



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

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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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.

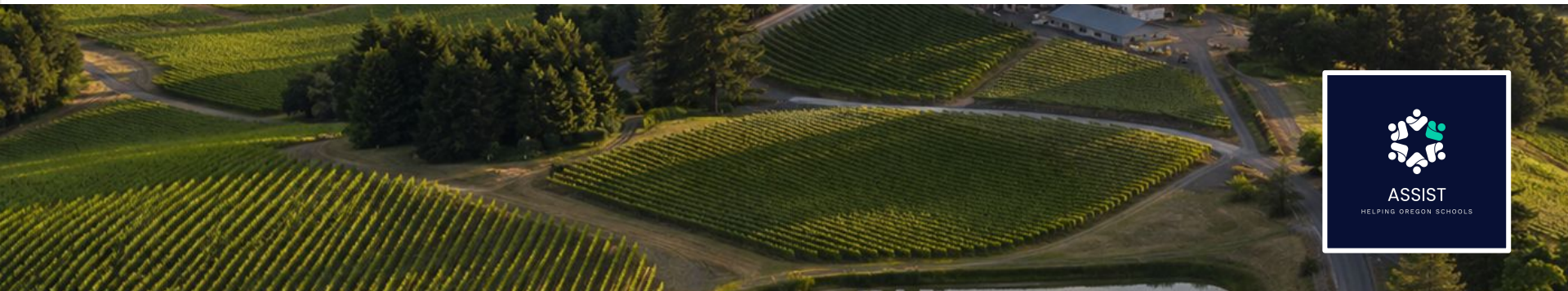
IV. Adjournment

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



Yamhill-Carlton School District

Board Retreat | GO Bond & Communications Update



ASSIST
HELPING OREGON SCHOOLS



What Are We Learning?

Recent School Bond Performance

Previous 48 School Bond Measures (Since May 2023)

May 2023	November 2023	May 2024	November 2024	May 2025	November 2025
Passed: St. Helens, Central Curry, Rogue River, Black Butte, Creswell, Mt. Angel	Passed: St. Paul	Passed: Molalla River, Oakland, Fern Ridge, Banks, Willamina, Gervais	Passed: Oregon City, Redmond	Passed: Lincoln County , Morrow County, Portland , Tillamook , Tigard-Tualatin, Sheridan	Passed: Lake Oswego , West Linn-Wilsonville
Failed: Roseburg, Gervais, Colton, Rainier, Cove, Sheridan	Failed: Scappoose, Oakland, Eagle Point, Silver Falls, North Wasco	Failed: Pine Eagle, Estacada, Coquille, Crook County, Three Rivers, Junction City, Ukiah	Failed: Pine Eagle, Central, Three Rivers	Failed: Gladstone , Central Linn, Junction City	Failed: Oregon Trail, Athena-Weston

Highlighted - Bond Measures Estimated to Maintain Current Tax Rate

Recent School Bond Performance

May 2026 Election Results

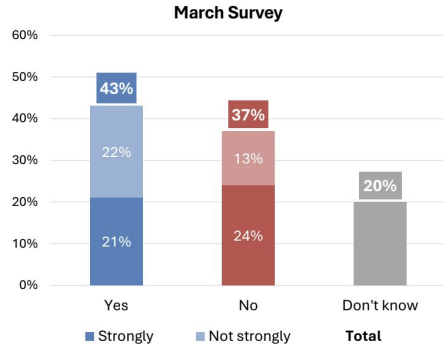
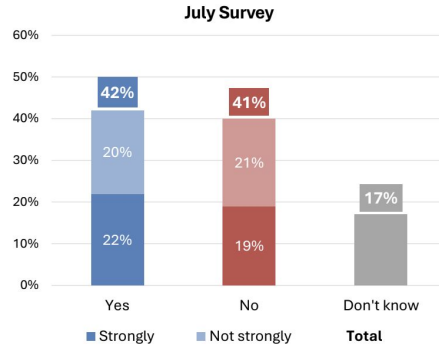
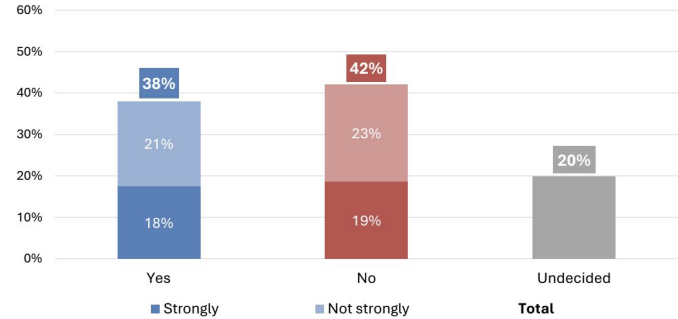
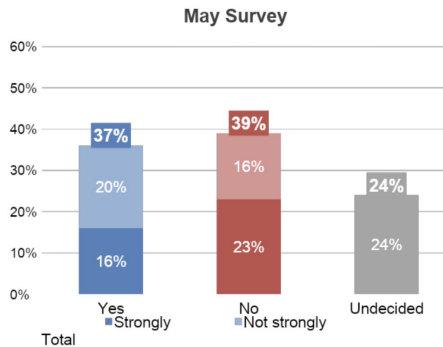
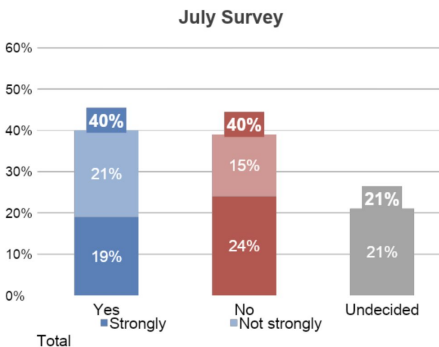
Passed: Cascade, Sweet Home, Athena-Weston

