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

BOARD OF DIRECTORS
REGULAR SESSION AGENDA
LOCATION: YCSD BOARDROOM: 120 N. LARCH PL. YAMHILL OR 97148
Or VIA ZOOM https://us06web.zoom.us/j/91341315065
Password: sW66uH

Tuesday, October 27, 2026 **Work Session: 6:00pm**

Board Members Present: Susan FitzGerald, Erin Galyean, Ben VanDyke, Buzz Ready, JaJetta Dumdi
District Office and Admin Present: Clint Raever, Mary Brown, Chad Tollefson
Others Present: Colleen Henry

MINUTES

Meeting Recording

I. Call to Order Work Session

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

II. Flag Salute

III. Swearing in New Board Member – Ben VanDyke (Action Item)

Ben VanDyke was sworn in as a new member of the Board of Directors. The Board welcomed him to his position.

IV. Data Tools Presentation

Colleen Henry, Data Systems Coordinator with Willamette Education Service District (WESD), presented an overview of the Oregon Data Suite (ODS) and led the Board through a data exploration activity using Yamhill Carlton School District's fall STAR interim assessment results (see attached presentation).

The presentation focused on reading, mathematics, and early literacy. Board members reviewed the data in small groups and discussed observed patterns, trends, and areas for further investigation. The purpose of the activity was to develop familiarity with the data and identify questions for further review rather than make immediate decisions about interventions or instructional changes.

Discussion included the following topics:

- ***Assessment benchmarks and comparisons:*** *Members discussed the difference between STAR's nationally normed benchmarks and Oregon's state assessment standards. It was noted that districts may use different benchmark settings, which can limit the validity of comparisons between districts.*
- ***Student achievement and growth:*** *Members discussed the importance of reviewing both student achievement and growth over time. Questions were raised about whether current*

benchmark categories adequately reflect the level of performance the district expects students to achieve.

- ***Score interpretation:*** *The presentation explained the STAR categories, including students at or above benchmark, students on watch, and students requiring intervention. Members discussed how students near a benchmark may benefit from additional support.*
- ***Student group data:*** *Members reviewed data for students receiving special education services and the district's largest racial and ethnic student groups. Discussion included the limitations of interpreting broad student-group results without additional grade-level context and the importance of protecting student privacy when reporting small groups.*
- ***Historical comparisons:*** *Members discussed the value of comparing STAR results with historical Oregon Statewide Assessment System (OSAS) data to better understand student performance and trends.*
- ***District data tools:*** *The Board discussed opportunities to improve the district dashboard and use ODS to provide more meaningful information about student achievement and growth.*

The presentation also addressed how administrators can use interim assessment results to guide instructional planning, interventions, and enrichment.

Per the request of the board, Colleen will work on the following items:

- *Re-rank the raw STAR scale scores by percentile for Board review.*
- *Compile historical OSAS data to provide context for comparison with STAR results.*
- *Investigate whether ODS contains information about other districts' STAR benchmark settings and include that information in comparisons if available.*
- *Correct the ODS display so kindergarten appears at the bottom of the grade-level list.*
- *Work with the data team to strengthen the district dashboard with relevant student achievement and growth measures beyond the existing strategic-plan metrics.*

V. Operating Agreement Review

The Board reviewed the existing Board-Superintendent operating agreement, including collaborative governance, communication agreements, Board expectations of the Superintendent, and the Superintendent's expectations of the Board (see attached document).

Discussion included the purpose of the agreements in establishing expectations for how the Board and Superintendent work together. Members discussed the importance of maintaining appropriate communication channels, following the chain of command when concerns are brought forward by community members or staff, and avoiding serial communications that could constitute a meeting under public meetings requirements.

Members also discussed the value of communicating concerns in advance of public meetings when possible, avoiding unexpected or confrontational discussions during Board meetings, and maintaining a united and professional working relationship while recognizing that Board members may disagree on individual issues.

The Board discussed the distinction between the Board's responsibility to establish and adopt policy and the Superintendent's responsibility to implement and enforce Board-adopted policy. Members also discussed the role of the agreements in clarifying expectations beyond statutory requirements and existing policies.

The Board agreed to continue using the agreements for the time being. Members discussed the possibility of revisiting them during future strategic planning work, potentially with assistance from Kyle Laier.

VI. Curriculum Review

C.Tollefson reviewed district curriculum across subject areas, including current instructional materials, adoption timelines, and areas requiring additional clarification or future decisions (see attached document).

