



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: YCSB 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.