Failed: Brookings-Harbor, Siuslaw

***Overall 47% Approval
Increase 38% Approval
Renewal 88% Approval***

Highlighted - Bond Measures Estimated to Maintain Current Tax Rate

Recent Polling Results From Around the State



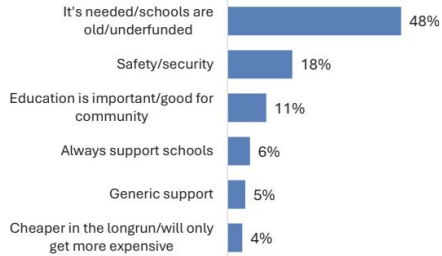
Historical Markers (Pre-2023)

>56% Confident

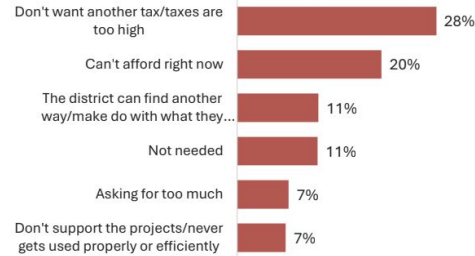
>50% Consider + Strong Campaign

Recent Polling Results From Around the State

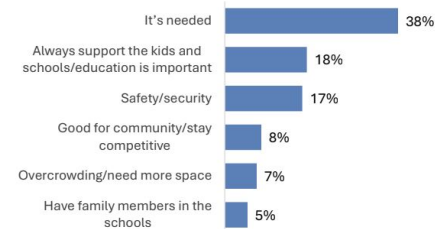
“Yes” Voters (n=152)



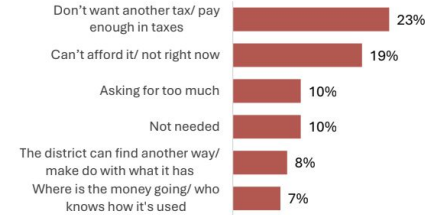
“No” Voters (n=168)



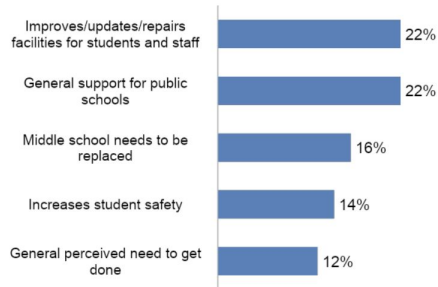
“Yes” Voters (n=143)



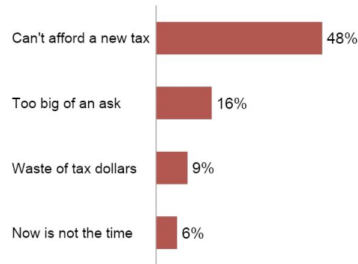
“No” Voters (n=162)



“Yes” Voters (n=171)



“No” Voters (n=149)



Historical Markers (Pre-2023)

>56% Confident

>50% Consider + Strong Campaign

Year of Learning

Facility Communication & Engagement Campaign

Monthly School Highlights: Board Presentation, Fact Sheet, Facility Assessment Video, Social Media Highlights and a Public Tour Opportunity

Expanded Transparency on Facilities

Enhanced Website Information: Expanded Facilities webpage to provide clear, detailed information on building conditions, facility needs, and how school facilities and maintenance are funded.

Monitor Voter Sentiment

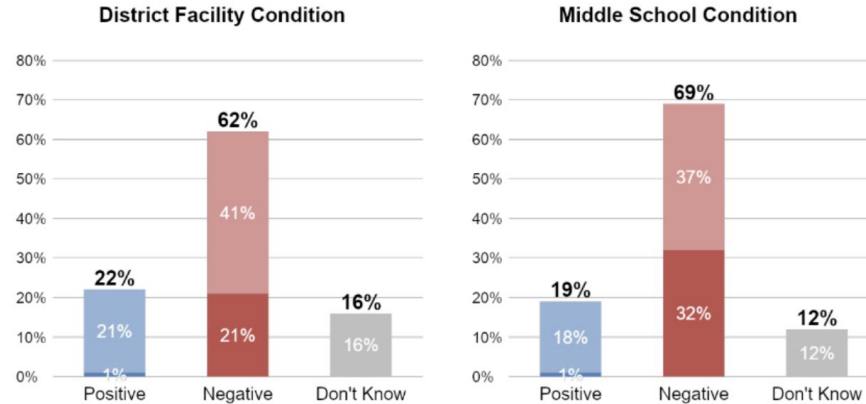
Data Informed Decision Making: Continue polling and monitor other bond measures.