Mathematics

The Board discussed the district's mathematics curriculum and the high school's use of College Preparatory Mathematics (CPM). Members raised concerns about CPM's discovery-based, collaborative problem-solving approach, in which students may be asked to work through problems before receiving direct instruction on the concepts.

Discussion addressed differences in instructional philosophy, student readiness, teacher training, and the importance of supporting teachers in implementing the curriculum effectively. Members discussed the potential value of explicit instruction followed by opportunities for students to apply their learning. The discussion also addressed the use of assessment data, collaboration among teachers, peer observations, and instructional support to improve student outcomes.

Science

The Board reviewed science materials currently used at different grade levels, including Mystery Science in grades K–5, OpenSciEd in grades 6–8, and Discovery Education science materials at the high school.

Members discussed the engagement and materials requirements of Mystery Science, as well as questions about the rigor and implementation of the program. Questions were raised about which materials and standards are being used for high school biology, chemistry, and agricultural science. C.Tollefson will confirm which high school science curricula and standards are being used for biology. Chemistry is a college taught dual enrollment class. Agricultural Science is an elective and does not have an adopted curriculum.

Health and Social-Emotional Learning

The Board reviewed the district's health and social-emotional learning programs. Great Body Shop is used in grades K–5 and CharacterStrong and Wayfinder are used at various grade levels. The possibility of expanding Wayfinder to the high school was discussed.

Social Studies and Physical Education

The Board discussed the status of social studies curriculum adoption. The curriculum committee needs to reconvene to review available materials and determine next steps. In the meantime, teachers are using available open-source materials, previously collected resources, and teacher-developed instructional materials. The Board discussed the need to clarify curriculum and instructional expectations.

Physical education curriculum research is planned for the current school year following changes to the adoption process.

State Curriculum Adoption Schedule

The state's curriculum adoption schedule has been changed with the intention to provide more time for teachers to learn and implement new curriculum before beginning another major adoption. Previously, major adoptions in English language arts, mathematics, science, and other subject areas

could occur in consecutive years, leaving limited time for professional development and implementation.

Under the revised schedule, state-required adoptions in English language arts, mathematics, health, science, and social sciences will be spaced farther apart, with implementation time between major adoptions. Other subject areas will be adopted locally rather than through the state-required adoption process. The revised schedule is intended to allow teachers more time to become familiar with new curriculum and receive professional development before moving on to another subject-area adoption.

It was clarified that the overall adoption cycle will remain approximately seven years; the primary change is that major curriculum adoptions will be distributed more evenly rather than occurring in consecutive years.

VII. Facilities Review

C.Raever provided an update on the facilities priority list including completed projects, outstanding projects, and priorities related to school safety, building improvements, funding limitations, and the possibility of revising project priorities (see attached document for full list).

Completed projects include the cafeteria re-roofing, asphalt repairs, track resurfacing, siding, exterior painting, flooring, CTE exhaust work, and more.

The softball batting-cage project is not listed, but is a necessity. A bid has been accepted and work will begin soon.

The Board discussed the possibility of moving security vestibules higher on the facilities priority list. The district had previously considered vestibules at all three school buildings, but these projects had been deferred as potential future bond projects.

The intermediate school was identified as the most straightforward location for a vestibule because its existing entrance includes a foyer area that could accommodate a wall and additional security doors.

The high school entrance presents additional challenges. Although a vestibule could potentially be constructed near the main office, the Board discussed how students would access the office without passing through the security doors. One proposal was to install a service window in the hallway. However, an engineering review determined that the wall is load-bearing and that installing the window would require significant structural supports extending to the basement, potentially costing approximately $100,000.

The elementary school would require substantial remodeling or an addition to accommodate a security vestibule, but those options would be a substantial cost for the district.

Members expressed concern that many exterior doors contain glass that could be breached. C.Raever requested that I.Barr conduct an assessment of exterior doors to identify vulnerabilities and estimate the cost of replacing doors with solid doors or doors with smaller windows. A preliminary, rough estimate suggested that replacing a large number of doors could cost approximately $250,000; this was not a contractor's bid.

