four years of high school. To qualify for the honors diploma, students must maintain a 3.5 cumulative GPA and complete 27 credits with the following requirements:

1. Four credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts (shall include the equivalent of one unit in written composition);
3. Four credits in science;
4. Three credits in social sciences (including history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education;
7. Three credits in career and technical education, the arts or world languages (units shall be earned in any one or a combination); and
8. One-half credit of higher education and career path skills;
9. One-half credit of personal financial education; and
10. Complete three of the specialty categories from the following list:

Mathematics	5 Credits including Calculus or Statistics
Science	4 Credits – <i>If 3 Credits, must be Biology I and above, not CTE</i>
Foreign Languages	4 Credits

¹¹ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

Adv. Humanities	2 of the following; Adv. English, Adv. US History, History Through Film or Veteran's Legacies. (<i>earning college credit not required</i>)
Fine and Performing Arts	4 credits of any combination of Theater, Music or Visual Arts
CTE	4 credits include agriculture, rocketry, and manufacturing

Distinguished Diploma

Yamhill Carlton High School also offers a Distinguished Diploma. The Distinguished Diploma recognizes the student who pursues a more rigorous course load than is required by the Honors Diploma throughout their four years of high school. All Valedictorians must meet the requirements of the Distinguished Diploma. A Distinguished Diploma will be awarded to students in grades 9 through 12 who maintain a 3.5 cumulative GPA complete a minimum of 28 credits which include at least:

1. Four credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts (shall include the equivalent of one unit in written composition);
3. Four credits in science;
4. Three credits in social sciences (including history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education;
7. Four credits in career and technical education, the arts or world languages (units shall be earned in any one or a combination);
8. One-half credit of higher education and career path skills;
9. One-half credit of personal financial education; and
10. Complete 4 of the specialty categories from the following list:

Mathematics	5 Credits including Calculus or Statistics
Science	4 Credits – <i>If 3 Credits, must be Biology I and above, not CTE</i>
Foreign Languages	4 Credits
Adv. Humanities	2 of the following; Adv. English, Adv. US History, History Through Film or Veteran's Legacies. (<i>earning college credit not required</i>)
Fine and Performing Arts	4 credits of any combination of Theater, Music or Visual Arts
CTE	4 credits include agriculture, rocketry, and manufacturing

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must¹¹:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education;
7. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination);
8. One-half credit in personal financial education; and
9. One-half credit in higher education and career path skills

¹¹ The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Demonstrate proficiency in the essential skills of reading, writing and apply mathematics in a variety of settings¹²;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).
4. Complete a senior project which will be modified to the student's needs.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment.
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified statewide assessment.

A student's school team (which must include an adult student, parent/guardian of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

¹² The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide local performance assessment options as described in the *Local Performance Assessment Manual*, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Essential Skills Appeal

The district will follow Board policy KL - Public Complaints in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom, and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and
 - g. One credit in the arts or a world language; and
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;

- b. A medical condition that creates a barrier to achievement; or
- c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide to the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Certificate of Attendance

A Certificate of Attendance¹³ will be awarded to students who:

1. Have maintained regular full-time attendance for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history¹⁴.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, extended diplomas, at each high school in the district. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified diploma or extended diploma requirements.

¹³ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

¹⁴ "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in the later of 4 years after starting the ninth grade, or until the student reaches the age of 21 if the student is entitled to a public education until the age of 21 under state or federal law.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or certificate of attendance is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of

Education's Opt-out Form¹⁵ and submitting the form to the district.

The district will issue a high school diploma to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

[ORS 329.007](#)
[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 336.585](#)
[ORS 336.590](#)

[ORS 339.115](#)
[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-0102](#)
[OAR 581-022-2000](#)
[OAR 581-022-2005](#)

[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON DEPARTMENT OF EDUCATION.

Cross Reference(s):

IKFA - Early Graduation
IL - Assessment Program

¹⁵ Oregon Department of Education page for: [30-day notice and opt-out form](#)

Yamhill-Carlton School District 1

Code: BBAA
Adopted: 5/08/17
Revised/Readopted: 1/09/20, 9/8/26

Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is in a meeting which is being held in accordance with Oregon's Public Meetings Law. A Board member has the authority to act in the name of the Board only when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business.

When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

Board members may speak on behalf of the Board or district only when specifically authorized to do so. Any other statements do not represent the position of the Board or district. When expressing personal opinions in public, Board members are encouraged to clearly identify the opinions as their own.

All Board members shall maintain awareness of relevant district information and participate in Board functions and professional Board development activities.

All members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Records

Any individual Board member who desires a copy of an existing record may make such a request to the superintendent. Requests involving confidential records or significant staff time will be referred to the Board for approval.

2. Requests for Legal Opinions

Requests for legal advice or opinions by a Board member that will incur a cost for the district must be approved by a majority vote of the Board before the request is made to legal counsel. The Board chair is authorized to obtain legal advice or opinions if advantageous to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to a Board Member

When a Board member receives complaints or requests for action from staff, students or members of the public, the Board member will direct the staff, students, members of the public to the public complaint policy Board policy KL – Public Complaints. Such information will be conveyed to the superintendent. An individual Board member is not authorized to independently act on complaints.

4. Board Member's Communication with Administration

No individual Board member may direct the superintendent or other staff to action without Board authorization. No Board member will intervene in the administration of the district or its schools.

5. Contracts or Agreements

All district contracts must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

6. Visits to Schools

A Board members may visit schools in accordance with Board policy BG – Board–Staff Communications.

7. Public Meetings Law

All Board members will comply with Public Meetings Law, including participating in an approved¹ training at least once during each term of office.

8. Mandatory Reporting

A Board member having reasonable cause to believe that any child with whom the Board member comes in contact has suffered abuse or that any person with whom the Board member comes in contact has abused a child shall immediately make an oral report or cause an oral report be made to Department of Human Services² or local law enforcement.

9. Oregon Ethics Laws

All Board members will adhere to Oregon Government Ethics laws, including filing the statement of economic interest as required by Oregon Revised Statute (ORS) 244.

10. Confidential Information

All Board members will not disclose confidential information received as part of Board service.

11. Other Laws, Policies, Agreements and Procedures

All Board members will follow all laws, Board policies, working agreements, and any other procedures established by the district.