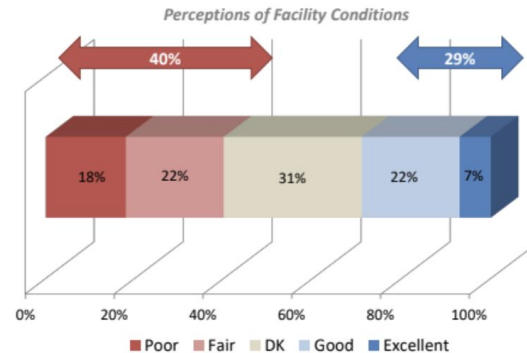
HIGH SCHOOL

Post Facility Assessment Videos

2026



2023





Communications Update



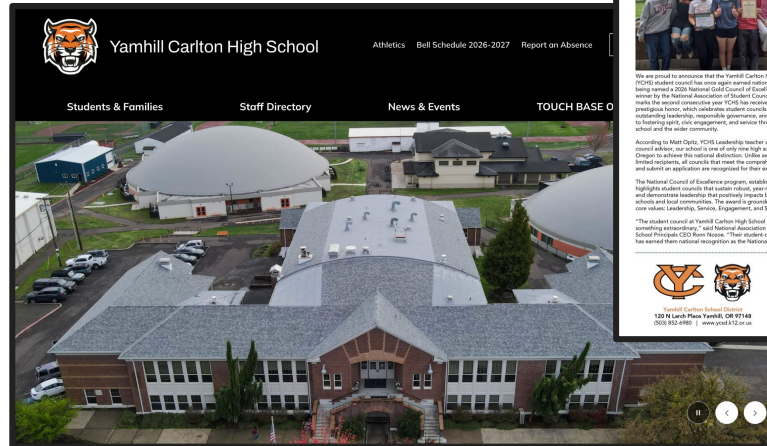
Communications Update

Current

- Transitioned from Newsletter to Newspaper
- Updated Website
- Financial Outlook
- Facilities Year in Review
- Developed Dashboard
- Emergency Communications
- Surveys
- Polling

Coming

- ADA Website Compliance
- Facilities Assessment Videos
- ***Social Media Training & Coaching***





Strategic Plan Development



COMPONENTS OF A STRATEGIC PLAN



MISSION STATEMENT

Our purpose and why we exist. It defines the impact we want to have on students and our community.



VISION STATEMENT

Our picture of the future. It describes what success looks like for our students, staff, and community.



DISTRICT VALUES

Our shared beliefs and guiding principles. They shape our culture and how we make decisions together.



DISTRICT GOALS

Our big, long-term targets. They represent the most important outcomes we want to achieve for students.



OBJECTIVES & STRATEGIES

Our action plans. They outline the strategies and initiatives we will pursue to achieve our goals.



MEASUREMENT OF SUCCESS

How we know we're making progress. We use data and feedback to celebrate wins and improve.

HOW OUR PLAN WORKS TOGETHER



STRATEGIC PLAN

Sets the direction
(Mission, Vision,
Values, Goals)



DISTRICT PLAN

Translates the strategy
into district-wide
priorities and actions



BUILDING PLANS

Tailor district priorities
to each school's
needs and context



CLASSROOM

Teachers implement
instruction and
learning experiences



EVIDENCE & DATA

Inform decisions, measure progress,
and drive improvement



BOARD REPORT

Provides transparency
and accountability;
informs board decisions

Strategic Plan Facilitation Team



Kyle Laier
Project Lead



Carol Fenstermacher
Communications



Ella Taylor
Data Analysis



Kristen Wohlers
Communications

Strategic Plan Timeline

Strategic Plan Development Timeline

Developing the District's next strategic plan for adoption in Spring 2028

**Winter
2027**

**Spring
2027**

**Fall
2027**

**Winter
2028**

**Spring
2028**



Review performance
data & focus groups

Recruit Strategic
Planning Committee

Survey stakeholders
Committee develops
recommendations

Community reviews
and provides
final feedback

Board revises
and adopts
Strategic Plan

YCSD 2025-26 Superintendent Board Communication Agreements

- **Crisis Situations:** Superintendent Clint will call Board Chair Susan first and then will either call the rest of the board members himself or will ask Susan to do that in his stead. If Clint is unable to make phone calls, he will delegate calling Board Chair Susan to a member of his staff and Susan will then call the rest of the board. If warranted, Clint will send a follow up email to the entire board.
- **Newsworthy Situations:** Superintendent Clint will send an email to the entire board. If the situation is rapidly changing he will call Board Chair Susan, together they will determine if the situation warrants calling the rest of the board or sending an email to everyone.
- **Drop In Visits:** Board members can drop in to visit Clint at the district office anytime, but they should check with either Clint or Mary first to ensure that he will be in the office.
- **Scheduled Visits:** Regularly scheduled visits are also welcomed. Work with Clint and Mary to find a time and date.



**Yamhill Carlton School District
Communication Handbook
September 2024**

The Yamhill Carlton School District's Communication Plan is designed to keep all stakeholders informed of important updates, goals, events, and changes in a timely manner, while ensuring alignment with the district's mission, vision, and strategic objectives..

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Yamhill Carlton School District Organizational Structure

Board of Education

Erin Galyean
Susan Fitzgerald
Christina Zook
Buzz Ready
JaJetta Dumdi

Administration and Management

Central Office

Clint Raevers, Superintendent
John Horne
Melanie Neece
Joe Johnson
Ian Barr
Liam Henry