The Board discussed the importance of balancing school safety with maintaining welcoming school environments. Members acknowledged that vestibules alone cannot prevent every security incident but may provide an additional barrier between visitors and instructional areas. The discussion also

included the potential use of security film on windows, the cost of security improvements, and the need to consider a comprehensive approach to building safety.
C.Raever will be conducting a walkthrough of each school building on Friday with the WESD school safety specialist and law enforcement. The purpose is to identify vulnerabilities and obtain recommendations for possible improvements.
Members also discussed the possibility of future state or federal funding for school safety improvements, including secure entrances, doors, cameras, fencing, and school resource officers.
C.Raever noted that discussions about potential funding are ongoing in the legislature but that no specific new funding source had been identified.
C.Raever explained that the money allocated for facilities comes from the district's general fund rather than a dedicated state facilities allocation. Although grants may be available for certain projects, the district must generally prioritize facilities work within its existing budget.
Members discussed whether funds previously earmarked for lower-priority projects, including landscaping, could be redirected toward security improvements.
C.Raever stated he will reconvene the facilities committee to review completed projects, outstanding needs, and new security recommendations. The Board discussed the importance of incorporating community priorities into future decisions and considering the relationship between facilities planning and the district's upcoming strategic planning work.
Board members raised concerns about the condition and functionality of the school bathrooms. Reported issues included toilets bubbling when flushed, limited functioning sinks and soap dispensers, inadequate paper towel supplies, and bathroom doors that do not close properly. Members emphasized the need to address these concerns and ensure that bathrooms are functional and provide appropriate privacy for students.

VIII. Adjournment

S.FitzGerald adjourned the meeting at 8:33pm

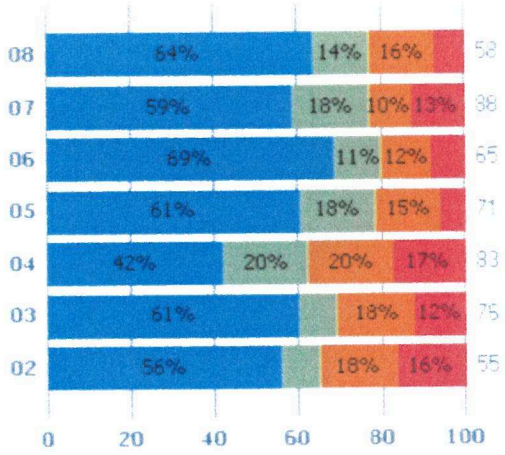
OREGON DATA SUITE

STAR Interim Assessment

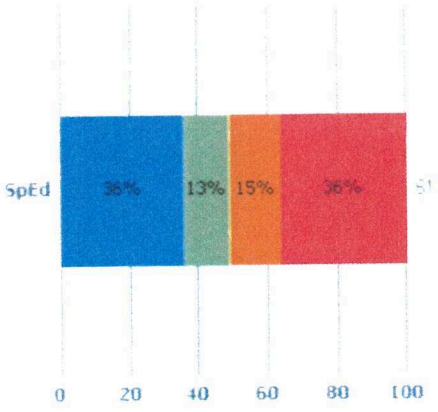
Reading

At/Above Benchmark | On Watch | Intervention | Urgent Intervention | Not Specified

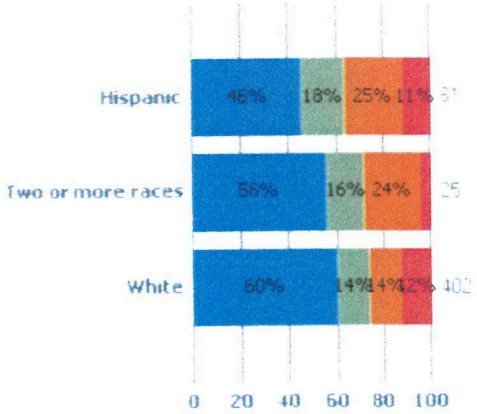
2026-2027 Reading Composite: Total STAR by Grade Level