END OF POLICY

Legal Reference(s):

[ORS 192.311 – 192.478](#)
[ORS 192.610 – 192.705](#)
[ORS Chapter 244](#)

[ORS 332.045](#)
[ORS 332.055](#)
[ORS 332.057](#)

[ORS 332.075](#)
[ORS 332.107](#)
[ORS 419B.010](#)

¹ Approved by the Oregon Government Ethics Commission.

² (855) 503-SAFE (7233)

38 OR. ATTY. GEN. OP. 1995 (1978)

S. Benton Educ. Ass'n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

Evaluation of the Superintendent

The Board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be based on the superintendent's job description, any applicable standards of performance, Board policy and progress in attaining any goals for the year established by the superintendent and/or the Board.

Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussion and conferences with and about the superintendent and his/her performance will be conducted in an executive session, unless the superintendent requests a session open to the public.¹ Such an executive session will not include a general evaluation of any district goal, objective or operation or of any directive to personnel concerning district goals, objectives, operations or programs. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the Board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the superintendent's performance remains unsatisfactory, the Board may dismiss or non-renew the superintendent pursuant to Board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedent over this policy.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)
[ORS 332.107](#)

[OAR 199-040-0027](#)
[OAR 199-040-0030](#)

[OAR 581-022-2405](#)

Hanson v. Culver Sch. Dist. (FDAB 1975).

¹ Notice must be provided to the superintendent in accordance with OAR 199-0040-0030. The superintendent must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

- a. Identification of the Board;
- b. The time, date and location of the meeting;
- c. The purpose for which the Board proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the Board will be reviewing and evaluating the performance of the superintendent; and
- d. Information on how the superintendent may make a request for an open hearing.

Cross Reference(s):

BDC - Executive Sessions

CB - Superintendent

CBA - Qualifications and Duties of the Superintendent

Yamhill-Carlton School District 1

Code: **GBA**
Adopted: 10/09/06
Revised/Readopted: 4/14/08; 2/27/12; 5/08/17;
4/09/20; 12/02/21; 9/08/26

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race¹, color, religion, sex, sexual orientation, gender identity, national origin, marital status, pregnancy, childbirth or a related medical condition, age, veterans' status, service in a uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The district administers preference in hiring or promotion decisions in accordance with Oregon law for applicants claiming preference as a veteran, disabled veteran, state servicemember or former state servicemember.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act and the Americans with Disabilities Act Amendments Act (ADA), and Section 504 of the Rehabilitation Act. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be communicated to all students, parents of students and employees through handbooks and will be published on the district website.

The superintendent will develop other specific recruitment, interview and evaluation procedures necessary to implement this policy. These procedures will seek to provide an equal employment opportunity and eliminate the effects of past and present discrimination intended or unintended, on the basis of race, religion, national origin, age, sex, marital status or physical or mental disabilities.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 326.051](#)
[ORS 332.505](#)
[ORS 408.225 – 408.237](#)
[ORS 652.210 - 652.220](#)
[ORS 659.850](#)

[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.082](#)

[ORS 659A.109](#)
[ORS 659A.112](#)
[ORS 659A.147](#)
[ORS 659A.820](#)
[OAR 581-021-0045](#)
[OAR 581-022-2405](#)
[OAR 839-006-0435-0480](#)

¹ Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (-2024).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (2024).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2024); 29 C.F.R Part 1626 (2025).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2024).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (2024); 34 C.F.R. Part 104 (2025).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, (2024); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Americans with Disabilities Act /Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (2024); 29 C.F.R. Part 1630 (2025); 28 C.F.R. Part 35 (2025).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
The Vietnam Era Veterans’ Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2024).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2024).
Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303 (2024).

Cross Reference(s):

AC - Nondiscrimination

Yamhill-Carlton School District 1

Code: GBN/JBA
Adopted: 10/09/06
Revised/Readopted: 12/14/14; 11/12/20; 9/08/26

Sexual Harassment

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties¹ shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive, or hostile environment.
3. Assault when sexual contact occurs without consent².

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the

¹ "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) at a school-sponsored activity or program; or 3) off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

² "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

John Horne, HR Director at 503-852-6980 or hornej@yoschools.org

This individual is responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. This person is also designated as the Title IX coordinator. *See* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and

6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notices

When a person³ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include⁴:

1. Name and contact information for all persons designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines;
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and

³ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

⁴ Remember confidentiality laws when providing any information.

9. Prohibition of retaliation.

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

Additionally, notice must be provided to the person who initiated the complaint and, if applicable, the person's parents, when an investigation is initiated and when it is concluded. The notification at the conclusion of the investigation must include whether a violation of the policy was found to have occurred, to the extent allowable under state and federal student confidentiality laws.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity⁵;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

⁵ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX coordinator receiving the person's verbal or written report. The report can be made at any time.

John Horne is designated as the Title IX coordinator. The Title IX coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.⁶ The district shall treat complainants and respondents equitably by providing supportive measures⁷ to the complainant and by following a grievance procedure⁸ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.⁹

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.¹⁰ The district must provide the respondent with notice and an opportunity to challenge the decision immediately

⁶ (Title 34 C.F.R. § 106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

⁷ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.⁷ The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

⁸ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

⁹ The Title IX coordinator may also discuss that the Title IX coordinator has the ability to file a formal complaint.

¹⁰ The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX coordinator.

No Retaliation

Neither the district or any person may retaliate¹¹ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX coordinator shall be prominently published in the school student handbooks and on the schools and district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)
[ORS 332.107](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)

[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)
[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

¹¹ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

Yamhill-Carlton School District 1

Code: KNA
Adopted: 09/08/26

Immigration Enforcement on District Property

The district complies with state and federal law, including Oregon Revised Statute (ORS) 180.805 and ORS 181.826, and this policy and accompanying administrative regulations KNA-AR(1) – Interactions with Immigration Enforcement and KNA-AR(2) – Federal Immigration Enforcement Request Log when responding to requests from federal immigration authorities regarding immigration enforcement. Absent a judicially authorized warrant or court order, district staff must not allow federal immigration authorities access to the district’s records or facilities not open to the public for the purposes of immigration enforcement and must verify the validity of any warrant or court order involving immigration enforcement presented to them by federal immigration authorities to ensure it is judicially authorized. Examples of judicial and administrative warrants and subpoenas can be found in the Oregon Attorney General’s Model Public School Policies.¹ The superintendent or designee must review and approve any response to a request involving immigration enforcement. The district will provide ongoing training to designated staff to ensure compliance with this policy.

This policy will be made available in the student handbook and on the district’s website².