Building Administration

Yamhill Carlton Elementary

Morgan Bishop, Principal

Yamhill Carlton High

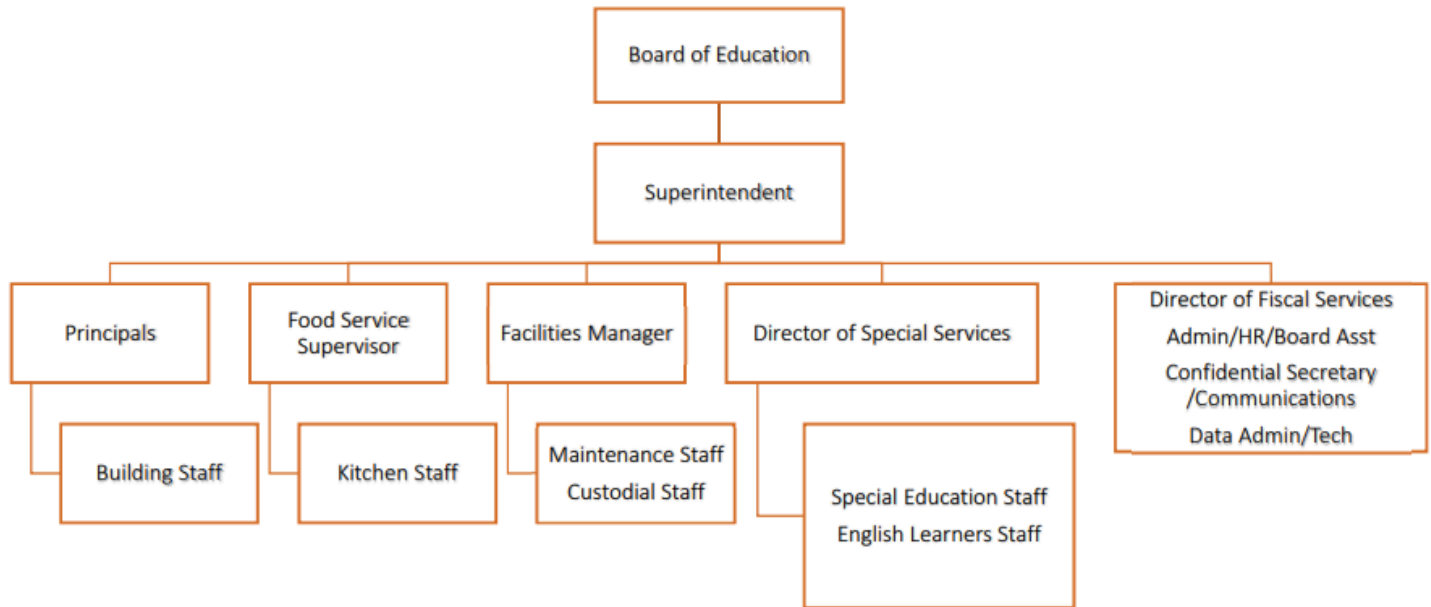
Tanner Smith, Principal
Richard Ceder, Assistant Principal/Athletic Director

Yamhill Carlton Intermediate

Amanda Dallas, Principal
Chad Tollefson, Associate Principal

YAMHILL CARLTON SCHOOL DISTRICT

Organizational Chart



Introduction

Effective communication is essential to the success of the Yamhill Carlton School District. It is critical that the district clearly and efficiently conveys its mission, vision, and strategic goals to all stakeholders. A well-structured communication plan, aligned with the district's mission and vision, fosters collaboration among the school board, administrators, faculty, and staff. This plan ensures that stakeholders stay informed about important updates, goals, events, and changes within the district.

Our communication plan serves as a strategic tool to promote transparency and trust between the district and our community, including parents, students, and staff. It establishes a consistent approach for delivering information, specifying the appropriate audiences, timing, and methods of communication. Whether through in-person meetings or digital platforms, the plan prioritizes accessibility, ensuring that information is clear and easy to access.

Key elements of the plan include strategies tailored to Yamhill Carlton's unique needs, combining both in-person and digital tools. It provides open channels for feedback, giving everyone a voice in the process.

By streamlining communication platforms and clearly identifying where and how information will be shared, we can reduce confusion, enhance clarity, and save time. Ultimately, this communication plan aims to keep all stakeholders informed, ensuring timely and consistent access to district information while strengthening our connection with the community.

Mission Statement

The mission of Yamhill Carlton School District is to champion the growth of the whole student with highly effective learning practices.

Vision Statement

Our vision is that all students are prepared to positively contribute to their community and the world.

Values

COMMITMENT - We educate passionately and with excellence, having high expectations for all students, inspiring curiosity and enthusiasm for life-long learning.

INTEGRITY - We build relationships based on trust, respect, accountability, and transparency.

COMPASSION - We lead by serving others with friendly, empathetic, and thoughtful hearts and minds.

RESILIENCY - We are resourceful and innovative in navigating change and overcoming challenges.

Board Policy

Yamhill Carlton School Board has approved several district policies that are directly related to communication. This communication plan is an extension of those policies.

[BG - Board-Staff Communications](#)

[GBD - Board-Staff Communications](#)

[IGDB - Student Publications](#)

[IIBG - Computer Technology](#)

[GCAB - Personal Electronic Devices and Social Media - Staff**](#)

[IIGBA - Electronic Communications System](#)

[KL - Public Complaints](#)

[KAA - Community Relations](#)

Strategic Plan

The 2023-2028 strategic plan reflects that vision, which was developed with input from stakeholder groups, including students, parents, employees, community members and civic leaders. The strategic plan also serves as the District's Continuous School Improvement Plan.

A strategic plan is often compared to a road map which helps determine how to reach your desired destination. In this case, the strategic plan provides guideposts in our work to achieve our district goals. It helps us ensure our journey is well planned and successful.

Our strategic plan will help us monitor progress along the way. We will utilize a monitoring plan to ensure that our identified strategies are helping us progress on our journey. As with any long term planning, we will experience roadblocks and detours in which the monitoring plan will help us navigate those situations and ensure we are making necessary adjustments to achieve our desired outcomes.

This strategic plan will be our guide for the next five years. I look forward to this journey and invite you to take an active role in helping us meet our destination.