2026-2027 Reading Composite: Total STAR By Focal Group



Reading Composite: Total STAR By Federal Race Ethnicity



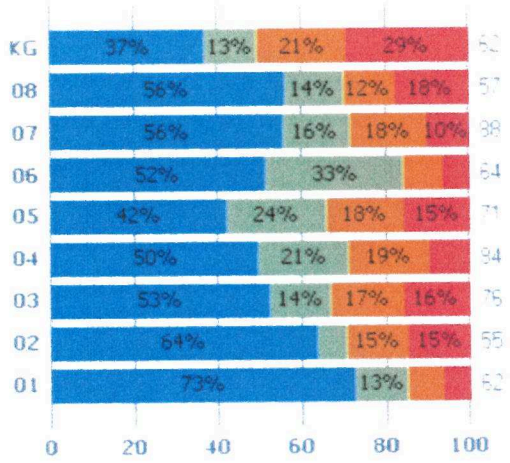
OREGON DATA SUITE

STAR Interim Assessment

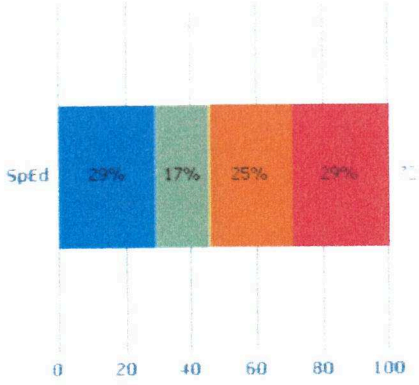
Math

At/Above Benchmark On Watch Intervention Urgent Intervention Not Specified

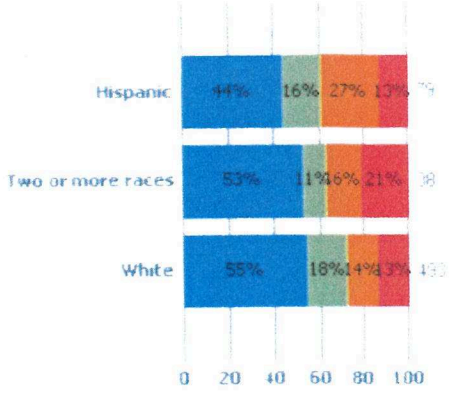
2026-2027 Mathematics Composite: Total STAR by Grade Level



2026-2027 Mathematics Composite: Total STAR By Focal Group



Mathematics Composite: Total STAR By Federal Race Ethnicity



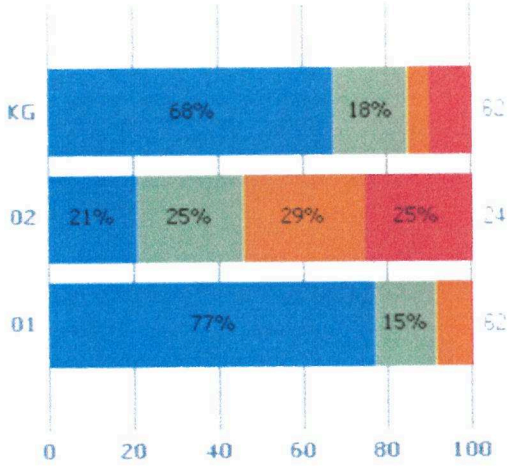
OREGON DATA SUITE

STAR Interim Assessment

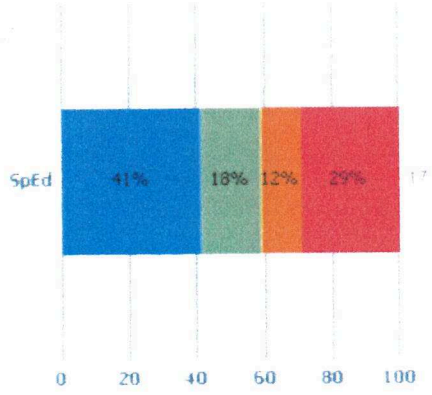
Early Literacy

At/Above Benchmark | On Watch | Intervention | Urgent Intervention | Not Specified

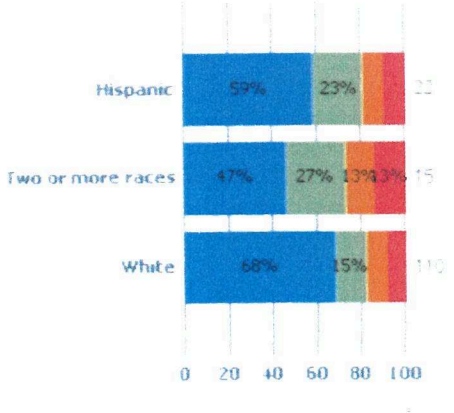
2026-2027 Early Literacy Composite: Total STAR by Grade Level



2026-2027 Early Literacy Composite: Total STAR By Focal Group



Early Literacy Composite: Total STAR By Federal Race Ethnicity



OREGON DATA SUITE

Click here to make a copy of this worksheet.

Here's What, So What, Now What

Trend Data Analysis

What themes/trends do you notice?

What areas of strength do you notice?