Designation of Primary Point of Contact

The Superintendent is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district (“immigration point of contact”). The Human Resources Director shall serve as an alternative point of contact during the immigration point of contact absence or unavailability (“alternate immigration point of contact”).

The immigration point of contact’s responsibilities include:

1. Serving as the district’s representative during encounters with federal immigration authorities;
2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;
3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information and this policy;

¹ <https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

² Must be provided in culturally appropriate languages that are used to communicate effectively with parents and guardians of students in the district, as determined by the Board. {The district is encouraged to evaluate language needs in the district in order to effectively communicate with all parents and guardians.}

4. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;
5. Reviewing and responding to requests from federal immigration authorities, in coordination with, and under the direction of, the superintendent or designee;
6. Facilitating the district's compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;
7. Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property for immigration enforcement.

Required Notice

When a federal immigration authority is reported to have entered school property for the purpose of immigration enforcement the immigration point of contact shall confirm whether federal immigration authorities have entered school property for immigration enforcement and when confirmed, shall provide notice as follows:

1. Notice must be provided to:
 - a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades 7 and above;
 - b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
 - c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
 - d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting the immigration point of contact at the district office.
2. Notice must include:
 - a. The general location of the federal immigration authority; and
 - b. Whether classes or school operations were affected by the presence of the federal immigration authority.
3. Notice must not disclose:
 - a. Personally identifiable information;
 - b. Other information that may not be legally disclosed; or
 - c. Other information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

The required notice will be provided as expeditiously as possible using existing methods used for providing electronic communications.

Unless otherwise prohibited by law or court order, the district will make reasonable efforts to provide notice to a student, or to the parent of guardian of a student, when the district has provided information related to the student to a federal immigration authority.

Training

The district will provide the immigration point of contact and alternate immigration point of contact with training as follows:

1. The training must include information on the requirements of House Bill 4079 (2026), any applicable model policies published by the Attorney General, and this policy; and
2. The training must be provided at the time of designation and at least once every two years thereafter.

END OF POLICY

Legal Reference(s):

[ORS 180.810](#)
[ORS 180.805](#)

[ORS 181.826](#)

[OAR 581-021-0371](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

[Oregon Attorney General's K12 School Model Policy](#)

Senate Bill 1538 (2026).

Senate Bill 1594 (2026).

House Bill 4079 (2026).

Yamhill-Carlton School District 1

Code: BD

Adopted:

Board Meetings, Notices and Communications

Definitions

“Communication” means the expression or transmission of information from one person to another through verbal, non-verbal, written, or electronic means. Non-verbal means include gestures, such as thumbs-up and thumbs-down, as well as sign language.

“Convening” means gathering in a physical location, using electronic, video or telephonic technology to be able to communicate contemporaneously among participants, using serial electronic written communication among participants, or using an intermediary to communicate among participants.

“Decision” means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of the Board¹ is required, at any meeting at which a quorum is present.

“Decision-making process” means the process the Board engages in to make a decision, such as: (a) identifying or selecting the nature of the decision to be made; (b) gathering information related to the decision to be made; (c) identifying and assessing alternatives; (d) weighing information; and (e) making a decision.

“Deliberation” means discussion or communication that is part of a decision-making process.

“Executive session” means any meeting or part of a meeting of the Board that is closed to certain persons for deliberation on certain matters.

“Intermediary” means a person who is used to facilitate communications among members of the Board about a matter subject to deliberation or decision by the Board, by sharing information received from a member of the Board with other members of the Board. The term “intermediary” can include a member of the Board.

“Meeting” means the convening of the Board for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter. Meeting does not include any on-site inspection of any project or program or the attendance of members of the Board at any national, regional or state association to which the Board or the members belong.

“Public Meetings Law” means Oregon Revised Statutes (ORS) 192.610 – 192.705 and Oregon Administrative Rules (OAR) 199-040 and 199-050.

¹ This policy is written to apply to the Board. Other bodies, including Board committees, may be subject to public meeting laws. This policy may help other bodies understand what is required, but is intended as direction for the Board.

“Quorum” means the minimum number of members of the Board required to legally transact business. For the Board, a quorum is three Board members.

“Work session” or “workshop” means meetings held for the purpose of either presenting information to the Board to prepare for a regular or special meeting, or to allow the Board to engage in preliminary discussions or deliberations.

Board Authority at Meetings

The Board has the authority to act only when a quorum is present at a properly noticed regular, special or emergency meeting. The affirmative vote of three members of the Board is required to transact any business.

Types of Meetings

The Public Meetings Law applies to all regular, special, emergency, executive session and work session meetings of the Board.

1. Regular Meetings

The regular meeting schedule will be established at the annual organizational meeting each year and may be changed by the Board with public notice. The purpose of each regular meeting will be to conduct the regular Board business.

2. Special Meetings

A special meeting may be scheduled when less than a quorum is present at a regular meeting and therefore no business may be conducted, additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting would be advantageous to the district, or other reasons. Special meetings may be convened by the Board chair, upon request of three Board members, or by common consent of the Board.

3. Emergency Meetings

Emergency meetings may be called in the case of an actual emergency upon appropriate notice under the circumstances. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with Public Meetings Law. The Board may make official decisions during a work session.

5. Executive Sessions

Executive sessions may be held during regular, special or emergency meetings for a reason permitted by law. (See Board policy BDC – Executive Sessions).

Communications Outside of a Board Meeting (Serial Meetings Prohibited)

Private meetings where a quorum of the Board engages in discussions or communications that are part of the Board's decision-making process on matters within the authority of the Board violate Public Meetings Law, except as part of an executive session.

A quorum of Board members shall not, outside of a meeting conducted in compliance with Public Meetings Laws, use a series of communications of any kind, directly or through intermediates, for the purpose of deliberating or deciding on any matter that is within the jurisdiction of the Board. This prohibition applies to using any one or a combination of the following methods of communication:

1. In-person;
2. Telephone calls;
3. Videos, videoconferencing, or electronic video applications;
4. Written communication, including electronic written communications, such as email, texts, and other electronic applications;
5. Use of one or more intermediaries to convey information among members; and
6. Any other means of conveying information.

Communications outside of a Board meeting may contain communications between or among members of the Board, including a quorum, that are:

1. Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board;
2. Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or
3. Non-substantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters.

E-mails sent to other Board members are encouraged to have the following notice:

Important: Please do not reply or forward this communication if this communication could constitute a decision or deliberation toward a decision between and among members of the district board. Board member electronic communications on district business are subject to Public Meetings and Public Records Law.