The Board established its purpose for the Strategic Plan:

- Success ready students.
- Organizational efficiency
- Collaborative culture
- Quality learning environments

The YCSD [strategic plan](#) establishes four Strategic Goal Focus Areas:

1. Social and Emotional Learning
2. Climate and Culture
3. Four Year Graduation rate
4. Facilities and Safety

Communication Priorities

Yamhill Carlton School District prioritizes clear and effective communication to ensure all stakeholders are well-informed about district goals, initiatives, and events. The district is committed to establishing multiple communication channels, both in-person and online, to foster engagement and transparency. This includes hosting meetings and events at schools, leveraging social media platforms, and maintaining a website that provides up-to-date district information.

Engaging with stakeholders—parents, teachers, administrators, and community members—is essential to our communication efforts. YCSD will actively reach out to keep everyone informed about district activities and plans. The goal is to ensure that every stakeholder knows how and when to access the latest information.

Our communication plan prioritizes clarity and transparency by consistently informing stakeholders when and where they can access district information. While the district cannot adopt every available social media or online platform, it will be selective in using tools that best meet the needs of the community. By maintaining consistency across selected platforms, we aim to minimize confusion while providing clear avenues for gathering information, asking questions, and offering feedback.

YCSD is committed to creating a safe and open environment for stakeholder input, encouraging feedback and suggestions. Open communication channels ensure that all stakeholders feel informed, heard, and included in the decision-making process.

YCSD Communications Matrix

The YCSD Communication Matrix serves as a quick reference guide for determining the appropriate communication methods based on the type of information being shared. This system ensures that the right stakeholders receive timely and relevant updates. All emergency alerts and school closures will be sent to the Emergency Contacts listed in the district's Student Information System (Synergy), ensuring swift and effective communication during critical times.

Type of Communication	Website	Parent Square Notifications	Social Media	Flash Alert	District/ School Newsletters
Emergency Alert					
School Closing					
Event Promotion					
Announcements					
General Information					

Point of Contact Progression

In order to ensure clear communication and efficient resolution of concerns, we have established a point of contact progression. This approach guides stakeholders through the appropriate steps for addressing issues or inquiries, beginning at the level closest to the concern and advancing as necessary. By following this progression, we aim to resolve matters effectively and collaboratively, maintaining transparency and fostering trust throughout the process.

Point of Contact Progression				District Office	
				(503) 852-6980	
Topic	1st Contact	2nd Contact	3rd Contact	4th Contact	5th Contact
Classroom Instruction	Teacher	Principal	Superintendent	School Board	
Academics	Teacher	Counselor	Principal	Superintendent	School Board
Behavior/Discipline	Teacher	Dean/Asst. Principal	Principal	Superintendent	School Board
Special Education	Case Manager	Principal	Special Ed. Director	Superintendent	School Board
Athletics	Coach	Athletic Director	Principal	Superintendent	School Board
Extracurricular	Advisor	Principal	Superintendent	School Board	
School-Other	Principal	Superintendent	School Board		
Transportation	Transportation Provider	Secretary	Principal	Superintendent	School Board
Food Services	Food Services Manager	Superintendent	School Board		
Maintenance	Facilities and Maintenance Manager	Superintendent	School Board		
District Policies	Superintendent	School Board			
YCES (503) 852-7161		YCIS (503) 852-7660	YCHS (503) 852-7600	MidCo Transportation (503) 662-3300	
Student Mental Health	Counselor	Principal	Yamhill County Mental Health (503) 474-3705	988 Crisis Hotline	Safe Oregon (844) 472-3367
School Safety (Emergency call 911)		Principal	Superintendent	Law Enforcement	Safe Oregon (844) 472-3367

YCSD Communication Strategies

Parent outreach and engagement

Strategy 1: Continue regular district and school site level communication.

- Tactic 1: Continue to provide regular communication on current and key topics through:
 - Quarterly district newsletters
 - Weekly school-site level eNewsletters
 - Regular classroom level, school level and district level communication through Parent Square.
 - Maintain a robust social media presence
- Tactic 2: Provide targeted district and school-site level direct emails, push notifications and text messages on issues of high importance and/or urgent issues.
 - Utilize Parent Square for high importance and urgent communication.

Strategy 2: Cultivate and strengthen relationships with YCSD parents to engage them in the YCSD Vision.

- Tactic 1: Continue to encourage parent input/feedback on YCSD's budget, program development, and facilities' goals by providing opportunities through the School Board meetings, facilities planning meetings, budget committee meetings and PTO's..

Community outreach and engagement

Strategy 1: Cultivate and strengthen relationships with the YCSD community to engage them in the YCSD Vision.

- Tactic 1: Continue to provide ongoing information in the quarterly YCSD newsletter.
- Tactic 2: Share district and school-site level information around events, community input/feedback meetings, PTO events, festivals, etc., with community leaders and groups.
- Tactic 3: Encourage school sites to provide site-level newsletters, award ceremonies, and student and staff recognition with community leaders.
- Tactic 4: Superintendent, or other district leadership, will communicate with strategically selected community or nearby community and civic organizations.

Strategy 2: Monitor public attitudes toward the District and increase awareness and support for YCSD.

- Tactic1: Regularly monitor public and internal opinion;
 - Surveys
 - Social media metrics
 - Youth Truth survey
 - Polling
 - Internal staff surveys, etc.
 - Monitor negative statements about our schools on social media, and consider if a response is appropriate

Strategy 3: Leverage external communications through existing community and civic publications.

- Tactic 1: Continue to use local publications to communicate strategic information:
 - McMinnville News Register
 - KOIN, KGW, KATU, and KPTV television stations
- Tactic 2: Maintain a robust social media presence.

Strategy 4: Maintain and increase the Superintendent and district leadership community outreach.