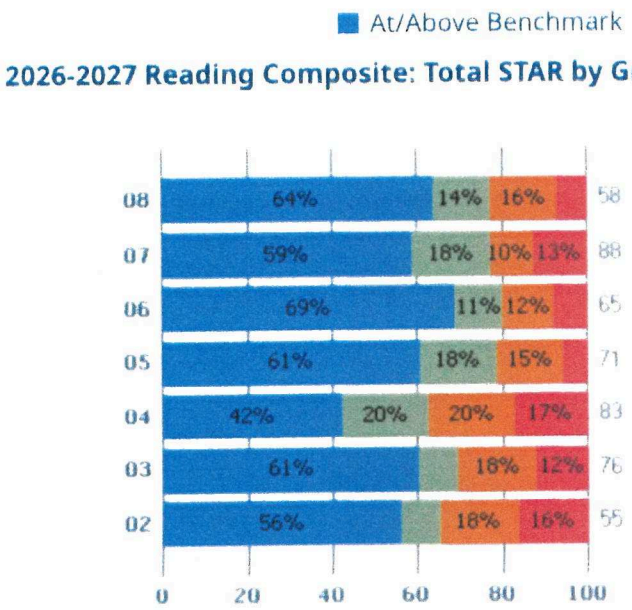
What areas of need are represented?

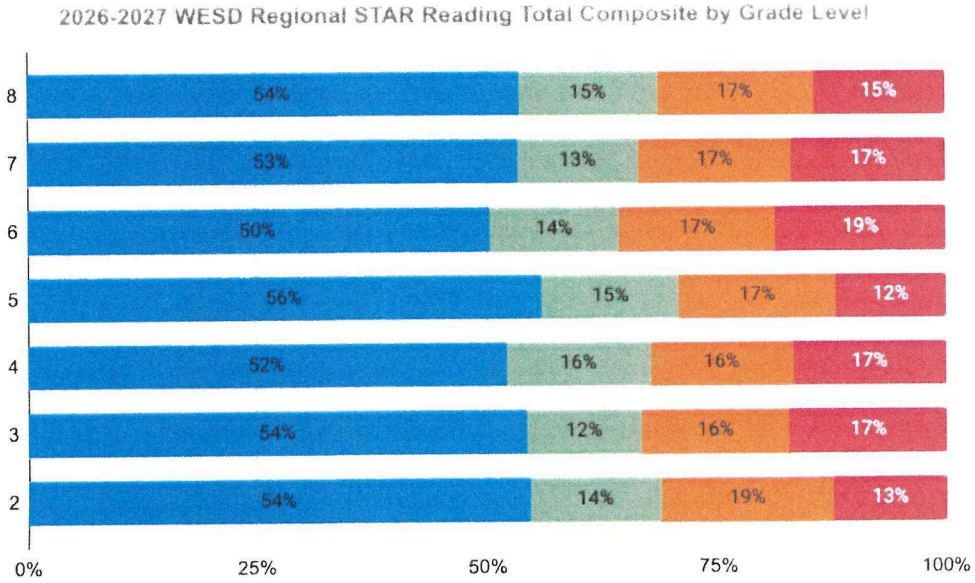
Here's What (Just the Facts)	So What (Implications)	Now What (Plan of Action, Next Steps)

Vance, T. (2017, April 1). *Instructional shifts: effective use of data to guide instruction.* Session 15 Effective Data Use. https://cehd.gmu.edu/assets/docs/math_literacy/Session%2015%20Effective%20Data%20Use.pdf