A quorum of Board members may attend social meetings or gatherings so long as no discussions or deliberations are had.

Meeting Location, Public Accommodations and Logistical Requirements

All meetings will be open to the public except as provided by law.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law². The Board may attend training sessions outside the district boundaries but may not deliberate or discuss district business. No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced. Meeting locations shall be accessible to persons with disabilities.

Any Board meeting may be held in person, through the use of electronic or telephonic means, or in some combination of in-person, electronic or telephonic means.

Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. For Board meetings (excluding executive session) held by telephone or other electronic means of communication, the district shall make available a place or an electronic means by which the public can listen to or view the meetings in real time. The place provided may be a place where no Board member is present.

For executive sessions where the media are statutorily authorized to be present, if any person, including any Board member, is attending the executive session by telephone, video, or other electronic means, the district shall provide members of the media the same attendance option. The district may establish reasonable security measures to ensure the media's attendance by telephone, video, or other electronic means is conducted through a secure connection or method.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for persons who are deaf or hard of hearing. The request should include the name of the requester, sign language preference and any other relevant information requested. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate aids and services may be provided upon request and appropriate advance notice.

If requested to do so at least 72 hours before a meeting held in public, the Board will make a reasonable effort to provide translation services.

Recordings or minutes will be kept for all meetings in accordance with state law and Board policy BDDG – Recordings or Minutes of Board Meetings.

All meetings shall comply with applicable provisions of the Oregon Indoor Clean Air Act.

Public Notice Requirements

The district posts a public notice of its meetings on the district's website or on a publicly accessible website hosted by a third-party that is linked to the district's website.

The public notice shall identify the following:

² ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

1. The time, date, location of the meeting, and, to the extent reasonably possible, will include the electronic link or telephone access information to allow members of the public to attend the meeting by telephone or electronic means;
2. The agenda or list of the principal subjects anticipated to be considered at the meeting and will be specific enough to permit the public to recognize matters in which they are interested. The Board may amend the agenda or may add or remove items from the list of principal subjects prior to or during a meeting. See Board policy BDDC – Board Meeting Agenda for additional meeting agenda information; and
3. The name, telephone number, and email address of a person at the district office to contact to request an interpreter or other communication aids or a statement that the district will provide a sign language interpreter or other communication aids at the meeting.

The district will provide notice to interested persons and news representatives who have requested notice through means reasonably calculated to provide actual notice to interested persons known to the Board.

For all regular meetings, the meeting notice shall be provided with as much advance notice as reasonably possible, but no less than 48 hours' advance notice.

For all special meetings, the meeting notice shall be provided with no less than 24 hours' advance notice.

For an emergency meeting, public notice shall be provided with as much advance notice as reasonably possible given the emergency circumstances. The district shall attempt to contact the media and other interested persons to inform them of the emergency meeting by telephone, email, social media, or other method reasonably calculated to provide actual notice. If reasonably possible under the emergency circumstances, the emergency meeting notice shall be conspicuously displayed on the district's website or on a publicly accessible website hosted by a third-party hosted and linked to the district's website.

If a meeting will include an executive session, the notice shall comply with the above notice requirements and the notice shall also identify the specific statutory citation and appropriate subsection and paragraph authorizing the executive session, as well as a general description of the statutory authorization. Example:

“The Board will meet in executive session under ORS 192.660(2)(a) to consider the employment of a public officer, employee, staff member or individual agent.”

If an executive session is to be part of an open regular, special, or emergency meeting, the notice shall comply with the above notice requirements and prior to entering the executive session, the Board chair shall make a public announcement and identify in open session the specific statutory provision and appropriate subsection and paragraph authorizing the executive session, as well as a general description of the statutory authorization (See Board policy BDC – Executive Sessions for additional information on executive sessions.)

Complaints

Complaints regarding Public Meetings Laws can be filed in accordance with Public Meetings Law complaint procedures outlined in Board policy KL – Public Complaints. Complaints must be filed within 30 days of the alleged violation.

Mandatory Training

Every member of the Board shall attend or view a training on Public Meetings Law as required by ORS 192.700 and Board policy BBAA – Board Member’s Authority and Responsibilities.

END OF POLICY

Legal Reference(s):

[ORS Chapter 192](#)
[ORS 332.040 - 332.061](#)

[ORS 332.107](#)
[ORS 433.835 - 433.875](#)

[OAR 199-050-0005 – 199-050-0085](#)

OR. ATTY. GEN. *Public Records and Meetings Manual*.

Yamhill-Carlton School District 1

Code: BD/BDA
Adopted: 5/08/17

DELETE

Board Meetings

The Board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. “Meeting” means the convening of a quorum of the Board as the district’s governing body to make a decision or to deliberate toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the governing body, i.e. a work session. The affirmative vote of the majority of members of the Board is required to transact any business.

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. All meetings will be conducted in compliance with state and federal statutes. All Board meetings, including Board retreats and work sessions, will be held within district boundaries. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business.¹ No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation², age or national origin is practiced.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including those with disabilities, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they were not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the Board shall provide an interpreter for hearing-impaired persons. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice. Communications with all qualified individuals with disabilities shall be as effective as communications with others.

All meetings held in public shall comply with the Oregon Indoor Clean Air Act and the smoking provisions contained in the Public Meetings Law.

The possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property.

1. Regular, Special and Emergency Meetings

Generally, a regular Board meeting will be held each month. The regular meeting schedule will be established at the organizational meeting in July and may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

¹ ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction as long as no deliberations toward a decision are involved.

² As defined in ORS 174.100.

No later than the next regular meeting following July 1, the Board will hold an organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings. In Board election years (odd numbered years), the first meeting will be held no later than July 31.

Special meetings can be convened by the Board chair, upon request of three Board members, or by common consent of the Board at any time to discuss any topic. A special meeting may also be scheduled if less than a quorum is present at a meeting or additional business still needs to be conducted at the ending time of a meeting. At least 24 hours' notice must be provided to all Board members, the news media, which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

2. Communications Outside of Board Meetings

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district business. This includes electronic communication. Electronic communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate.

Electronic communications may contain:

- a. Agenda item suggestions;
- b. Reminders regarding meeting times, dates and places;
- c. Board meeting agendas or information concerning agenda items;
- d. One-way information from Board members or the superintendent to each Board member (e.g., an article on student achievement or to share a report on district progress on goals) so long as that information is also being made available to the public;
- e. Individual responses to questions posed by community members, subject to other limitations in Board policy.