- Tactic 1: Arrange speaking engagements for the Superintendent and district leadership at strategically selected community or nearby community and civic organizations.
- Tactic 2: Conduct Superintendent/District leadership meetings on a regular basis.
- Tactic 3: Utilize videos with the Superintendent, and other district leadership, including Board Members, to reach parents, employees, and the community at large.
- Tactic 4: Superintendent creates/leads a stakeholder advisory committee with a quarterly meeting

Employee communications

Strategy 1: Continue to strengthen the content, design, and delivery of key communication tools for employees.

- Tactic 1: Utilize direct email and text messaging for urgent and essential communications.
- Tactic 2: Provide regular updates to staff through district level and building level communication.
- Tactic 3: Utilize and keep the District website up-to-date as an internal resource and to highlight District business, events, etc.

Strategy 2: Continue and expand regular engagement with all employees.

- **Tactic 1:** Continue to hold regular meetings at school sites and District departments to disseminate information and seek feedback to promote transparency and collaboration.
 - Leadership Meetings
 - Clerical Meetings
- **Tactic 2:** Superintendent and district leadership visit each school monthly to discuss site progress and offer support as needed.

Crisis communications

Strategy 1: Develop policies and protocols for effective Crisis Management.

- **Tactic 1:** Provide support to schools and district leaders to resolve crisis situations and/or emergencies, including the use of communication vehicles such as parent letters, social media, talking points, and key messages.
- **Tactic 2:** Provide crisis media relations when schools are locked down or have experienced an incident.

- **Tactic 3:** School sites and departments will utilize the YCSD protocols and policies and will conduct drills and training to prepare for emergency situations.
- **Tactic 4:** Provide training and support in the use of the Safer Watch platform for internal crisis communications.

Communication Platforms and Tools

Strategy 1: Maintain and develop communications platforms for stakeholders including parents, students, potential employees, businesses, and the general public.

- **Tactic 1:** Maintain and keep updated the District-level website, newsletters, and social media accounts.
- **Tactic 2:** Develop/update uniform guidelines for responsible use of social media for students, staff, and the public when on YCSD social media platforms, including:
 - Authorized use of official District social media presence
 - Requisite authorization to create official school social media pages
 - Standards for official school social media pages (i.e. when to post, what to post, how to post, etc.)
 - Maintenance and monitoring responsibilities for official school social media pages
 - Best practices for social media use
 - Expectations for use of personal social media

Strategy 2: Create and maintain public relations tools for school site leaders and staff.

- **Tactic 1:** Provide training to staff and school site leaders on maintenance of school-site level public relations tools (website, social media, etc.)
- **Tactic 2:** Provide communication support to school sites including written, social media, website, and video.
- **Tactic 3:** Provide public relations resources and advice on written and oral material, including school newsletters, letters home, brochures, talking points, key message development, media requests, etc.
- **Tactic 4:** Provide ready-to-use public relations resources on issues related to YCSD at both District and school site levels including talking points, infographics, email templates, etc.

Best Practices in Communication

YCSD focuses on the following best practices for internal and external communication.

Use the Most Appropriate Approved Channel (See YCSD Communications Matrix)

- Select the best communication channel for the message.
- For complex or sensitive situations, prioritize face-to-face communication.
- Ensure all messages comply with district policies.
- Consult with administration before using any new communication channels.

Clear, Concise, and Error-Free

- Use simple, easy-to-understand language.
- Be as precise and to-the-point as possible.
- Proofread for content accuracy and correct any grammar, spelling, punctuation, or formatting errors.

Focus on Customer Service

- Understand your audience's needs.
- Treat others with respect and value their feedback.
- Provide friendly, helpful customer service.
- Remain open to questions and feedback.

Communicate Early and Clearly

- Proactively share important information with stakeholders.
- Use multiple platforms to ensure the message reaches everyone (e.g., email, website).
- Make sure your communication is both visible and heard.

Ensure Consistent Messaging

- Develop a unified communication strategy.
- Keep messaging consistent and clear across all platforms.
- Be mindful of cultural differences that could impact how the message is received.

Follow the Communication Chain of Command

- Use proper channels to deliver messages.
- Communicate in an organized, logical manner according to the established chain of command.
- Adhere to all communication protocols and approval processes.

Encourage Feedback and Questions

- Create opportunities for feedback and questions. Welcome constructive criticism. Respond promptly to inquiries and concerns.

Social Media

When schools use social media, it's important to follow best practices to ensure effective communication, protect privacy, and maintain a positive image. Here are some best practices for schools:

Set Clear Goals and Policies

- **Define Objectives:** Determine the purpose of the school's social media presence (e.g., sharing news, engaging with the community, promoting school events).
- **Establish Guidelines:** Create a clear social media policy outlining acceptable use, privacy guidelines, and behavior for both staff and students.
- **Align with School Mission:** Ensure that all social media content reflects the school's values, mission, and vision.

Protect Privacy and Safety

- **Adhere to FERPA and COPPA:** Avoid sharing personal information about students without explicit consent. Protect student privacy as per regulations like FERPA (Family Educational Rights and Privacy Act) and COPPA (Children's Online Privacy Protection Act).
- **Secure Accounts:** Use strong passwords and two-factor authentication to protect social media accounts from unauthorized access.

Create Engaging, Positive Content

- **Highlight Achievements:** Showcase student achievements, school events, staff accomplishments, and community partnerships.
- **Use Visuals:** Include images, videos, and graphics to make posts more engaging.

Be Timely and Consistent

- **Regular Updates:** Post frequently to keep your audience informed of upcoming events, deadlines, or changes.
- **Be Responsive:** Reply to comments, messages, and questions in a timely manner to build trust and foster community engagement.