Regional Comparison
Reading

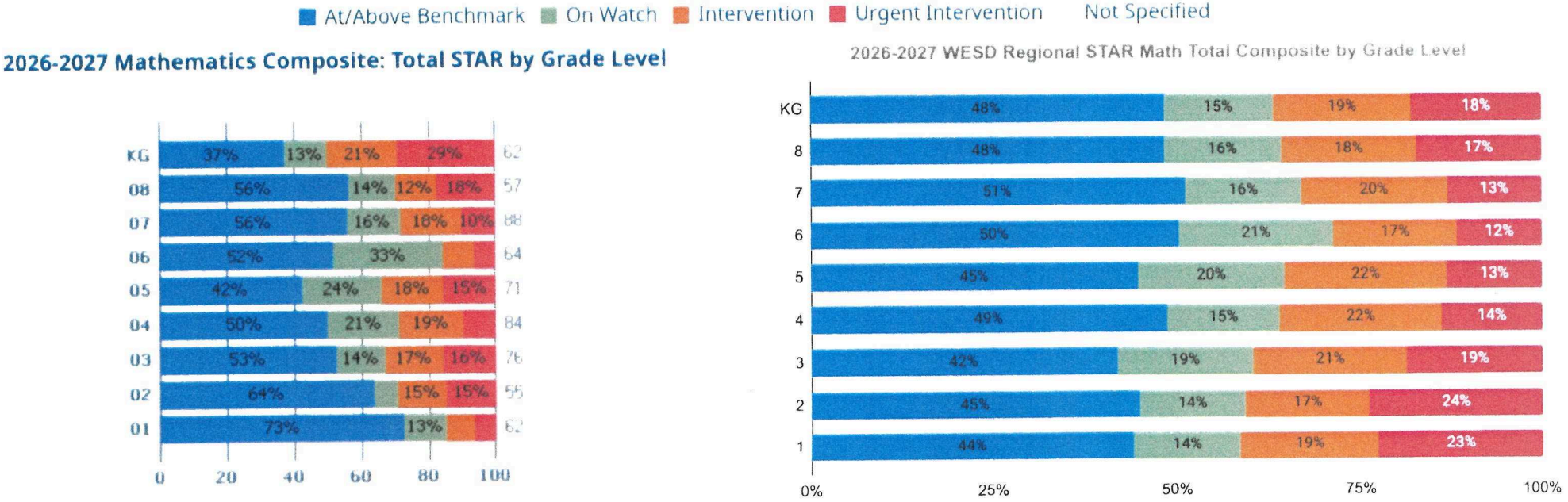
How **Yamhill-Carlton** compares to other districts in **Marion**, **Polk**, **Yamhill** counties?





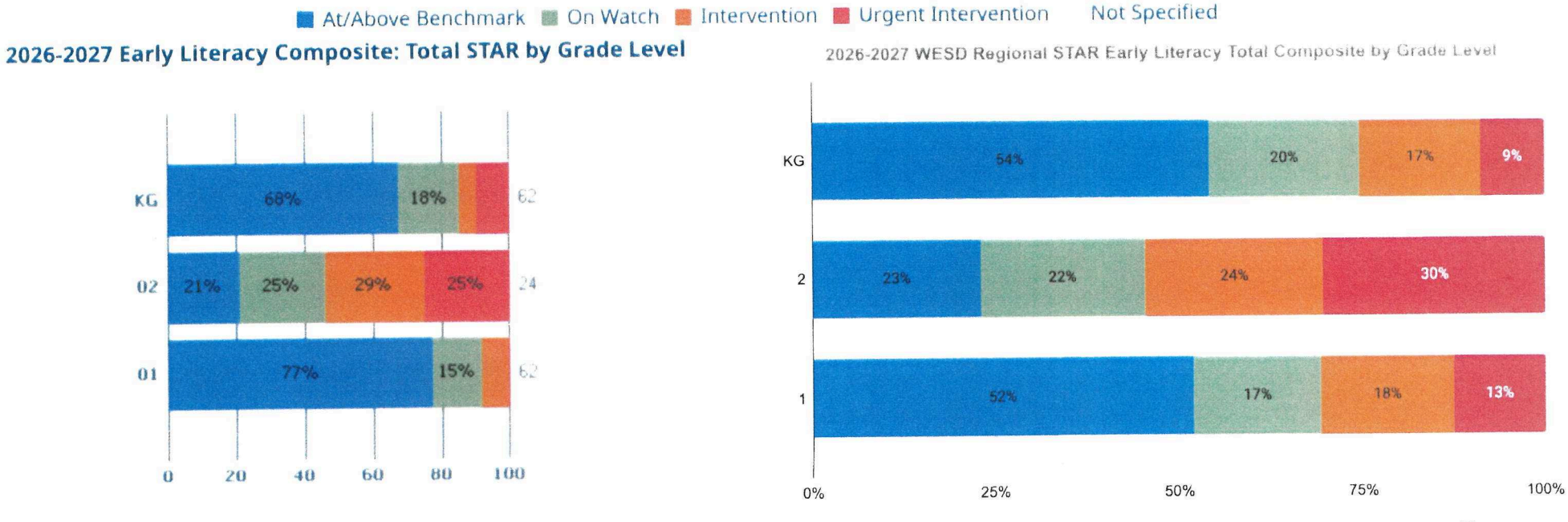
Regional Comparison
Mathematics

How **Yamhill-Carlton** compares to other districts in **Marion**, **Polk**, **Yamhill** counties?