3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by the Public Meetings Law.

4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with the state law on public meetings, including notice and minutes. Generally, Boards do not take official action during work sessions, although there is no legal prohibition to do so.

5. Executive Sessions

Executive sessions may be held during regular, special or emergency meetings for a reason permitted by law. (See Board policy BDC - Executive Sessions)

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 174.104](#)

[ORS Chapter 192](#)
[ORS Chapter 193](#)

[ORS 332.040](#) to -332.061
[ORS 433.835](#) to -433.875

38 OR. ATTY. GEN. OP. 1995 (1978)

41 OR. ATTY. GEN. OP. 28 (1980)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).

Americans with Disabilities Act Amendments Act of 2008.

OR. ATTY. GEN. Public Records and Meetings Manual (2014).

Yamhill-Carlton School District 1

Code: BDC
Adopted: 5/08/17
Revised/Readopted: 4/09/20

Executive Sessions

The Board may meet in executive session to discuss subjects allowed by statute under Oregon Revised Statute (ORS) 192.660 or ORS 332.061 but may not take final action in executive session except for the expulsion of a student and matters pertaining to or examination of the confidential records of the student in accordance with ORS 332.061.

An executive session may be included as an agenda item of a meeting open to the public in accordance with Board policy BDDC – Board Meeting Agenda or held as its own meeting. Public notice is required as outlined in Board policy BD – Board Meetings, Notices and Communications.

If an executive session is held as part of a meeting open to the public, ~~convened by order of the Board chair~~ will announce the executive session in compliance with Board policy BD – Board Meetings, Notices and Communications and include and identify the appropriate statutory citation, appropriate subsection and the paragraph authorizing the session under, ~~upon request of three Board members or by common consent of the Board for a purpose authorized under Oregon Revised Statute (ORS) 192.660 or ORS 332.061~~ during a regular, special or emergency meeting. The presiding officer will announce the executive session by identifying the authorization under ORS 192.660 for holding such session and by noting the subject of the executive session.

Example:

“The Board will now meet in executive session under ORS 192.660(2)(a) to consider the employment of a public office, employee, staff member or individual agent.”

Prior to or at the beginning of the executive session, the Board chair may read the following¹:

“Representatives of the news media and designated staff shall be allowed to attend the executive session. All other members of the audience are asked to leave the room. Representatives of the news media are specifically directed not to report on or otherwise disclose any of the deliberations or anything said about these subjects during the executive session, except to state the general subject of the session as previously announced. No decision may be made in executive session. At the end of the executive session, we will return to open session and welcome the audience back into the room.”

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent;

¹ This statement should be amended if ORS 192.660 does not require that representatives of the news media be allowed to attend, ORS 332.061 allows the Board to vote in executive session, or the Board will not be returning to open session following the executive session. This statement can also be included on the agenda.

may not include a discussion of negotiation of compensation (including salaries and benefits).² (ORS 192.660(2)(a))

2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer³, employee, staff member or individual agent who does not request an open hearing⁴; may not include a discussion or negotiation of compensation (including salaries and benefits). (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
5. To consider information or records that are exempt by law from public inspection.⁵ (ORS 192.660(2)(f))
6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed.⁶ (ORS 192.660(2)(h))
7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing⁷;

² This provision does not apply to the filling of a vacancy in elective office or on any public committee, commission or other advisory group; or for the consideration of general employment policies. It also does not apply to the employment of the chief executive officer, other public officers, employees and staff members of the district unless:

- a. The vacancy has been advertised;
- b. Regular hiring procedures have been adopted;
- c. If hiring an officer, the public has had the opportunity to comment on the employment of the officer; and
- d. If hiring a chief executive officer, the Board has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.

³ To determine whether the individual involved is considered a public officer, consult with legal counsel.

⁴ Notice must be provided to the public officer, employee, staff member or individual agent in accordance with OAR 199-0040-0030. The public official must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

- a. Identification of the governing body before which the matter will be considered (the Board);
- b. The time, date and location of the meeting;
- c. The purpose for which the governing body proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the governing body will be considering the dismissal or disciplining of, hearing complaints or charges against, or reviewing and evaluating the performance of the public official receiving the notice; and
- d. Information on how the public official may make a request for an open hearing.

⁵ Consider including a reference to the law that exempts the information or records from public inspection in the notice.

⁶ Legal counsel must be present in the executive session, either in-person or via electronic or telephonic communications.

⁷ Notice must be provided to the chief executive officer, public officer, employee or staff member in accordance with OAR 199-0040-0030. The public official must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

- a. Identification of the governing body before which the matter will be considered (the Board);
- b. The time, date and location of the meeting;

may not include a discussion or negotiation of compensation (including salaries and benefits or a general evaluation of an agency, goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs).-(ORS 192.660(2)(i))

8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(2)(k))
9. To consider matters relating to safety of the governing body and of public body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(o))
10. To consider matters relating to cyber security infrastructure and responses to cyber security threats. (ORS 192.660(2)(p))
- ~~9.~~11. To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))



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- c. The purpose for which the governing body proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the governing body will be considering the dismissal or disciplining of, hearing complaints or charges against, or reviewing and evaluating the performance of the public official receiving the notice; and
 - d. Information on how the public official may make a request for an open hearing.

~~10,12.~~ To ~~discuss~~ review matters pertaining to or examination of the confidential records of a student. (ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations;
2. Hearings on the expulsion of a minor student or examination of the confidential records of a student; and
3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential records; the discussion; and each Board member's vote on the issue.

Recordings or mMinutes shall be kept for all executive sessions in accordance with state law and Board policy – BDDG – Recordings and Minutes of Board Meetings.

Content discussed in executive sessions and recordings or minutes for executive sessions are is confidential except as provided by law. Board members, district employees and the media are instructed not to disclose information obtained in executive session except when specifically authorized to do so or as required or allowed by law.