Maintain Professionalism

- **Appropriate Tone:** Use a tone that is professional but approachable. Avoid slang or humor that may be misinterpreted.
- **Monitor Content:** Ensure all posts are respectful, accurate, and aligned with the school's values.
- **Handle Negative Comments Gracefully:** Address any criticism or complaints respectfully and thoughtfully.

Engage the Whole Community

- Share content that reflects the diverse backgrounds and cultures of the student body and community.
- Involve Students and Staff: Highlight different voices from the school, including students, teacher spotlights, or guest posts from staff.
- Collaborate with Local Organizations: Share news and updates from community organizations that partner with the school.

Monitor and Evaluate Performance

- Track Engagement: Monitor likes, shares, comments, and reach to gauge the effectiveness of posts.
- Adjust Strategy: Regularly review performance metrics and adjust your social media strategy as needed.

Ensure Compliance and Ethics

- Copyright and Attribution: Use original or appropriately licensed content and give proper credit for any shared materials.
- Avoid Endorsements: Be cautious about sharing content that could be perceived as an endorsement of a product or service.

Provide Training for Staff

- Educate Staff on Best Practices: Train staff on the appropriate use of social media, privacy concerns, and how to handle student interactions online.
- Encourage Digital Citizenship: Teach students about responsible and respectful social media use.

Email Communication

Use Clear and Relevant Subject Lines

- **Be Specific:** Subject lines should reflect the email's content (e.g., "Reminder: School Board Meeting This Thursday" or "Important: Schedule Change for Parent-Teacher Conferences").
- **Prioritize Urgency When Needed:** For time-sensitive issues, mark the subject line as such (e.g., "Urgent: School Closure Due to Weather").

Tailor Communication to the Audience

- **Know Your Audience:** Use appropriate language depending on whether you're addressing parents, students, or staff. Parents may need more background information, while staff might prefer brief and direct messages.

Maintain a Professional and Respectful Tone

- **Polite and Positive:** Always use respectful language, especially when addressing sensitive topics like student behavior or concerns. For example, start with "Thank you for your understanding" rather than "You must."
- **Appropriate Language:** Avoid jargon or complex terms that could confuse parents or students. Keep the tone professional yet approachable.

Ensure Privacy and Security

- **Protect Student Data:** Avoid sharing sensitive or confidential student information over email. Use secure channels if required by FERPA or other privacy laws.
- **Use BCC for Group Emails:** When emailing a large group (e.g., parents), use BCC (blind carbon copy) to protect email addresses from being shared without consent.

Be Clear and Concise

- **Get to the Point:** State the main purpose of the email within the first sentence. Avoid long introductions and keep the email focused on one topic.
- **Use Bullet Points:** For emails with multiple details, such as event information or instructions, use bullet points or numbered lists to make it easier to read.
- **Summarize Key Dates/Actions:** If the email contains important dates or tasks, highlight them clearly (e.g., "Please RSVP by October 25").
- **Proofread:** Check for grammar, spelling, punctuation, and formatting errors. A well-proofed email enhances professionalism.

Provide Context and Next Steps

- **Context is Key:** If making announcements or changes (e.g., school schedules, policy updates), provide context or background so that recipients understand why the change is happening.
- **Clear Calls to Action:** Be specific about what you expect from the reader. For example, "Please complete the survey by Friday" or "RSVP to the event by October 30."

Use Timely and Appropriate Responses

- **Respond Promptly:** Acknowledge emails from parents or staff within 24-48 hours, even if only to let them know you've received the email and will follow up.
- **Use Out-of-Office Replies:** If you will be unavailable for a period, set up an automated response informing senders when you'll return and whom they can contact in the meantime.

Respect Recipients' Time

- **Avoid Email Overload:** Limit the number of emails sent, especially to parents. Instead of sending multiple small updates, consolidate information into a single weekly or monthly newsletter when possible.
- **Send Emails at Appropriate Times:** Avoid sending non-urgent emails during weekends or late at night. Schedule emails during regular school hours to respect recipients' personal time.

Ensure Inclusivity and Accessibility

- **Language and Translation:** For schools with diverse communities, consider translating key messages into the predominant languages spoken by parents or providing translation resources.
- **Accessibility:** Make emails accessible to everyone, including those with disabilities. Use alt-text for images and avoid complex formatting that could make it difficult for screen readers to process.

Follow Up and Encourage Two-Way Communication

- **Encourage Feedback:** End emails by inviting questions or feedback (e.g., "Please let us know if you have any concerns or questions").
- **Provide Contact Information:** Always include clear contact details for follow-up, such as the principal's or teacher's email and phone number.
- **Follow Up as Needed:** For important emails, send a polite follow-up reminder if a response or action is required.

Be Mindful of Compliance and Record Keeping

- **FERPA and COPPA Compliance:** Ensure emails do not disclose protected student information and comply with privacy laws such as FERPA (Family Educational Rights and Privacy Act) and COPPA (Children's Online Privacy Protection Act).
- **Document Important Communication:** Keep a record of all important email communications with parents and staff for reference in case of follow-up or legal concerns.

Internal Communication

A significant amount of information is shared daily throughout the school district. It is important to ensure that this information is communicated efficiently and promptly to maintain clarity and timeliness across the district.

Keep Messages Clear and Consistent

- Ensure all communications are simple, consistent, and easy to understand.
- Repeat key messages across different channels to reinforce them.

Use Multiple Communication Tools

- Share information through various channels like email, meetings, digital platforms, and newsletters.
- Centralize important updates in one accessible place, like an intranet.