Regional Comparison
Early Literacy

How **Yamhill-Carlton** compares to other districts in **Marion**, **Polk**, **Yamhill** counties?



YCSD Curriculum

Content Area	Adoption Year	For use in fall:	Adopted Curriculum
English Language Arts	2021	2022-28	K-5: HMH Into Reading 6-8: HMH Into Literature HS: SAVVAS myPerspectives
English Language Proficiency	2021	2022-29	K-12 HMH English 3D
Mathematics	2022	2023-30	K-5: Big Ideas 6-8: Big Ideas HS: CPM HS: BFW Publishers (Statistics)
Science	2023	2024-31	K-5: Mystery Science 6-8: OpenSciEd HS: Discovery Education Science Techbook
Health	2024	2025-32	K-5: The Great Body Shop 6-8: G-W Comprehensive Health Skills for Middle School HS: Comprehensive Health Skills for High School
Social Sciences	2025	2026-33	Postponed: TBD
Physical Education	2026	2027-34	TBD
Social Emotional Learning	N/A	N/A	K-4: Character Strong 5-8: Wayfinder HS: Character Strong

OREGON DEPARTMENT OF EDUCATION

Oregon High-Quality Instructional Materials (HQIM) Adoption Schedule 2027-2035

Content Area	State HQIM Criteria & Adoption Year[2]	District Adoption for Classroom Use by Fall	District Postponement Ends Fall	Implementation Support Year[3]
English Language Arts	**2027**	**2028**	**2030**	**2029**
English Language Proficiency	**2028**	**2029**	**2031**	**2029**
The Arts[1]	*2029 - Criteria Only*	*Locally Determined Adoption Timeline*	*N/A*	*N/A*
Mathematics	**2030**	**2031**	**2033**	**2031**
World Languages[1]	*2031 - Criteria Only*	*Locally Determined Adoption Timeline*	*N/A*	*N/A*
Health	**2032**	**2033**	**2035**	**N/A**
Science	**2033**	**2034**	**2036**	**2034**
Physical Education, PFE, HECPS[1]	*2034 - Criteria Only*	*Locally Determined Adoption Timeline*	*N/A*	*N/A*
Social Sciences	**2035**	**2036**	**2038**	**N/A**

[1] District evaluation of the Arts, World Languages, Physical Education, 9-12 Personal Financial Education (PFE), and 9-12 Higher Education and Career Path Skills (HECPS) are on a locally determined schedule, and independent adoption is required when a current state-adopted list is not available.

[2] Unless noted, Oregon's State Board of Education adopts criteria by January of the scheduled adoption year and adopts HQIM content area lists in late October.

[3] Implementation support years follow the adoption of assessed content areas, creating intentional opportunities for districts, regional partners, and the state to support implementation and curriculum-based professional learning.

BOARD – SUPERINTENDENT OPERATING AGREEMENT

Yamhill-Carlton SD

PURPOSE:

The Board of Directors is the educational policymaking body for (organization). To effectively meet the system's challenges the School Board and Superintendent must function together as a leadership team. To ensure unity among team members, effective group agreements must be in place. The following are the group agreements for the Board and Superintendent.

COLLABORATIVE GOVERNANCE:

1. Members of the Board and the Superintendent shall work together as a team, modeling lifelong learning and collaboration.
2. Board members shall recognize and respect the Superintendent's responsibility to manage the school district and to direct employees in district and school matters.
3. Board members shall give careful consideration, listening to all perspectives, to all issues brought to the board by individuals and district leadership.
4. The Board shall make decisions only at properly called meetings. Board members recognize that individual members have no authority to take individual action in policy or district and school administrative matters, unless so authorized by board vote.

COMMUNICATION AGREEMENTS:

1. Board members shall follow the chain-of-command and communicate directly with the Superintendent when a question arises, or a concern or complaint is voiced by a staff member, student, parent or community member.
2. Board Members shall communicate directly with the Superintendent or Board Chair prior to meetings of the board to address questions and/or concerns about agenda items.
3. Board members and the Superintendent shall communicate one-on-one, when an individual concern arises, with any member of the board-superintendent team as appropriate.

BOARD EXPECTATIONS OF THE SUPT:

1. Provide data to the board members so that data-driven decisions can be made.
2. Work toward becoming a team with board members and communicate with them promptly and effectively.
3. Work with the board to establish a clear vision and mission for the school district.
4. Represent the school district by being visible in the community.