END OF POLICY

Legal Reference(s):

<u>ORS 192.660</u>	<u>ORS 332.061045</u>	<u>OAR 199-050-0050RS 332.061</u>
<u>ORS 192.685</u>	<u>OAR 199-040-0015 - 0060</u>	<u>OAR 199-050-0060</u>
<u>ORS 192.705</u>	<u>OAR 199-050-0015</u>	
<u>ORS 332.045</u>	<u>OAR 199-050-0040</u>	

Or. Atty. Gen. Public Records and Meetings Manual.
Oregon Government Ethics Commission, Staff Advisory Opinion No. 22-106S

Cross Reference(s):

~~BD/BDA—Board Meetings~~
~~BDDG—Minutes of Board Meetings~~
~~CBG—Evaluation of the Superintendent~~

Yamhill-Carlton School District 1

Code: **BDC**
Adopted: 5/08/17
Revised/Readopted: 4/09/20

Executive Sessions

The Board may meet in executive session to discuss subjects allowed by statute under Oregon Revised Statue (ORS) 192.660 or ORS 332.061 but may not take final action in executive session except for the expulsion of a student and matters pertaining to or examination of the confidential records of the student in accordance with ORS 332.061.

An executive session may be included as an agenda item of a meeting open to the public in accordance with Board policy BDDC – Board Meeting Agenda or held as its own meeting. Public notice is required as outlined in Board policy BD – Board Meetings, Notices and Communications.

If an executive session is held as part of a meeting open to the public, the Board chair will announce the executive session in compliance with Board policy BD – Board Meetings, Notices and Communications and include and identify the appropriate statutory citation, appropriate subsection and the paragraph authorizing the session under ORS 192.660 or ORS 332.061 for holding such session and by noting the subject of the executive session.

Example:

“The Board will now meet in executive session under ORS 192.660(2)(a) to consider the employment of a public office, employee, staff member or individual agent.”

Prior to or at the beginning of the executive session, the Board chair may read the following¹:

“Representatives of the news media and designated staff shall be allowed to attend the executive session. All other members of the audience are asked to leave the room. Representatives of the news media are specifically directed not to report on or otherwise disclose any of the deliberations or anything said about these subjects during the executive session, except to state the general subject of the session as previously announced. No decision may be made in executive session. At the end of the executive session, we will return to open session and welcome the audience back into the room.”

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent; may not include a discussion of negotiation of compensation (including salaries and benefits).² (ORS 192.660(2)(a))

¹ This statement should be amended if ORS 192.660 does not require that representatives of the news media be allowed to attend, ORS 332.061 allows the Board to vote in executive session, or the Board will not be returning to open session following the executive session. This statement can also be included on the agenda.

² This provision does not apply to the filling of a vacancy in elective office or on any public committee, commission or other advisory group; or for the consideration of general employment policies. It also does not apply to the employment of the chief executive officer, other public officers, employees and staff members of the district unless:

2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer³, employee, staff member or individual agent who does not request an open hearing⁴; may not include a discussion or negotiation of compensation (including salaries and benefits). (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
5. To consider information or records that are exempt by law from public inspection.⁵ (ORS 192.660(2)(f))
6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed.⁶ (ORS 192.660(2)(h))
7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing⁷; may not include a discussion or negotiation of compensation (including salaries and benefits or a general evaluation of an agency, goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs. (ORS 192.660(2)(i))

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- a. The vacancy has been advertised;
 - b. Regular hiring procedures have been adopted;
 - c. If hiring an officer, the public has had the opportunity to comment on the employment of the officer; and
 - d. If hiring a chief executive officer, the Board has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.

³ To determine whether the individual involved is considered a public officer, consult with legal counsel.

⁴ Notice must be provided to the public officer, employee, staff member or individual agent in accordance with OAR 199-0040-0030. The public official must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

- a. Identification of the governing body before which the matter will be considered (the Board);
- b. The time, date and location of the meeting;
- c. The purpose for which the governing body proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the governing body will be considering the dismissal or disciplining of, hearing complaints or charges against, or reviewing and evaluating the performance of the public official receiving the notice; and
- d. Information on how the public official may make a request for an open hearing.

⁵ Consider including a reference to the law that exempts the information or records from public inspection in the notice.

⁶ Legal counsel must be present in the executive session, either in-person or via electronic or telephonic communications.

⁷ Notice must be provided to the chief executive officer, public officer, employee or staff member in accordance with OAR 199-0040-0030. The public official must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

- a. Identification of the governing body before which the matter will be considered (the Board);
- b. The time, date and location of the meeting;
- c. The purpose for which the governing body proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the governing body will be considering the dismissal or disciplining of, hearing complaints or charges against, or reviewing and evaluating the performance of the public official receiving the notice; and
- d. Information on how the public official may make a request for an open hearing.

8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(2)(k))
9. To consider matters relating to safety of the governing body and of public body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(o))
10. To consider matters relating to cyber security infrastructure and responses to cyber security threats. (ORS 192.660(2)(p))
11. To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))
12. To review matters pertaining to or examination of the confidential records of a student. (ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations;
2. Hearings on the expulsion of a minor student or examination of the confidential records of a student; and
3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential records; the discussion; and each Board member's vote on the issue.

Recordings or minutes shall be kept for all executive sessions in accordance with state law and Board policy – BDDG – Recordings and Minutes of Board Meetings.

Content discussed in executive sessions and recordings or minutes for executive sessions are confidential except as provided by law. Board members, district employees and the media are instructed not to disclose information obtained in executive session except when specifically authorized to do so or as required or allowed by law.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)
[ORS 192.685](#)
[ORS 192.705](#)
[ORS 332.045](#)

[ORS 332.061](#)
[OAR 199-040-0015 - 0060](#)
[OAR 199-050-0015](#)
[OAR 199-050-0040](#)

[OAR 199-050-0050.](#)
[OAR 199-050-0060](#)

Yamhill-Carlton School District 1

Code: BDDG
Adopted:

Recordings and Minutes of Board Meetings

The Board will ensure a video recording is made of all of its meetings and portions of meetings that are not held in executive session. These recordings will be posted on the district's website or social media site within seven days following the meeting.

A video or audio recording of a meeting can be kept as the official record as long as all required content is included and it is kept in an allowable format¹. Alternatively, the district may create written minutes. Written minutes do not need to be a verbatim transcript and can be kept in hard copy or electronic form².

The official record must give a true reflection of the matters discussed at the meeting and the views of the participants, and must include the following information:

1. All members of the Board present;
2. All motions, proposals, resolutions, orders, ordinances and measures proposed and their disposition;
3. The results of all votes and the vote of each member by name for all actions taken³;
4. The substance of any discussion on any matter; and
5. A reference to any document discussed at the meeting.

If written minutes are created for meetings which do not take place in executive session, those minutes shall be available to the public within a reasonable time after the meeting. These minutes will be published to the district website and may be requested from the district office.