Encourage Two-Way Communication

- Allow staff to give feedback and ask questions, ensuring open dialogue.
- Actively listen to staff concerns and respond to them.

Communicate in a Timely Manner

- Share important information quickly, especially during changes or crises.
- Keep a regular schedule for updates, like weekly meetings or newsletters.

Adapt Communication to Your Audience

- Adjust your tone and detail level based on who you're addressing (administrators, teachers, etc.).
- Provide context to help everyone understand the broader picture.

Be Transparent

- Share both successes and challenges openly to build trust.
- Keep staff informed about district decisions and progress toward goals.

Make Communication Accessible

- Ensure everyone can access important information, regardless of their role or location.
- Use visuals and clear language to explain complex topics.

Recognize Achievements

- Celebrate staff accomplishments and milestones to boost morale.
- Regularly acknowledge hard work and contributions.

Evaluate Communication Effectiveness

- Check in with staff to see if communication is working well and make improvements as needed.

Respect Confidentiality

- Handle sensitive information carefully and share it only with those who need it.

Feedback Loops

Creating a communication feedback loop in a school district involves structured steps to ensure that information is transmitted effectively and feedback is collected, analyzed, and acted upon. Here's an outline for an effective communication feedback loop:

Initiate Communication

- Source: The process starts with communication from a leader, department, or stakeholder group (e.g., school administrators, teachers, or parents).
- Message: Clearly defined and concise information or directives are shared.

Distribute Information

- Channel: Use established communication channels such as emails, staff meetings, newsletters, or a school portal.
- Audience: Ensure the information reaches all relevant parties, including staff, parents, and board members as appropriate.

Receive Acknowledgment

- Confirmation: Recipients acknowledge receipt of the information through automated responses, quick feedback surveys, or verbal confirmations.
- Clarifications: Allow for questions to address uncertainties or seek additional details.

Collect Feedback

- Mechanism: Utilize surveys, focus groups, or direct feedback through meetings and discussions to gather input and insights.
- Anonymity Options: Ensure some feedback mechanisms allow for anonymous input to promote open and honest communication.

Analyze Feedback.

- Review Team: A designated team or leader reviews the feedback to identify common themes, concerns, and suggestions.
- Data Compilation: Compile feedback into a summary report highlighting key takeaways and actionable points.

Respond and Implement Changes

- Communication of Changes: Inform the stakeholders about the outcomes, any modifications, or next steps based on their input.
- Action Plan: Implement changes or improvements in response to the feedback where feasible and appropriate.

Follow-Up

- Check Effectiveness: Monitor and assess if the changes made were effective by seeking further input.
- Continuous Cycle: Encourage ongoing feedback to sustain an evolving and responsive communication loop.

By following this cycle, the school district can create a robust system that ensures information is communicated effectively and feedback is used to enhance decision-making and operational processes.

Progression of Support

To ensure effective and timely support, follow the outlined chain of command when addressing needs or concerns. Refer to the Progression of Support Chart for the specific steps and contact points within the district. Following this process helps streamline communication and ensures your needs are addressed efficiently.

		Progression of Support			
Topic	1st Contact	2nd Contact	3rd Contact	4th Contact	5th Contact
Curriculum	Principal	Superintendent			
Interventions	Counselor/Case Manager	Principal	Superintendent		
Instruction	Instructional Coach/Mentor	Principal	Superintendent		
Special Education	Case Manager	Principal	Special Ed. Director	Superintendent	
Athletics	Coach	Athletic Director	Principal	Superintendent	
Extracurricular	Advisor	Principal	Superintendent		
Technology	Technology Manager	Principal	Superintendent		
Transportation	Transportation Provider	Secretary	Principal	Superintendent	
Food Services	Food Services Manager	Superintendent	School Board		
Maintenance	Secretary	Principal	Facilities and Maintenance Manager	Superintendent	
Finance/Budget	Secretary	Principal/Manager	Director of Finance	Superintendent	
HR/Benefits	Secretary	Principal/Manager	HR Asst./Benefits	Director of Human Resources	Superintendent
District Policies	Principal	Superintendent			
School Safety	Principal	Superintendent			

Board-Staff Communication

The school district's organizational structure depends on strong internal communication. To ensure this, it is crucial to establish and adhere to a chain of command, allowing essential information to flow up and down as necessary. Bypassing or disregarding this chain can create information gaps that may hinder effective decision-making. Additionally, it is important to recognize that all communication involving the School Board must be directed through the Superintendent, as specified in board policy GBD - Board-Staff Communications.

The Board desires to maintain open communication channels between itself and the staff. The basic line of communication will be through the superintendent. The superintendent will develop and recommend to the Board processes for communications between the Board and district employees.

- Communications or reports to the Board or Board committee from any staff member or members should be submitted through the superintendent. This procedure will not be construed as denying the right of any employee to address the Board about issues which are neither part of an active administrative procedure, nor disruptive to the operation of the district.
- All official communications, policies and directives of staff interest and concern will be communicated to staff members through the superintendent. The superintendent will communicate as appropriate to keep staff fully informed of the Board's concerns and actions.

Summary

A school district communication plan is essential for keeping everyone—administrators, staff, parents, and the community—informed about important updates, goals, events, and changes. It provides a clear strategy for what to share, how to share it, and who should receive it, promoting transparency and building trust.

To be effective, staff should follow the plan's guidelines, choose the right communication methods for each audience, and ensure messages are clear and consistent. Regular updates to the plan help keep it relevant, and efforts should be made to reach all intended audiences. By doing this, the district can effectively meet the needs of its school community.