SUPERINTENDENT'S EXPECTATIONS OF THE BOARD:

1. Willingness to acknowledge and follow the chain of command of the school district.
2. Effort to foster unity, harmony and open communications within the board.
3. Practice of avoiding surprise items at board meetings.
4. Understanding of the relative or complementary role of the superintendent and board in policy making.

SIGNATURES OF AGREEMENT:

Date _____

_____ _____

_____ _____

_____ _____

_____ _____

OREGON SCHOOL BOARDS ASSOCIATION
1201 Court St NE, Ste 400 | Salem, OR 97301 | 503-588-2800 or 800-578-6722
www.osba.org | info@osba.org | *rev 6/2019*

Board Facilities Priority List 2/2025			
Elementary	Minor repairs to metal covered play roof	Future	
Elementary	Repair and repaint stucco siding	Does not exist	
Elementary	Minor repoint and reseal masonry siding	Not needed	
Elementary	Engineering for YCES Paving	Future	
Elementary	Vestibule	Potential Bond	
Elementary	Paving & Striping	Potential Bond	
Intermediate	Refinish gym floors	Complete	
Intermediate	Replace Flooring - Library and 7/8	Future	Working on yearly replacement for areas.
Intermediate	Replace Flooring 4 Sections Yearly	Future	Working on yearly replacement for areas.
Intermediate	Exterior Painting	1/4's yearly	Last 2 years completed 60% of the building
Intermediate	Vestibule	Future	Potential 26-27 school year
Intermediate	Windows	Complete	
Intermediate / 91 Building	Replace Flooring - Other 1/2 of 91	Complete	
Intermediate	Sidewalk & asphalt repair " trip hazzard "	Complete	
Intermediate	Courtyard Drain	Summer 25-26	
High School	Refinish gym floors	Complete	
High School	Main Floor: Asbestos Abatement	Complete	
High School	Main Floor: Flooring	Complete	
High School	Exterior Lighting	Complete	
High School	Exterior Painting	25% annually	
High School	Wood Siding Minor Repair	Complete	
High School	Brick Mortor - Repointing	Potential Bond	
High School	CTE Exhaust	Summer 25-26	
District	HVAC Controls	Summer 25-26	

Facilities & Maintenance Priority List as of 4/2026			
YCES	**Rough Estimates**	**Priority level**	**Status**
track resurface	$50,000.00	low	Complete
asphalt patches	$25,000.00	high	Complete
HVAC (3 units @ 33k each) (21 total)	$100,000.00	Needs done but surviving	
YCIS			
cafeteria re-roof	$100,000.00	high	Complete
courtyard drain	$25,000.00	high	
parking lot engineering	$25,000.00	low	
gym siding	$100,000.00	med	Complete
covered play roof	$25,000.00	med	Complete
asphalt repair	$25,000.00	high	Complete
ext paint	$25,000.00	high	Complete
YCHS			
irrigation repairs	$25,000.00	high	
front asphalt	$75,000.00	low	
landscape	$100,000.00	low	
seal coat	$25,000.00	high	1/2 complete
front steps resurface	$25,000.00	high	
carpet	$25,000.00	high	Complete
asbestos abatement	$50,000.00	high	
ext. paint	$25,000.00	high	
Total	**$850,000.00**		

Consolidated Facilities Planning Document 3-31-26

YCIS

1/2 cafe reroof	50,000	high	July/August 2026
courtyard drain	25000	high	Summer 2026
parking lot engineering	25000	low	Future
gym siding	100000	med	Summer 2026
covered play roof	25000	med	Summer 2026
asphalt repair	25000	high	Some Complete No plan for remaining at this time.
ext paint	25000	high	Summer 2026

YCES

track resurface	50000	low	Working with PTO on funding
asphalt patches	25000	high	Waitintg on estimates - Summer 2026
HVAC (3 units @ 33k each)	100000	Needs done but surviving	Completing repairs on current units. Will replace as needed.

YCHS

1/2 cafe roof	50000	high	July/August 2026
irrigation repairs	25000	high	Seeking expertise on plan
front asphalt	75000	low	Future
landscape	100000	low	Getting estimates/Working on master plan
seal coat	25000	high	Summer 2026
front steps resurface	25000	high	Summer 2026
carpet	25000	high	Developing plan for classrooms
asbestos abatement	50000	high	Future
ext. paint	25000	high	Reviewing estrimates
Softball batting cage	?	med	Developing scope and getting estimates.