Recordings or minutes⁴ of executive sessions will be kept in the same manner as other meetings of the Board. If disclosure of material from executive session recordings or minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, the material may be withheld from disclosure. Executive session minutes of a hearing held under ORS

¹ Oregon Administrator Rule (OAR) 166-017-0045(4) requires moving images or audio recordings be kept in MP2, MP3, MP4, or WAVE formats.

² Oregon Administrator Rule (OAR) 166-017-0045(4) requires textual data or still images be kept in XML, ODT, TXT, PDF, RTF, PREG, JFIF, PNG, or TIFF formats.

³ If minutes are kept in a recorded form, all voting will use a roll call vote and if minutes are kept in written form the minutes will identify the vote of each member by name under each board action.

⁴ "...a record of any executive session may be kept in the form of a sound or video tape or digital recording, which need not be transcribed unless otherwise provided by law." ORS 192.650(2)

332.061 shall contain only material not excluded under ORS 332.061(2) and information⁵ will not be disclosed in accordance with ORS 332.061.

Either the recording or minutes of Board meetings will be kept permanently. If written minutes are created for any meetings of the Board, any recordings will be kept for at least one year after the minutes are created.

END OF POLICY

Legal Reference(s):

[ORS 192.610 - 192.705](#)
[ORS 332.061](#)

[OAR 166-017-0005 - 0095](#)
[OAR 166-400-0010\(9\)](#)

[OAR 199-050-0060](#)

Attorney General's PUBLIC RECORDS AND MEETINGS MANUAL.

⁵ORS 332.061 prohibits the disclosure of:

1. The name of the minor student;
2. The issue, including a student's confidential records;
3. The discussion; and
4. The school board member's vote on the issue.

Yamhill-Carlton School District 1

Code: BDDG
Adopted: 4/09/20

DELETE

Minutes of Board Meetings

The Board secretary will take written minutes of all Board meetings. The written minutes will be a true reflection of the matters discussed at the meeting and the views of the participants. The minutes will include, but not be limited to, the following information:

1. All members of the Board who were present;
2. All motions, proposals, resolutions, orders and measures proposed and their disposition;
3. The results of all votes and the vote of each member by name;
4. The substance of any discussion on any matter;
5. Any other information required by law.

All minutes shall be available to the public within a reasonable time. The public and patrons of the district may receive, upon request, copies of minutes from the administration office. A copy of the minutes of each regular and special Board meeting as they are drafted for approval will be distributed after such meeting to each Board member and administrator.

The district will maintain a hard copy¹ of the meeting minutes and make them available to staff and other interested patrons.

Minutes of executive sessions will be kept in accordance with the requirements of Oregon's Public Meetings Law with essentially the same level of detail as for public sessions. If disclosure of material in the executive session minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, the material may be withheld from disclosure.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including a student's confidential records; the discussion; and each Board member's vote on the issue.

END OF POLICY

Legal Reference(s):

[ORS 192.610 - 192.710](#)

[ORS 332.061](#)

House Bill 2514 (2019)

Letter Opinion, Office of the OR Attorney General (Nov. 20, 1970).

¹ Oregon Administrative Rule 166-400-0010(9)

Yamhill-Carlton School District 1

Code: CBA
Adopted:

Qualifications and Duties of the Superintendent

The Board requires the superintendent be a strong educational leader who has the following professional experience and training:

1. A current license that qualifies the individual to serve as superintendent of the district^{1};
2. A master's degree or higher in the field of education, preferably in educational administration;
3. Successful teaching experience at the elementary or secondary school level;
4. Service as a superintendent or administrative experience in the central administration of a school system.

In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets alternative licensure requirements. The Board may take steps to assist an individual to qualify for such a license.

The superintendent will have the following personal and professional qualities:

1. Success in leadership roles with staff, community and professional peers;
2. Ability to communicate effectively, both orally and in writing;
3. Scholarship, intelligence and excellent ability to plan and organize;
4. Training, experience and success in personnel selection, evaluation and development;
5. Knowledge of curriculum development, implementation and evaluation;
6. Knowledge of business and support service systems which facilitate planning, control and accountability;
7. Experience in administering collective bargaining agreements;
8. Ability to motivate other administrators and significantly involve them in the decision-making process;
9. Strong management skills; and the desire and ability to motivate and innovate, taking advantage of the district's strengths.

General Functions

1. The superintendent is the chief executive officer of the district and, under the direction of the Board, is responsible for control and operation of the school system, and for implementing the decisions and policies of the Board.

^{1} Please contact the Teacher Standards Practices Commission (TSPC) with questions regarding licensure.}

2. The superintendent has the authority to formulate and delegate duties and responsibilities to subordinate administrative personnel. The delegation of such duties and responsibilities, however, will not relieve the superintendent of responsibility for the action taken under such delegation.

Specific Functions

The superintendent will have the duty and authority to perform the following specific functions:

1. Review data regularly and lead the district in enacting equitable changes to improve educational outcomes for every student;
2. Serve as educational leader to the Board, staff and community;
3. Act as the district's chief administrative officer;
4. Serve as district school clerk, performing such duties as required by law or by the Board;
5. Support the Board with scheduling meeting places, providing for required notices, and ensuring any required recordings or minutes are created for all Board meetings and for all committee meetings authorized by the Board, as appropriate;
6. Attend all regular and special meetings of the Board, except when excused;
7. Serve as executive officer of the budget committee and prepare an educational plan that is the basis for formulating the district's budget;
8. Administer adopted Board policies;
9. Regularly review adopted Board policies and make recommendations for needed changes;
10. Advise, inform and make recommendations to the Board on matters of policy and other required action(s), and inform the Board on all phases of district operation;
11. Provide an ongoing program of communication to and from the community, staff and Board concerning district programs and activities;
12. Assess trends and changing procedures in salary negotiations and assist the Board in collective bargaining and salary consultation with district employee groups;
13. Serve as a member of the Board's salary consultation and negotiations teams, and make recommendations to the Board on all issues;
14. Direct the implementation and administration of all agreements resulting from the consultation or negotiation process;
15. Develop and file a complete list of position descriptions, with job descriptions within each classification for all classes of personnel; review and change those descriptions as needed or directed by the Board;
16. Formulate and recommend for Board adoption such personnel policies as may be necessary for efficient functioning of the district staff;
17. Make rules and reasonable regulations to govern routine matters and see that such rules and regulations are communicated to employees concerned;
18. Resolve problems of operations and settle disputes referred through administrative channels;

19. Work with staff organizations and committees in the development of sound personnel practices and procedures and provide for their implementation;
20. Assume responsibility for the development, maintenance and operation of a constructive program of in-service, training and education for all school system employees. For this responsibility, the superintendent may employ lecturers, grant temporary leave from work, approve reimbursement for extension or college courses and develop professional library facilities as required, subject to Board approval;
21. Recommend to the Board, the appointment, renewal, contract extension, contract nonrenewal, contract non-extension or dismissal of licensed district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
22. Appoint, promote, demote or discharge classified and non-represented employees as provided by state law, Board policy, collective bargaining agreements and meet and confer agreements, as applicable;
23. Assign or transfer all district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
24. Evaluate the performance of all district administrative personnel in accordance with state law and Board policy, and make recommendations for those positions to the Board before March 15 of each year;
25. Provide for performance evaluations of licensed and classified personnel in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
26. Assign and control the promotion of students;
27. Maintain a continuous inventory of all district property, furniture, material and supplies;
28. Recommend plans for repairs to district property and for new construction and see that all plans adopted by the Board are properly executed;
29. Establish procedures to involve teachers, principals, supervisory personnel and representatives from student and community groups in the preparation and selection of courses of study and other instructional materials;
30. Recommend instructional materials, instructional supplies and school equipment to be purchased by the district;
31. Direct the preparation of the budget, prepare the budget message for presentation to the budget committee, supervise the administration of all fiscal policies of the district and serve as custodian of all district funds;
32. Develop and recommend to the Board long-range plans for educational programs, facilities and financial resources that are consistent with population trends, district goals and community needs;
33. Direct the district in its relationships with federal, state and local government agencies;
34. Cooperate with universities and colleges in their student-teacher training programs;
35. Attend local, state and national meetings, conferences and workshops as deemed beneficial to the interests of the district;

36. Visit, as may be required, all district schools as a regular part of a schedule and institute and carry out such regulations, as may be necessary, to attain their efficient operation;
37. Direct the administrative staff in establishing and changing, as needed, school attendance area boundaries subject to Board approval;
38. In cases of matters not specifically covered by Board policies, take appropriate action and report such action to the Board no later than the next regular Board meeting;
39. Have other power and duties as may be approved by the Board, and as may be necessary to fulfill the functions of the office of superintendent.

END OF POLICY

Legal Reference(s):

[ORS 332.075](#)
[ORS 342.143](#)
[ORS 342.173](#)

[ORS 342.850](#)
[OAR 584-020-0000 - 0035](#)
[OAR 584-046-0003 - 0024](#)

[OAR 584-080-0151](#)
[OAR 584-080-0152](#)
[OAR 584-080-0161](#)

Yamhill-Carlton School District 1

Code: **CBA**
Adopted: 10/09/06

DELETE

Qualifications and Duties of the Superintendent

POSITION: Superintendent of Schools

- QUALIFICATIONS:**
1. A current Oregon administrative license with a superintendent's endorsement or a transitional superintendent license;
 2. Successful experience as an educational leader and administrator;
 3. In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets transitional administrator or exceptional administrator licensure requirements. The Board may, jointly with the individual, submit an application for such license for Teacher Standards and Practices Commission approval pursuant to OAR 584-080-0151 and 584-080-0161;
 4. Other qualifications as determined by the Board.

REPORTS TO: Board of Directors

SUPERVISES: Central office administrators and school principals; and through them, all district personnel.

JOB GOAL: Provide effective administration of all schools and departments, and educational leadership throughout the school system and community.

Performance Responsibilities

The superintendent:

1. Serves as chief executive officer of the Board except as otherwise provided by law, makes rules not in conflict with law or with Board policies and decides all matters of administrative and supervisory detail in connection with the operation and maintenance of the schools;
2. Initiates and directs the development of policies for approval by the Board, delegating such responsibility to associates and subordinates as deemed desirable;
3. Attends all meetings of the Board except those concerned with his/her own contract status and takes part in the deliberations, but does not vote;

4. Assists the Board in reaching sound judgments, establishing policies and approving those matters which the law requires the Board to approve, places before the Board necessary and helpful facts, comparisons, investigations, information and reports and makes available the personal advice on special or technical matters by those persons who are qualified to furnish it;
5. Implements and interprets Board policies;
6. Recommends the appointment, assignment, transfer, promotion, renewal, contract extension, demotion, contract nonrenewal, contract nonextension or discharge of any employees of the Board as provided by law, Board policies and the employee's collective bargaining agreement, as applicable, and with such recommendations reported to the Board for approval;
7. Directs the professional supervisory staff in visits to the schools under his/her charge; through this staff, directs, assigns and assists teachers and all other educational employees in the performance of their duties; classifies, assigns and controls the promotion of students; and performs other duties as the Board determines;
8. Directs the work of the professional staff in evaluating curriculum and instructional materials and, upon the basis of such study, makes recommendations to the Board;
9. Supervises the establishment or modification of attendance and transportation area boundaries subject to Board approval;
10. Directs the preparation of the budget showing the estimated receipts and disbursements necessary to cover the needs of the district for the ensuing budget period and submits this estimate to the Board in accordance with law;
11. Approves and directs, in accordance with law and Board policy, purchases and expenditures, within the limits of the budget;
12. Exercises leadership in directing studies of sites and buildings, considering the population trend and the educational and cultural needs of the district, to ensure timely decisions by the Board and electorate regarding construction and renovation projects;
13. Represents the district in dealings with other school systems, social institutions, business firms, government agencies and the general public;
14. Keeps the public informed about current educational practices, educational trends and issues confronting the district.

The specific enumeration of the superintendent's duties as detailed above will not act to limit the broad authority and responsibility of the office.

END OF POLICY

Legal Reference(s):

[ORS 327.133](#)
[ORS 332.515](#)
[ORS 342.125](#)
[ORS 342.140](#)
[ORS 342.143](#)
[ORS 342.173](#)
[ORS 342.175](#)
[ORS 342.200](#)

[OAR 581-022-0102 to -1940](#)
[OAR 581-023-0006 to -0050](#)
[OAR 584-020-0000 to -0045](#)
[OAR 584-036-0035\(1\)](#)
[OAR 584-046-0003 to -0024](#)
[OAR 584-048-0085 to -0095](#)
[OAR 584-080-0151](#)
[OAR 584-080-0152](#)
[OAR 584-080-0161](#)